

Accessibility Hindered

(A Civil Society Report on Right to Education in Nepal)



Education Watch Report 2022



EDUCATION WATCH GROUP, NEPAL



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Report Prepared By:
Education Watch Group

Secretariat:
Loo Niva Child Concern Group, Lalitpur, Nepal

Forewords

Right to Education have been recognized as basic human rights. Right to education as human rights has obliged state to finance for educational management and attaining a quality learning among students. The parents, communities and political leaders are expected to take all positive steps and efforts to the extent possible for taking actions on increasing access to education, ensuring fair, transparent and inclusive educational governance, having education connected with community responsibilities, cultural preservation and inculcating high morale among children.

Loo Niva Child Concern Group have been advocating for Right to Education of children to make school more inclusive, non-discriminatory, safe and accessible to all children. Loo Niva is proud to collaborate with Education Watch Group (EWG) on synergizing civil society efforts and campaign for RtE through monitoring, advocacy, engaging with governments. Loo Niva is thankful to the Ministry for Foreign Affairs of Finland and Interpedia Ry. With whose financial support and partnership, we have been able to strengthen civic engagement and campaign for RtE in Nepal.

The Education Watch Report, 2022 have been presented here as a civil society monitoring report on the status of RtE. We are confident that this report would be beneficial for understanding the gaps and required government interventions for fulfilling constitutional mandates and international commitment on strengthening RtE in Nepal. Thank you.

Narendra Dangol,
Executive Director,
Loo Niva Child Concern Group

Acknowledgement

Education Watch Group, as mandated by its members, have been monitoring and campaigning for RtE in Nepal as a collective civil society efforts. Since the foundation as a loose network of civil society organization that advocate for practical realization of RtE, Education Watch Group has been taking initiatives of monitoring situation of RtE, applying collective advocacy efforts of civil society and capacity building of members.

In this regard, we have been able to produce Education Watch Report 2022, as 4th issue of CSOs report on RtE in Nepal. The report is based on government produced data and consultation with civil society and children from various part of the country. It has also considered media news on status of school education in Nepal. The Report of 2022 is focused on accessibility and growing privatization of school education in Nepal, towards which Education Watch Group is very critical.

We always welcome constructive feedback on the report and our actions, same applies to this report as well. We expect, the stakeholders would consider this report as reference to understand peoples' expectation and civil society perspective on ensuring RtE in Nepal.

We are very thankful to the members of Education Watch Group, who provided their empirical experiences, children studying in remote rural area of Nepal, particularly far west province, expert Mr. Milan Dharel, advisors and Loo Niva Child Concern Group and its partner Interpedia Ry. And Ministry for Foreign Affairs of Finland for extending financial, technical and advisory support towards Education Watch. Thank you

Santa Ram Dangol
Convener, Education Watch Group

Abbreviations

ECED	Early Childhood Education and Development
PPC	Pre-Primary Centers
PTA	Parents Teachers Association
SDGs	Sustainable Development Goals
SMC	School Management Committee
CEHRD	Center for Educational Human Resource Development
CWDs	Children with Disabilities
RtE	Right to Education

CONTENTS

1. Introduction	1
2. About Education Watch Report 2022	2
3. Legal Policy Context of Non Discrimination in Education of Nepal	2
4. Status of School Education in Nepal	5
5. Status of School Governance and Infrastructures	7
6. Status of Teachers, Teaching Guidebook and Text Books Distribution	10
7. Status of Enrolment and Learning Quality in Nepal	12
8. Situation of Girls, Dalit and Children With Disabilities	13
9. CSOs Recomendations	14
 Annex : List of Member Organisations of Education Watch Group	 16

1. Introduction

Nepal has recognised Right to Education (RtE) as fundamental right of people (Art.31, the Constitution of Nepal). The Constitution of Nepal has recognised that everyone has RtE, each Nepali children have right to free and compulsory basic education and free education upto secondary level. Under the section of fundamental rights, the constitution has provisioned special provisions for children with disabilities, dalit children, girls and financially poor children.

Nepal has enacted several legal policy provisions for realisation of RtE. This includes Free and Compulsory Education Act, 2018, Education Act, 1971 15th Periodic Plan, National Education Policy and National Roadmap for Implementation of Sustainable Development Goals (SDGs).

Nepal is party to the International Covenant on Economic Social and Cultural Rights (ICESCR, 1966) and Convention on the Rights of the Child (1989). In addition it has recognised other five core human rights treaties that includes International Covenant on Civil and Political Rights, Convention Against Torture, Convention to Eliminate All forms of Discrimination against Women, Convention to End Racial Discrimination and Convention on the Rights of Person With Disabilities. The Treaty Act of Nepal (1992) recognises the supershade of international convention over the domestic laws in case of contradiction.

Education Watch is a loose civil society network having 15 members representing 5 provinces of Nepal. Education Watch Group, since the foundation in 2015, have been advocating for right to education of children, inclusive education, good governance in schools and increasing state investment on school education. Loo Niva Child Concern Group is a founder and the secretariat of the Education Watch Group. Education watch Group has been producing Education Watch Report every year and call for government and political parties' accountability towards RtE.

Education Watch Group (EWG) have been producing Education Watch Report aiming to seek accountability and to advocate appropriate policy and programmatic provisions from government on strengthening RtE in Nepal.

In this regard, the EWG, has produced this annual publication to critically reflect and advocate for the RtE in Nepal. This is a civil society report that explains the status of education, major gaps and issues needs to be addressed by the government along with present critical views of civil society on practical realisation of RtE in Nepal.

2. About Education Watch Report 2022

The Education Watch Report, 2022 is a civil society perspective on the current status of Right to Education in Nepal, with specific focus on children's right to free school education. This year 2022, the Education Watch Report has been focused on the discrimination faced by the children with disabilities, dalit and girl children on accessing education in Nepal. It has also highlighted the adversarial impact of current state policies that promotes privatisation in education.

Despite of constitutional and legal arrangements for non-discrimination, large number of children with disabilities are excluded from accessing education. Dalit and Girl Children have been facing several forms of discrimination at schools hindering their continuity, learning outcome and ability to celebrate their potentials. The inadequate investment by government on promoting inclusion in schools have adversely affected the educational life of children.

Being an active advocate civil society movement Education Watch Group has decided to bring the issues of accessibility and discrimination at schools particularly with children with disabilities, girls and dalit children in Nepal.

The Education Watch Report 2022, has referenced the factual information derived from the government agencies and publications and empirical information and perspectives from local civil society through consultation in Sudurpaschim Province.

The report is peoples' perspective and experiences backed up by the government recognised data. It has also considered media reports, news and other reserach report produced by civil society organisations and networks. The objective of the report is to highlight and draw attention of policy makers, development partners and civil society on the issues of discrimination and exclusion of children with disabilites from mainstream education as well as discrimination faced by girls and dalit in the schools of Nepal. The report also intends to suggest policy and programmatic reformation, application of interventions for promoting inclusive school education in Nepal.

3. Legal Policy Context of Non Discrimination in Education of Nepal

There are several legal policy provisions those recognised RtE in Nepal. This includes constitutional provisions, domestic laws and programmatic policies. The education watch report has documented policy provisions according to specific categories of areas of concern on RtE.

Nepal has three tier government system with one Federal Government, 7 Province Governments and 753 Local Governments. The Federal Government is considered as the highest standard setting government for the secondary education as well as providing national policy guidelines. The provincial governments are standard setting governments for upto basic level education and provincial legal policy guide as well as investment. The Local Governments are considered the main manger and implementor of secondary and basic education program at local level.

The Constitution of Nepal has ensured right against discrimination and untouchability in Article 24 and compensation for the victim as per the law. The Constitution of Nepal in Article 31 provides for free higher education for person with disability (PWDs) and financially poor as per the law (Sub art.3), sign language and brail education for blind and PWDs (Sub art.4). It has provision of special rights for women (Art.38), for children (Art.39) for Dalit (Art.40) and Right to Social Justice (Art.42).

The Constitution of Nepal has guaranteed the RtE as fundamental right of the child (Art.39 (2))¹ The Constitution of Nepal, art 39: (2) Every child shall have the right to education, health, maintenance, proper care, sports, entertainment and overall personality development from the families and the State.. Section 15 of the Children's Act, 2018 has provisions for the right of children to education. The Free and Compulsory Education Act, 2018 has provisioned that the state will provide compulsory education up to the basic level to every child who has completed four years of age and has not reached 13 years of age; every citizen will get free education up to secondary level from the state, while children of each community will get education up to basic level or secondary level in their mother tongue.

The Ministry of Education, Science and Technology has issued the Inclusive Education Policy for Persons with Disabilities, 2016. One of the three objectives of this policy is to ensure equal access to quality education opportunities for children with disabilities.

The Act Relating to Children, 2018 in section 5 provides for the right against discrimination. The provisions are: (1) No discrimination shall be made against any child on grounds of religion, race, caste, tribe, sex, origin, language, culture, ideological thought, physical or mental condition, physical

¹ The Constitution of Nepal, art 39: (2) Every child shall have the right to education, health, maintenance, proper care, sports, entertainment and overall personality development from the families and the State.

disability, marital status, family status, employment, health condition, economic or social condition of him or her or his or her family or guardian, geographical area or similar other ground. (2) No one shall discriminate between son and daughter, son and son or daughter and daughter or children from ex-husband or wife or present husband or wife in maintenance, education or health care of children.; (3) No discrimination between their own son, daughter and adopted son, daughter; (4) No discrimination shall be made with regard to maintenance, education and health care between children born to a man and woman before and after their marriage. In section 12, the Act provides special rights of the child with disability.

The Act Relating to Rights of Persons with Disabilities, 2017 has several provisions recognizing the right against discrimination, right to equal space and opportunity for children with disability. The Act in section 20 provides additional rights for the children with disabilities²

Nepal has enacted the Caste-Based Discrimination and Untouchability (Offence and Punishment) Act, 2011. This Act prohibits any act of commission of discrimination and untouchability in both public and private spheres. The act of commission of untouchability and discrimination is considered as punishable criminal offence. The National Penal Code, 2017 under sections 160, 161 and 167 criminalizes deliberate discrimination and provides punishment for the person who commits an act of deliberate discrimination based on gender, cast, community, physical status of individuals.

The Free and Compulsory Education Regulation, 2020 has provisioned that a school must ensure that a child with disability shall not be denied in mainstream school education just due to absence of disability-friendly structure and facilities; the state must take appropriate action of investment to ensure the facilities are available for the child to engage in regular school with children³

²The Act Relating to the Rights of Person with Disabilities, 2017- Section 20. Rights of children with disabilities: (1) the children with disabilities shall have the right to ensure their dignity and honor, promote self-reliance, participate actively in the society and earn the living in a respectful manner. (2) The children with disabilities shall have the right to obtain education, training, health, care, rehabilitation service, preparation for employment and opportunities of entertainment in order to assimilate in the society and make personal development. (3) The children with disabilities shall have the right, on an equal basis with other children, to express their views on all matters affecting them and their views shall be given due weight in accordance with their age and maturity. (4) Except where an order is made by the court for the best interests of a child with disability, such child shall not be detached from his or her home, family on the basis of disability. (5) The GoN shall make appropriate provision on curricula, course books and teaching and learning matters in order to address the learning needs of the children with intellectual disabilities, mental disabilities, autism, mental paralysis or hearing and sight disabilities. (6) The children with disabilities shall have the right to such special protection as prescribed..

³Regulation to the Free and Compulsory Education Act, 2020, Rule 3-6

Box I: Key Provisions on School Education Facilities in Nepal

Hostel Scholarship Facilities: Annual amount of 40 thousand Rupees for hostel education for Children with Disabilities, Freed Kamlahri, Girls in Hostel, Mountain Region Students, Marginalized Children, Street and Working Children, HIV Infected or affected children and Children of Badi Communities.

Non-Hostel Scholarship Facilities:

For Girls of Mugu, Humal, Dolpa, Jumla and Kalikot (NPR 1000 for Grade 1-5, NPR 1500 for Grade 6-8)

For Dalit and Girls of other Districts Annual Rupees 400 (for Grade 1-8)

For Children of Targeted Communities (NPR 500, for Grade 1-8)

For Children with Disabilities (Grade 9-10) for enroute travel home to school (Assistance Needed Rs.5000/year, Transport Needed Rs.3000/year, for able to travel alone Rs.1000/year)

Source: Program Implementation Guideline, 20078/79, CEHRD, MoEST

Further to this following policy provisions are significant on promoting nondiscrimination and equal access to education in schools:

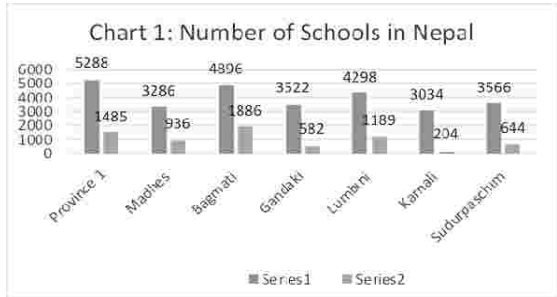
- The school infrastructure shall be friendly to the children with disabilities facilitating their access and mobility.
- As Per Sanitary Pad Distribution and Management Procedure, 2020: the school shall provide free sanitary pad to the girls enrolled in school, if they are in menstruation during school hours.
- The Local Government can add budget if the cost provided by federal government is found inadequate for healthy and safe mid-day meal for children.
- The School Transport Guideline has set number of standards for vehicle safety and drivers' qualification, however have not mentioned any provision regarding the children with disabilities mobility facility.

4. Status of School Education in Nepal

There were 7 million plus students above age of 5 years are studying in 34 thousand 8 hundred and 16 schools of Nepal in Academic Year 2021/22. Among the total students the boys and girls share almost equal ratio.

According to the Flash Report (2022), produced by the Center for Education and Human Resource Development (CEHRD), among 34,816 schools 20% (6,926) are privately run schools (Institutional School) and 80% (27,890) are government funded schools. As reported by the Government Data, there is significant reduction of number of schools with 1051 lesser community schools since 2019/20, while community schools reduced by 1051 numbers, there is increase

in the privately run schools by 188 in numbers. Provincewise the Bagmati province have the 28% of total schools privately run and Karnali has 6.1% privately run schools.



There are a total 36498 ECED (Early Childhood Education and Development) and PPE (Pre Primary Education) Centers, among which 30450 are funded by Federal Government, 2541 are operated by local governments, 6048 are run by private sector and 428 are operated by religious schools. There were One Million plus children (1010195) children aged 3-5 years in this ECED/PPE centers. Among which, 62% (627142) are in government funded and 38% (383053) are in privately operated ECED/PPCs.

Among the total schools 68% (23531) are only upto basic schools, i.e. the school that runs programs of grade 1, grade 1-2, grade 1-5 or upto grade 8. Among these basic schools 17052 runs upto grade 5 and 6479 run classes upto grade 8. Among a total 6048 privately run schools 47% (2819) schools are basic schools. The Government report suggests that due to the school merger programs or other reasons, there is a reduction on number of basic schools by 912 from the previous year.

The Flash Report (2021/22) has reported that 74% students enrolled in community schools have to change their school if they need to continue their education upto secondary; while this number remains at 44% among the students in privately run schools.

The Government data suggest an increased number of students by 12973 in basic education in comparison to previous year i.e. 2020/21. Among the total students (5225980) in basic education, 48.52% are girls and 27.16% are in private schools. Among the total students in privately run schools the share of girls students is only 41.55%.

The privatization of school education has influenced not only basic education, but also have significant share in secondary school education too. According to the government data, there a total 6875 secondary schools that run upto grade 10 among which only 53% (3675) are government funded and 47% (3200)

are private funded schools. Among the total 4410 schools upto grade 12, 21% (907) are privately run schools. At secondary level, 17.78% students are in private schools with 21.04% among Grade 11-12 and 15.50% among Grade 9-10. Among the Secondary School Students, the girls' ratio is at 49.38% at Grade 9 & 10; and 51.72% at Grade 11 & 12. In Community Schools Girl students share 52.43% among grade 9 to 12 students whereas in privately run schools the share is 42.77% only.

At basic level the school student ratio has remained at 107.5 students per school for Grade 1-5 and 104.3 students in grade 6-8. The privately-run schools have more students school ratio at grade 1-5 with 147.4 students in comparison to government funded with only 97.3, whereas at grade 6-8 this ratio is 152.5 among government schools and 85.6 in private schools.

There are 36 special schools across the whole country, among which 12 are special schools dedicated for visually impaired and deaf students. In addition, there are 380 resource class rooms in operation aiming to prepare for mainstreaming children with disabilities in regular class rooms.

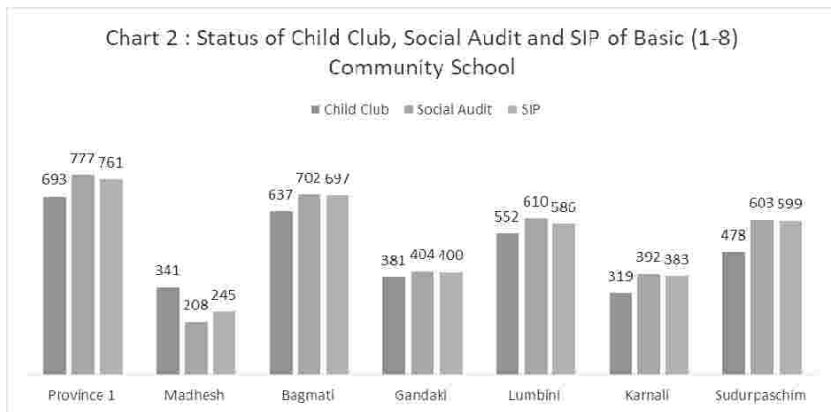
There are religious schools too, operated by the various religious communities and recognized by the national education system. There are altogether 117,775 students in basic level religious schools. The number of students in religious schools in secondary level is significantly low with 2026 students at grade 9-10 level and 699 students at grade 11-12.

5. Status of School Governance and Infrastructures

The School Governance system in Nepal has been shared among three tiers of government. As discussed earlier, the local government has mandate to govern basic and secondary education, the federal government has mandate for information management and standardisation. There are few important component provisioned by law for making efficient and transparent school governance. This includes: Formation and activation of School Management Committee, Parents Teachers Association, adoption and updating of School Improvement Plan, Conduction of Social And Financial Audit of schools. The facilities, infrastructures and deployment of adequate and appropriate human resources are important for making education quality. In this regard, the availabilities of physical infrastructures (building, class rooms, toilets), water and sanitation facilities, availability of electricity supplies and computer facilities, teachers guides and curriculum are considered

important elements

As per the government report, Flash Report 2021/22, out of 5036 basic schools (Grade 1-8) in the country, only 73% (3671) have adopted and updated School Improvement Plans, 73.5% (3696) schools have conducted Social Audit and 70.2% (3533) schools have financial audits. In regards to the secondary school, out of 3503 secondary schools (Grade 1-12) in the country 73.5% (2575) have school improvement plans, 74.6% (2615) have performed social audit and 71.9% (2519) have conducted financial audits.



Almost all schools have been reported with School Management Committee, however there is gap on regular reformation of the School Management Committees. The situation is also not different in Parents Teachers Associations. The civil society, media have reported several incidents where SMCs have been accused of corruption and not following the legal provisions properly. PTAs have been reported as paper tiger without any functional and power as well as influence on decision making of school management.

The Government Data reported that 3401 (67.6%) of basic schools and 2554 (72.9%) secondary schools have child clubs. The schools have formed child clubs to promote children's participation and also to facilitate child creative actions. However, child leaders of child clubs are hardly heard in decision making process.

The Government of Nepal has enforced complaint hearing procedure to ensure children in school can raise concern and complaint about gender based violence, harassments and other aggression. However, the complaint hearing procedure is not well practised in majority of schools and this system has not been interconnected with mainstream child protection service and system.

In regards to the human resource deployment and infrastructure facilities in schools. Among 5026 basic schools, only 64.5% (3246) have electricity facility, 57.2% (2875) have reported having computers, 75.7% (3808) have drinking water facilities, 22.6% (1137) have library, 81.3% (4087) have toilet facilities and only 20.4% (1026) schools have been connected with internet facilities. Yet, only 878 (17.4%) basic schools (grade 1-8) have practised book corner, which is essential for students in grade 1-5.

Among the 3503 secondary schools (Grade 1-12) in the country, 73.9% (2591) schools have been connected with electricity, 83% (2910) schools have computers, 81.9% (2871) have drinking water facilities, 75.3% (2638) have library, 84.3% (2953) have toilet facilities and 63/9% (2239) have internet facilities.

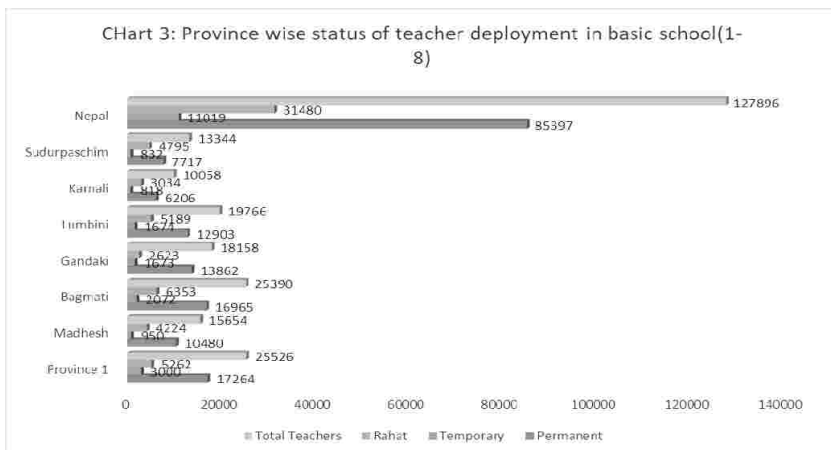
There is an average 5 computers in basic schools and 20 computers in secondary schools. The computers in all these schools are not necessary for teaching learning purpose, as it has been observed that most of the schools have computers for administration purpose. In many cases, though the school administration claim computer for educational purpose, the students of primary and basic school hardly get chance to physically touch and practice computers. In addition the computer class and internet connection at schools are not safeguarded with child safety perspectives and often children/students have encountered with online abuse and exposure to abusive online materials. Schools have not adopted online child safety education and safe internet education.

Though basic schools and secondary schools have mentioned a good number of buildings available for their class rooms and other facilities; The size of students in each classroom is bigger than expected. In government funded schools the average volume of students in each class is 60 students (for grade 9-10) and 80 students in grade 11-12. There is no such significant difference among government funded and privately run schools regarding the volume of students in class.

6. Status of Teachers, Teaching Guidebook and Text Books Distribution

All 29141 ECED/PPC of community schools has a teacher with 96.5% female and 3.5% male. Among the total ECED/PPC teachers only 8.3% are from Dalit Community and 48.1% are from Janajati Communities. The ECED/PPC classes are being supported by less educated teachers/facilitators with 3.8% are educated less than grade 10. Most of these teachers are only grade 10 graduated and have not attended training and updated themselves with regular training programs. The ECED/PPC is a very sensitive stage of children's learning process where they build their cognitive ability, personality development and build a sense of worlds around them; but the ECED/PPC teachers are the least paid and least qualified employee in education system. Almost 95% of teachers are beyond 25 years of age and hardly updates themselves with new model of learning facilitation among small aged children.

The Government has approved a total 127881 teachers in basic schools (Grade 1-8) with 102047 for Grade 1-5 and 25834 for grade 6-8. Among these total number of teachers only 64% (81752) are permanent deployment, with 11% temporary arrangements and 25% Rahat (Relief Support) Teachers to the schools.



At secondary level a total 28296 teachers are approved, among which 13007 are in permanent position and 3727 are temporary and 11562 are Rahat (Relief Grant) teachers. There is no permanent teachers position have been approved for grade 11-12.

Due to the inadequate number of teachers deployment in various level at schools, the government funded schools have been privately hiring addition teachers. The privately hired teachers' cost are to be covered by school's own resources and not funded by government. The school have to charge fee on students or run local fund-raising events or need additional fund from local government to manage the cost of these teachers. The Flash Report 2021/22 reported that at basic level more than additional 100% (additional 135896) teachers have been privately hired. At secondary level additional 4357 teachers have been privately hired that is 15.39% additional human resource. Among public funded schools, at grade 11-12, out of 6804 approved teachers (Only Rahat and Temporary), and additional 1057 teachers have been hired. This means the schools are either teaching with lower grade teachers being unable to have required number of teachers in grade 11-12.

Based on the total teachers provided by government funding and privately hired the Student Teachers Ratio is 22:1 at Grade 1-5, and 40:1 for Grade 6-8. In case the schools could not continue the privately hired teachers, the student teacher ration would drop at 25:1 for Grade 1-5 and 51:1 for Grade 6-8. Among the privately run basic schools the number of teachers at basic level is 55381, making students teacher ration 59:1 at Grade 1-5 and 28:1 in Grade 6-8. The current students' teachers ratio in government funded secondary schools are 34:1 in grade 9-10 and 69:1 for grade 11-12. The privately-run secondary schools have 25516 teachers, making students teachers students ratio at 11:1 at grade 9-10 and 42:1 in grade 11-12.

This means the standard ratio 1 teacher equals to 30 students ratio have not been followed and teachers have to handle almost double number of students in their class, adversely affecting the teaching and learning guidance for students and producing less quality in education. Among the basic school teachers.

There is significant underrepresentation female teachers at basic level in government funded schools with 35.7% among all teachers in basic level (Grade 1-8), which is much lesser for grade 6-8 teachers with only 25.3% female teachers. Whereas privately run basic schools the share of female teachers is 63.2%. The share of female teachers among secondary level teachers are similarly lower as in basic level. The female teachers share among secondary level teachers among government funded schools is 17.5%, whereas among privately run schools it is 19.2%.

Private schools have been found preferring female teachers for their sincerity, low payment and unquestioned over hour work. The salary paid to female teachers have been observed significantly lower than the male teachers, as reported by private school teacher's union/association.

Though, the private schools seem to have comparatively higher share of female teachers comparing with basic level teachers in private schools it has been dropped significantly low at secondary level. This means the female teachers hardly get chances to teach in secondary level, whether it is private or government funded.

Teachers Guide is important tools for school teachers to guide teaching learning process and planning and also to design and deploy learning evaluation system. It also enables teachers to develop proper lesson plan and planning for class room activities for students. This would directly impact on the learning outcomes.

As per the Flash Report 2021/22 among the 5026 basic schools across the nation only 2899 have teachers' guide (Grade 1-5) and only 2214 schools have teachers guide (Grade 6-8). Among the 3503 government-funded secondary schools across the country, only 2026 schools have teachers guide for basic level and only 1986 schools reported having teachers guide available for grade 9-10 and only 185 schools have reported availability of teachers guide.

The government of Nepal has policy provision to provide free text books for students of basic education. The local governments can adopt local textbook to educate children about local issue as one of the curricula. However, timely textbook delivery has become a critical issue in school education Nepal. Each year, significant number of students appear their final exam without having textbooks or studying shared textbooks.

7. Status of Enrolment and Learning Quality in Nepal

The Gross Enrolment Ratio (GER) in basic level 116.31% with Girls having 117.04% and boys 115.59%. Whereas Net Enrolment Ratio (NER) is 95.11% at basic level. This suggest that there are significant number of under aged or over aged children in basic level with almost 17% children as well as around 5% of children aged 5-13 years have remained out of school in the catchment area.

As per the Flash Report 2021/22, The GER at secondary level is 76.1% and NER is 54% . A total 1770154 students are enrolled in secondary level (Grade 9-12), that has 61% in grade 9-10 and 39% in grade 11-12. Among the total number of students in secondary level, government funded schools have educated 78% and privately run schools have educated 22.10%. Among the students studying grade 9-10, 77.3% were in government schools. The number of students in community schools have been reduced comparing to the previous year.

Overall learning achievement score of students in basic education has remained lower than 50, whereas in Mathematics it is less than 40 and in Science and English it is around 45. The teaching learning process, class hours and quality of education have been seriously questioned here. The Flash Report 2021/22 reports that only 88.9% children reaches grade 5 among the students enrolled in grade one and only 83.5% children reaches grade 8. It suggest in basic level almost 21% drop out ratio have been observed, meaning among the 100 children enrolled in grade one, only 79 reached grade 8. The Government Data also presents that 41% of children reaches grade five with repeating same class at least once, and 51% children reaches grade 8 with repetition in one or more classe.

8. Situation of Girls, Dalit and Children With Disabilities

There are a total of 7096134 students in schools of Nepal. In addition there are 1010195 students in the ECD/PPE schools of Nepal.

Among the total students in schools, a total 5325980 students (51.1% Girls, 48.9% Boys) are in basic school education (upto grade 8), among these 66.6% are upto grade 5 and 33.4% are in grade 6-8. Among the total students 4.2% (108856) are in mainstreamed religious schools.

The gender discrimination against girls in education has been explicit with increased privatisation of school education. The government data shows that, when the overall ratio of girls in basic education is 51%, this share is 41.6% in privately run schools. the enrollment of girls is high in community schools with 52.5% of girls being enrolled in community schools while this figure is 43.7% in terms of institutional schools. This data clearly shows that parents are favoring girls in community schools and are favoring boys in institutional schools.

The number of children from Dalit Communities in basic education (Grade 1-8) is 1769095, i.e. 18% of total students. Students from various Janajati

Communities share 33% among total students in basic education. The Flash Report, 2022 reports that the Dalit and Janajati Students drop out ratio is high while moving from Grade 5 to Grade 6. The ratio of girls is also lower in comparison to boys among Dalit and Janajati students in basic schools with Gender Parity Index (GPI) 0.97 for Dalit Students and 0.95 for Janajati Students. In terms of total students at secondary level (G9-12), the share of Dalit students remain at 12.3% and the share of Janajati students remain at 35.6%.

There are 10978 children with some sort of disabilities in basic school education. The share of children with disabilities is 0.2% among students up to grade 5 and 0.19% in grade 1-6. Higher the level increase lower the number and ratio of children with disabilities have been observed, which confirms that children with disabilities have been facing several difficulties to continue school education.

The number of students with disabilities at secondary (9-10) and secondary (11-12) is below 1% as there are 4385 such students (0.49%) in secondary (9-10) and 1856 such students (0.26%) in secondary (11-12). Amongst the eight types of disabilities, physical disability which is easily identifiable comprise 3239 students (60.1%) while, deaf and blind remain the least category with 13 such students (0.24%) in secondary (9-10) level of education.

Regarding the learning score, Girls have been reported with lesser score than boys particularly at grade 5 and grade 8, and specifically in subjects of Mathematics, English and Science.

9. CSOs Recommendations

The Civil Society of Nepal highly acknowledge the policy commitments and right based legal policy provisions on realisation of Right to Education in Nepal. The recognition of right to education in constitution as fundamental rights is highly appreciable. The devolution of education governance at local level is a significant shift from centralised management of school education. However, with the government data, civil society consultation and consultation with teachers and children, several gaps have been identified. The Education Watch Group call for Nepal Government, Provincial Governments and Local Government on adopting following actions for strengthening respect, protect and fulfilment of Right to Education in Nepal.

With the adoption of three tier governance in federal structure, the governance of school education have been devolved to the local governments. This is a significant shift on localised and decentralised management of school

governance. However, due to the inadequate human resources, lack of adequate knowledge and information on school education management and centralised psychology of education policy makers and implementers, the school education governance have been suffered a lot leading to increased corruption, irregularities in management and political biasness on education. For this reason, a robust campaign on strengthening education governance is required. Following actions are called by the civil society:

- Train and educate local government leaders on Right to Education, Child and Disability Friendly Education System, Non Discrimination in Education and promoting quality investment in education.
- Ensure all local governments and schools have proper education governance mechanism timely updated and reformed and adopted practical and contextual school improvement plan.
- Review school merger program and adopt alternative support system including transport facilities, hostel services, day meal service for distanced children and children with disabilities and children affected by closure of nearby schools.
- Stop permitting new private schools. Adopt strong monitoring system in private schools particularly on application of school fees and selection biasness during enrolment.
- Allow local government to hire addition teachers as per the standards prescribed by federal or provincial government to fulfil the gaps of existing teachers position.
- Proceed for the hiring of permanent teachers to fulfil the gaps of teachers in public schools.
- Ensure all schools have disability freindly infrastructure and facilities and wherever required have assistance programs.
- Increase federal budget to realise the promise of 20% investment on education.
- Promote inclusion of female, dalit community and janajati community teachers in schools particularly in secondary level for strengthening social inclusion and representation as well as countering discriminations in society.
- Promote community based ECED/PPE centers with properly trained, qualified and well facilitated facilitators.
- Encourase social protection and social assistance program through local governments for ensuring children at risks continue the school education.

Annex : List of Member Organisations of Education Watch Group

S.N	Organization Name	Representative Name	District	Province	Position
1.	Loo Niva Nepal	Sant Ram Dangol	Lalitpur	Bagmati	Convenor
2.	Child Nepal	Krishna Subedi	Kathmandu	Bagmati	Member
3.	CWIN Nepal	Madhav Pradhan	Kathmandu	Bagmati	Member
4.	Aasman Nepal	Nawal Kishowar Yadav	Janakpur	Madhesh	Member
5.	FOWEP	Krishna Chandra Acharya	Kavre	Bagmati	Member
6.	GCCYN	Tilottam Paudel	Nawalparasi	Lumbini	Member
7.	Swatantrata Abhiyan	Writu Batta	Lalitpur	Bagmati	Member
8.	Yuwalaya	Santosh Maharjan	Lalitpur	Bagmati	Member
9.	Patan CBR	Loonivaa Chitrakar	Lalitpur	Bagmati	Member
10.	CDS	Krishna Prasad Subedi	Kathmandu	Bagmati	Member
11.	CWISH	Pramod Acharya	Kathmandu	Bagmati	Member
12.	GWF	Kiran Thapa	Kathmandu	Bagmati	Member
13.	KIRDARC	Govinda Shahi	Jumla	Karnali	Member
14.	SEJ	Prakash Silwal	Kathmandu	Bagmati	Member
15.	Hatemalo Sanchar	Pradip Lamichhane	Lalitpur	Bagmati	Member

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For Further Information:



EDUCATION WATCH GROUP, NEPAL
eduwatchnepal@gmail.com



Loo Niva Child Concern Group
Lalitpur Metropolitan City-25, Lalitpur, Nepal
G.P.O 8975, EPC 2127, Kathmandu
Phone: 977-01-5592054/5591426

Email: info@loonivachild.org.np
www.loonivachild.org.np



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