

Baseline Study Report on Community Leadership on Education and Protection (CLEAP) 2023



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Produced By
Loo Niva Child Concern Group
Lalitpur Nepal

Abbreviations

CLEAP	Community Leadership on Education and Protection
CSOs	Civil Society Organizations
ECED	Early Child Care, Education and Development
GER	Gross Enrollment Rate
MFA	Ministry for Foreign Affairs
NER	Net Enrollment Rate
NGOs	Non-Government Organizations
PPC	Pre Primary Class
PTA	Parents' Teachers' Association
RtE	Right to Education
SCPC	School Child Protection Committee
SDGs	Sustainable Development Goals
SMC	School Management Committee

Acknowledgement

The three-tier federal governance structure (Federal, State and Local) has called for changes on school education governance as the school education remained as sole right of local government and standard of education is part of federal and province government. In such context interventions are required to support government and communities of Nepal for adopting new federal education governance. Interpedia Ry. and Loo Niva Child Concern Group with the support from Ministry for Foreign Affairs of Finland has started a project **COMMUNITY LEADERSHIP ON EDUCATION AND PROTECTION (CLEAP)** since 2023 beginning.

It is important for any project to measure it's contribution and achievements and to learn from the local context based on the objective reality. Thus, Baseline Study is an important part of any project to understand the beginning marker of its interventions.

This baseline study report is the outcome of the local situation assessment conducted by Loo Niva with the advisory support from independent expert to enable Loo Niva and Interpedia for understanding relevancy and identify area of required modification of project activities to have timely and adequate achievement of the project.

I would like to thank Mr. Milan Dharel, for playing role as research advisor on this process and the team of Loo Niva for assisting on collecting data and information from province and local government.

The baseline report presents status of education policies in Sudurpaschim Pradesh, Dadeldhura District and Two Rural Municipals (Nawadurga and Bhagyeswor).

We welcome constructive feedback and updated information on the report.

Narendra Dangol
Executive Director
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PROJECT PROFILE

Project title	Community Leadership on Education and Protection (CLEAP)
Sector	School Education of Children
Geographical Coverage	Country - Nepal
Province - Sudur Paschim Pradesh	
District- Dadeldhura	
Rural Municipals – Nawadurga and Bhagyeswor	
Development objective:	Strengthening Right to Education and Protection for Girls, Dalit and Children with Disabilities in Nepal.
Funding Agencies:	Ministry for Foreign Affairs Finland through Interpedia Finland
Executing Agencies:	Interpedia ry Finland in association with Loo Niva Child Concern Group Lalitpur, Nepal
Project Financing	Grant by the Government of Finland EUR. 367,000.00 (NPR. 4,22,05000.00)
Project Duration:	Start: January 2023
End: December 2026	
Period during which the study was undertaken	March, 2023

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Executive Summary

Loo Niva Child Concern Group together with Interpedia Ry. Finalnd has been implementing project of strengthening community leadership and governmental actions on promoting, protecting and delivering right to quality education for all children as well as inclusion of children in mainstream school education in Nepal for 2023-2026. To identify the pre project situation a baseline study has been conducted in March 2023.

The baseline study was conducted applying mixed methodologies that includes a survey with 23 project schools, Mapping survey of 12 NGOs, interview with 21 informants and review of state policies and statistical reports along with other relevant studies and reports. As the baseline study is designed to explain the pre project situation, the findings from the study cannot be generalized, however it can serve as indicative of education status specifically in the area of school governance, inclusion of children with disabilities and discrimination free schools in Nepal.

The study finds out that the province government and local governments are lacking education polices that resulted into the unplanned budget system and education financing. None of the Sudur Paschim Province and Two project municipals have been found with education policies.

The study found that Dalits are marginalized and discriminated in education along with girls particularly in private financing. The dalit ratio of participation in school education get limited to 7% that began with 30% at primary. Girls have no access to safe and clean toilet, sanitary pads and access to sports and other recreational actions.

The study found that there are tweleve non government organisations those claim working on education in Sudur paschim and almost all of them have education as an aspect of their ongoing other project actions. These non government organisations and civil society organisations along with Media have inadequate knowledge, skills limited collective actions for advocating right to inclusive and quality education, better school governance and discrimination free schools.

The centralised education information management system (EMIS) is applied and used by both provincial and local government to inform themselves on the status of school education and to explore relevant actions on right to education.

The study also found there is less representation of women in school management along with low number of female teachers. The female teachers are heavily concentrated in primary education with 30% share whereas at secondary the share of female teachers remained at less than 10%.

The baseline recommended to work with local government and province government on adopting and implementing education policies, programs and data management system; to strengthen civil society for monitoring and claiming accountability in right to education; promote youths as local campaigners on right to education and work with schools to make school more inclusive and responsive towards the needs and rights of child.

Introduction

1. Context

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 economically 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 2019 and National Roadmap for Implementation of Sustainable Development Goals (SDGs).

Nepal has progressed in primary enrolment rate, reaching more than 97%, but school drop out is high and learning achievements remain low. Concern for gender equality, disability-friendly structures, corporal punishment, and discrimination in schools have been reported high by civil society organisations and media. Girls are more likely to drop out and repeat grades; While boys increasingly attend private schools, girls and disadvantaged ethnic and caste groups depend on public schools. In Dadeldhura, child labour migration is a custom for young children, to go to India to earn money, a challenge for child protection and education.

The constitution has defined Nepal as a federal republic with three tiers of government that has 753 local governments, 7 provincial governments and one federal government. Local and Provincial governments started to function in 2018. A second tenure of local and provincial government leadership has been elected in 2022 end. Secondary School Education falls under jurisdiction of local governments that manage school governance, develop local education policies, train teachers and handle exams.

The Act Relating to Children, 2018, Act on Rights of Persons with Disabilities, 2017 have made local governments mandated and responsible for promoting child rights, responding needs and rights of persons with disabilities as well as establishing and mobilizing child protection mechanisms and services.

Loo Niva Child Concern Group in partnership with Interpedia Ry. Finland under the financial support from Ministry for Foreign Affairs of Finland has initiated Community Leadership for Education and Child Protection project since 1st January 2023.

2. About the Baseline Study

A baseline survey has been initiated for identification of the status of project indicators at the beginning of project.

The Community Leadership on Education and Protection (CLEAP) project has a defined result matrix that has a defined set of indicators and means of verification. The Baseline Study is a descriptive research that provides the current status of those identified indicators in project location based on the means of verification.

The baseline study has been designed to describe the current status of education policies, laws and plan at local and provincial government, status of civil society engagement on right to education campaign and status of school educations in project locations i. e. Nawadurga and Bhageshwar Rural municipalities of Dadeldhura district of Sudurpaschim Province.

The baseline study has mainly focused on policy study, assessing status of civil society movements and actions along with teachers and parent's engagement on promoting right to education. The study is not a general study on the right to education status in Dadeldhura, however it can be able to provide indicative situation of right to education in Dadeldhura.

3. Introduction of CLEAP Project

The Community Leadership on Education and Protection (CLEAP) project is a four years project implemented by Loo Niva Child Concern Group in Nawadurga and Bhageswar Municipals of Sudurpaschim Province. The project is funded by the Ministry for Foreign Affairs of Finland (MFA). The Interpedia Ry. Finland is the technical collaborating Finnish NGO in this project.

The project intends to strengthen local child rights protection and education systems and school management, empowering parents and children to claim their right to education and protection in Sudurpaschim (Far West) province of Nepal. The project addresses problem like school dropouts and discrimination in communities, strengthening civil society engagement for promoting accountability and good governance in schools and local governments. The project activities are designed to counter discrimination based on gender, caste and disability which are considered still deeply rooted and socially accepted in the project locations.

The project has aimed at strengthening right to education and protection for vulnerable children with three major results:

- Strengthened and functional child protection systems and education management.
- Children, parents, media, and civil society actors are actively engaged to

promote right to education and protection for vulnerable children.

- Improved Right to Education through increased enrollment, reduced drop out, improved learning outcomes and inclusion.
- The project has started from 1st January 2023 and will end on 31st December 2026. The project is being implemented in 23 schools of four wards (Bhageswor Rural Municipal - Ward No.4 and 5 and Nawadurga Rural Municipal- Ward No. 1 and 2) in Sudurpaschim Province.

3.1 About Loo Niva

Loo Niva Child Concern Group is a national Nepali non-government organization established in 1997. The organization has been engaged on child's right, child protection and child's right to education in Nepal through various project interventions implemented in partnership with international organizations and in collaborations with schools, communities, local governments and child clubs. Loo Niva has been working for the Right to Education since 2004. Loo Niva's practices are rights-based and campaigns & projects are always benefitting the most vulnerable groups of children such as girls, dalits and children with disabilities.

3.2 About Interpedia Ry

Interpedia Ry. is a Finnish non-government organization that is child focused and committed to promote and defend child rights in developing and least developed nations. Interpedia is a founded in 1974. Interpedia has been working with Looniva since the year of 2004 on promoting educational opportunities for children.

Interpedia promotes children's opportunity for a balanced development, education, a safe and tolerance environment for growth, and if necessary, a new family. Interpedia has more than one thousand members. Its activities are based on the United Nations Convention on the Rights of the Child and of the Hague Convention on intercountry Adoption.

Interpedia has three major programs that includes inter-country adoption to ensure a safe and caring family for orphan and abandoned children; Development Cooperation and sponsorship programs to stir the community lead development in poor and marginalized communities of developing and least developed nations; and Global Education program that inform and educate people about global development challenges, peaceful co-existence and human rights.

Development Cooperation between Interpedia and Loo Niva was started in 2004 with private sponsorship funds and Finnish Ministry for Foreign Affairs (MFA) funding. Since then, they have implemented more than a dozen project at past with the financial support from MFA Finland.

Objectives and Methodologies

1. Objective

The baseline study aimed at contributing knowledge to understand the status of Education Policies and practices on ensuring Right to Education for children. Specifically, the baseline study intends to:

- Document status of project outcome indicators in project locations during February-March 2023.
- Provide strategic recommendation on effective and efficient implementation of project activities.

2. Sample

As the baseline study is designed to identify and document the status of project outcome indicators, the project has used criterion sampling methods. The criterion sampling is a sampling process that identify the key criteria for consideration in research process. The criteria for the samples of this baseline study has been defined on the basis of authenticity, project stakeholder and possibilities of extracting required information.

Following Table 2.1 provides the sample or participants of this baseline study:

Table 2.1: Sampling Details

Research Methods	Samples
Desk Review	Education Policy, Plans, Budget and Laws of Project Area Local Government, Sudur Paschim Province, Federal Government of Nepal. Policies, Laws and Rules Related to Children, Free and Compulsory Education, Rights of Person with Disabilities at Project Area Local Government, Sudur Paschim Province, Federal Government of Nepal. Media Survey Report on Right to Education Issues and Concern

Key Informants Interview	Officials of Federal Government Ministries and National Child Rights Council Officials of Sudurpaschim Government Ministry Official of District Social Development Office and District Education Coordination Unit Representatives of Civil Society Networks and Federation Media Person reporting news on education and Child Rights
Focus Group Discussions	Parents in Project Locations Children in Project Locations
Survey	23 Schools of Project Location 19 Public Elected Officials of Project Locations

3. Methodologies

As this baseline study is descriptive research, it has adopted quantitative dominated mixed methodologies. It has applied survey as quantitative methods and desk review, key informants interview and focused group discussion as qualitative methods. Each method has been described below:

1. Desk Review: The study has conducted review of a total 14 documents. The review documents are mainly policies, plans and program documents of government. It also reviewed status document, report from the government. At the same time media survey report and documents compiled by Loo Niva has been also reviewed during this study. For the review of documents, the study applied Matrix tools that has following key questions are: Name of Policy or Document; Extracted Paragraph, Section, Clause, Page Number; Provisions in regards to free and compulsory education; Provisions related to Inclusive Education; Provisions related to Child Protection. The identified statements, provisions have been extracted and kept in a excel format matrix and a review was made on following basis- Adequacy, Appropriateness and Possible Alternative provisions. The list of documents reviewed is provided in Annex 1.
2. Key Informants Interview (KII): During this baseline study a total 21 individuals (19 Male, 2 Female) were interviewed. Among the

interview participants 9 were government officials and 12 were civil society representatives. The interviewees were representative of Ministry of Education Science and Technology, Ministry of Women, Children and Senior Citizens, National Child Right Council, Ministry of Social Development of Sudurpashchim Province, District Coordination committee, Social Development office, Education Development and Coordination Unit of Bhageshwar and Nawadurga Rural Municipality (RM) of Dadeldhura and Civil Society Organisations (CSOs) and Media. The interview has applied a list of guide questions focused on the status of inclusive, free and compulsory education, Protection risks towards Girls, Dalit and Children with Disabilities, Policy and programmatic recommendations and capacity and actions of civil society along with key suggestions. The list of guide questions is provided in Annex 2. The list of participants of Key Informants Interview is provided in Annex 3.

3. Focused Group Discussions: A total eight Focused Group Discussions (FGDs) were conducted during this study. The focused group discussion applied guide questions and guides for the facilitation of discussion. The focused group discussions were conducted with 47 parents (21 Male 26 Female) in four locations and with 45 children (23 Girls, 22 Boys) in the same locations. The FGDs were mainly focused on identifying the status of access and utilization of school education for Girls, Dalit and Children with Disabilities (CWDs), Major difficulties and protection risk faced; ideas for making schools and community safe and friendly for Girls, CWDs and Dalit Children. The Guide Questions are provided in Annex 4.
4. Survey: The baseline study conducted two different survey applying structured questionnaire. A survey with 23 schools of project locations were conducted aiming to identify the status of governance, education, human resource and infrastructure issues. Similarly, another survey was conducted with 19 elected officials of local government identifying their knowledge and perspectives in regards to right to education, child rights and child protection in project locations. The Structured Questionnaires are provided in Annex 5.

4. Analysis

The data collected from the various sources and methods as explained above has been analyzed and presented in a structured report. The Analysis was mainly focused on the project indicator-based questions and it applied triangulation of information identified from survey, FGDs and Interview.

The quantitative data has been analyzed applying Xcel system mainly based on Municipal wise and school grade wise. Similarly, the interview findings and

FGDs were analyzed based on the key questions. The desk review findings have been used to compare with the findings from the other methods of data collection.

The report of findings has been presented in following structures:

- **Policy Status:** Presenting key provisions in Federal, Provincial and Local Government Policies on Basic Education and Child Protection and compared with National Policy and International Human Rights Conventions.
- **Status of Child Protection and Basic Education Mechanism:** Presenting status of Child Protection/Child Rights and Education Mechanisms in Province Level, Rural Municipal Level, Ward level and School Level.
- **Status of Right to Education and Child Protection Services:** Presenting status of key critical issues/concern on child rights and child protection, Status of school enrollment, drop out, promotion and learning achievements as well as freships and educational assistance provided to children.
- **Knowledge and Perspectives on Right to Education and Child Protection:** Presenting knowledge and perspectives of parents, local leaders, children on Right to Education and Child Protection at community, school, ward, municipal and province level.
- **Conclusion and Recommendations:** Provide conclusion from the above findings and suggest for required adjustments as well as policy recommendations for future actions to strengthen right to education and child protection at project locations.

5. Scope and Limitations

The Baseline Study is conducted with main intention to generate current status data for the project activities. Thus, the intended audience of the project is Ministry for Foreign Affairs and Interpedia Ry. Finland as project partner and Loo Niva Officials and Monitoring and Evaluation Officer and Future Evaluation Consultant for facilitating to measure the progress. Interested audience can consider the report and it's findings as reference for understanding child protection and issues on right to education in Dadeldhura District of Sudurpaschim Province of Nepal.

The Baseline study has been conducted only in project locations and identified issues and concerns of project. Therefore, the findings from this report cannot be generalized as an overall status of child protection and right to education in Nepal or Sudurpaschim province.

Findings

1. Policy Status

The Constitution of Nepal has constitutionally provisioned education as fundamental rights (Art.31) and child's right to protection as state responsibilities (Art.39). The Constitution has also recognised that the local governments and provincial governments can adopt and implement independent laws and policies for protection of children and ensuring right to education, however it has to be acknowledged that the provisions are not less than and in contradiction with federal policies.

The Sudurpaschim Province has adopted Child Rights Laws in 2021 and Drafted a 10 years Education Plan. The Child Rights Laws is waiting for enforcement with the adoption of regulation to the law and Education Plan is still due to be adopted. The Sudurpaschim Province has not adopted provincial education law.

In the Project Municipals, Both Bhageswor and Nawadurga Municipal has adopted local education law that governs schools management and administration. Both Municipals have adopted local education policy and periodic plan for development of school education. But both municipals have been found not adopted required child rights and child protection structures as directed by the Federal Act Relating to Children, 2018 i.e. local child rights procedure, child welfare officer, child fund, local child rights committee and roster of child psychologist and social workers.

Keeping inclusive education in mind, the state government has prepared the preliminary draft of the State Policy on Disability 2078, and in order to protect the rights and interests of Dalits, the Dalit Empowerment Bill 2077 has been issued, and the Dalit Empowerment Program Operation Procedure 2077 has also been issued.

2. Child Protection and Basic Education Mechanism Status

Nepal has three tier governance systems with federal structure having 7 provinces, 753 local governments and one federal governments. The Child Rights and Child Protection Concern and Issues of School Education have been shared among all three governments.

At National Level, the Constitution of Nepal, as the Parent law of the nation has recognized child's right to protection in article 39 defining list of

rights including nondiscrimination, best interest, protection and right to education. The Article 31 of the constitution has defined right to education as fundamental right. It has provisioned that every Nepali has right to free and compulsory education upto basic level and free education upto secondary level. It also recognized that the state shall arrange the required assistance and education materials to suit the person with disabilities. The Government of Nepal has enacted Act Relating to Children, 2018, Act on Right of Person with Disabilities, 2017 and Free and Compulsory Education Act 2018 that has provisioned several rights for ensuring states responsibilities and roles on ensuring right to education, equal opportunities and right to protection. The key provisions on child protection, inclusion of children with disabilities, countering discrimination in schools at federal level has been presented in summary on Annex.

Province is the second layer of governance in federal system of Nepal. There are seven provinces. Sudurpaschim Province remains at far western part of the country. With 9 districts and 88 local governments and 734 wards. The Ministry for Social Development is the mandated ministry for education and child rights and child protection concern. The Province has adopted Province Child Rights Law, established District Social Development Office in each district to coordinate programs related to women, children, senior citizens and education. In each district there is Education Coordination Unit under the direct supervision of federal government too. The Ministry has drafted 10 years education development plan, a new child rights policy and rules to the province act relating to children is under draft at the moment. The Act Relating to Children has provisioned Province Child Rights Committee and Director for Child Rights. However, these both mechanisms have not been formed and activated.

In Sudurpaschim Province Child Helpline (1098) is operation in only two districts and have no records of child protection shelter and services. There are Child Shelter operated by Nepal Children Organization, the oldest child organization of Nepal in few districts, however these are not utilized and mobilized. The Missing Child Response Center (104) is not operational in Sudurpaschim Province.

Out of 88 local governments in Sudurpaschim, only 33 local government has dopted local child protection law, only 25 local governments have formed local child rights committees, only 34 local government has established local child fund and only 12 local governments have designated child welfare officer.

There are less than 10 local governments who have local education policies. The Table 3.1 present the status of child rights and protection mechanism status, which are mandatory by law.

Mechanism	Nepal	Sudurpaschim Province	Bhagswor RM	Nawadurga RM
Child Rights Law	Yes	Yes	No	No
Child Policy	Yes	No	No	No
Education Policy	Yes	No	Yes	Yes
Education Law	Yes	No	Yes	Yes
Local Child Rights Law	319	33	No	No
Local Child Rights Committee	238	25	No	No
Local Child Fund	212	34	No	No
Local Child Welfare Officer	246	12	No	No
Juvenile Correction Center	8	1	NA	NA
Child Protection Shelter	38	NA	NA	NA
Child Helpline	18	2	0	0
Missing Child Response Center	4	0	0	0

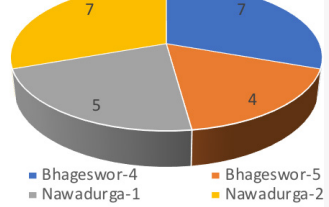
As mentioned in above table, the project municipals (Nawadurga and Bhageswor) has been found absence of almost all child rights and right to education system and mechanism. Both municipals have education law and education policy that governs the school management. The education policy of both municipals have recognized the responsibilities of local government for ensuring all school aged children are in school.

The key provisions of education policies in regards to free and compulsory education, integrating children with disabilities and addressing discrimination against girls and dalit have been summarized in Annex 2.2.

The project locations are two rural municipals Bhageswor Rural Municipal

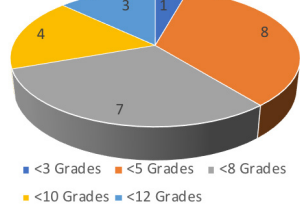
and Nawadurga Rural Municipal. Each of the Municipalities has 5 wards and a total 70 schools with 8 private schools. The CLEAP Project is being implemented in four wards, two from each municipal. In Bhageswor RM Ward No. 4 and 5 and in Nawadurga RM Ward No. 1 and 2 are the project locations. The project area has 23 public schools and one private schools. The project has targeted only public schools. Thus, the baseline has considered the data from only 23 public schools in the project locations. Among the 23 schools of project locations, one is upto grade 3, 8 are upto Grade 5, 7 are upto Grade 8, 4 are upto Grade 10 and only 3 are secondary schools upto Grade 12.

Chart 3.1: Number of Schools in Project Locations



Among 23 project schools, all of them have reported having School Management Committee and being reformed timely. Among them one schools upto grade 10 mentioned having no Parents Teachers Association. Only 3 schools reported very active and 18 schools reported active SMC, whereas 4 schools reported very active PTA and active SMC. Only 5 schools reported child clubs are very active and 13 schools reported active child clubs, 5 schools have reported child clubs are less active or passive. Out 23 schools,

Chart 3.2: Number of Project Schools According to Grade



only 6 schools reported having regular updating of school improvement plan (SIP), remaining have SIP but that is not updated and followed during the implementation of annual action plan. The participants in key informants interview confirmed that with the decentralization of education governance, local education policies, structures and mechanisms have become more functional, updated and implemented as the local political leaders are taking it seriously and education is a primary agenda of elected officials.

Though, the school management mechanisms are found present and functional in many schools, none of the school in project location mentioned having school child protection committees and applying complaint hearing practices. As suggested by the informants, it is because they are not well aware of requirement of such protection mechanisms and also has not been provisioned in local education act or policy.

3. Status of Right to Education and Child Protection Services

The project municipal has a total school enrolled population 4188 in Bageshwar RM and 6281 in Nawadurga RM (0-12 class). 3798 student are in Bageshwar RM and 5444 student are in Nawadurga RM (class 1-12) of age of 5-17 years. The Free and Compulsory Education Act, 2018 has provisioned that every Nepali Children of 5-13 years must be in school and state must arrange conducive and supportive environment through schools to enable all school aged children (5-17 Years) are in school. The baseline study collected data of net enrolment, promotion and drop out, it also checked the availability of school infrastructure facilities and teachers' deployment and recorded learning achievement being based on the Accessibility, Availability, Adoptability and Acceptability (4As of Right to Education Principles).

Among 70 schools in two municipalities 8 are found private run, meaning profit oriented private business group are running schools and enrolling children with fee, which is often higher and less affordable to parents. In Bageshwar, there are 34 community schools and one private school; whereas in Nawadurga 28 schools are community and seven are private schools. The CLEAP Project has been engaged with only community schools.

There are 3700 students enrolled in the 23 project schools with 1810 boys and 1890 Girls. Only 22 children with disabilities and 1330 children of Dalit communities were found enrolled in project schools. The following Table 3.3 present the number of enrolled students in schools according to the project locations:

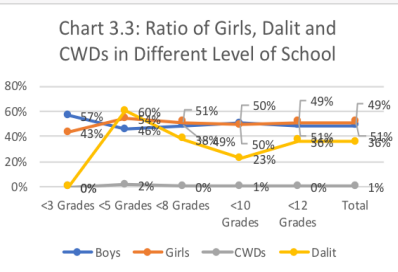
Municipals	Number of Schools	Total Students	Boys	Girls	CWDs	Dalit
Bhageswar-4	7	670	300	370	6	231
Bhageswar-5	4	586	312	274	4	62
Nawadurga-1	5	991	502	489	4	399
Nawadurga-2	7	1453	696	757	8	638
Total	23	3700	1810	1890	22	1330

The net enrollment ratio was collected from school data that present a quite good ratio with above 97% at all grades by all project schools. However, the learning achievements are not very high among various grades. The schools with Secondary Grades reported better learning achievements and schools with primary or basic level reported lesser learning achievements. The Promotion rate is also reported by school present a high ratio, with very less drop out ratio. Only schools running upto grade 10 reported average drop out is 9 students each year. Following table 3.4 provides the status of NER,

Learning Achievement, Promotion and Drop out Ratio at various level among Project schools.

Level of Schools	Average- NER	Average Learning Achievement	Average Promotion	Average Drop Out
<3 Grades	100	79	100	0
<5 Grades	94.75	59.90	83.64	0.625
<8 Grades	98.86	65.25	72.55	1
<10 Grades	98.75	66.27	99.40	8.85
<12 Grades	97.67	78.70	100	0

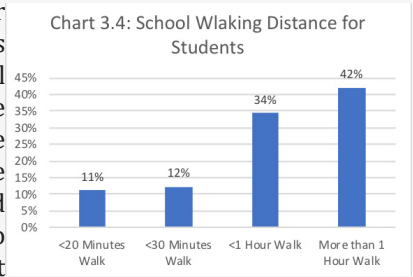
Though the school reported a good ratio of enrollment and learning achievements, parents and children in FGDs do not support this. The parents and children in FGDs suggest a high ratio of drop out between grade 6 to 9 as most of the boys goes to child labor in India and children of Dalit Communities have to work in farm for their landlords. In addition, girls also get dropped out due to early marriages and absence of sanitary facilities in schools. The school counts only among the school enrolled students who are largely from able and aware family. The informants from civil society also supports the view saying that per child financing models have created problem on realistic data from schools. The schools often present a high record of NER and Learning Achievements and low status of drop out because these are conditions for getting government grants, scholarship as well as day meal cost and also have implications on number of teachers' deployment.



Among the total students in the project schools 39% (1458 with 745 Girls and 9 children with disabilities) were studying in 3 schools, which has class upto grade 12. 25% Students with 452 Girls and 7 Children with Disabilities were studying in 4 schools that has class upto grade 10. Remaining 36% of the students are enrolled in schools which are upto grade or lower class. Comparing the ratio of girls, Dalit and Children with Disabilities, their enrolment ratio is found higher upto Grade 5 level. Dalit and CWDs ratio among total students in schools are found decreasing with the rising classes,

though the ratio of Girls have remained almost equal to boys even in higher grades.

One of the major reasons as suggested by key informants and the participants of Focused Group Discussion is number of students get reduced as the grades increased due to the distanced school and associated cost of living. As the baseline has identified that there are only 3 Secondary schools in the project locations, students interested to complete secondary school have to change schools or need to find the cost



of living in a distanced location from home or need to have everyday long travel. 61% of students have to change school for higher education. The Baseline study has asked about the walking travel distance to the school, as children were walking enrout to school. It is found that among 2242 students from 20 schools, those need to change school for attaining higher grade schools, 42% have to walk more than a hour each time while going and coming to school. Only 23% students mentioned that they need to walk upto 30 minutes each time while going and coming from school. Geographically, Children of Bhageswor Ward No. 5 reported no upper level schools within 30 minutes walking distance and Only 20% Children of Nawadurga Ward No. 2 mentioned they have upper level schools within 30 minutes walking distance. The children and parents in FGDs reported that the route to school is not safe as it has highways, jungle and isolated, so it is very difficult to decide to join school for the reason of safety and protection. Children with disabilities cannot travel such long distance in a hill track without assistance which is not available. Thus Girls, Dalit Children have to drop out after grade 8 largely and Children with Disabilities after Grade 5 in absence of nearby secondary school or safe transport facilities.

The baseline study also discussed about the education support and scholarship provisions and other assistance to the students in school in key informants' interview and Focused Group Discussion.

4. Status of School Infrastructure, Facilities and Governance

Among the 23 project schools, included in the baseline study, only 7 have reported that they have adequate infrastructure facilities. According to grade 3 out of 9 primary grade schools (<5 Grade), only 2 out of 7 basic schools (<8)

and 2 out of 7 Secondary schools (<Grade 10 and 12) have mentioned they have adequate infrastructure facilities to accommodate and run teaching learning programs. Municipal wise, 5 out of 11 schools from Bhageswor Municipalities, 2 out of 12 schools from Nawadurga Municipalities have reported adequate infrastructure. The schools reported inadequate infrastructures mainly suggested- inadequate toilet facilities, drinking water facilities, library, computer classes, Playing Materials for all age children and compound wall and safe buildings are lacking in their schools.

Among the 23 schools only 8 schools reported having child friendly infrastructure, 3 reported girls friendly and only 1 reported disability friendly. This is also supported by the parents and children and also the local elected leaders that the schools is lacking disability access facilities as well as girls safety and protective infrastructures which results denial from accession to school.

The baseline study also checked the number of teacher deployment. A total 188 school teachers were deployed in 23 project schools to educate 3700 students making an average 1:20 Teacher Student Ratio. The ratio has varied at different grades with 1:28 at Grade 12 school and others grade remaining below 20.

There are several categories of teachers' deployment in schools, the one permanent is only 88 and there are 18 teacher deployment have to be funded from school private funding sources that generate financial liability for parents and students. There are 24 Volunteer Teachers in the project schools. Often Volunteer teachers' living arrangements have to manage by the community or school generating additional financial liability for parents. out of 188 school teachers only 51 i.e. 27% are female teachers, whereas Dalit teachers are only 6 i.e. 3% and only 3 school teachers are found persons with disabilities. The following Table 3.5 presents the number and ratio of teachers deployed according to Grade and Municipal.

Grades/Municipal	Total	Female	PWDs	Dalit	Student: Teacher Ratio
<3 Grades	1	0	0	1	30
<5 Grades	27	15	1	0	17
<8 Grades	50	17	2	1	17
<10 Grades	58	9	0	3	16

<12 Grades	52	10	0	1	28
Bhageswor-4	41	18	0	1	16
Bhageswor-5	33	6	0	0	18
Nawadurga-1	56	12	0	3	18
Nawadurga-2	58	15	3	2	25
Total	188	51	3	6	20

The baseline study surveyed about the status of governance and child protection Mechanism in School. As per the Federal Education and Local Education Law, every school must have elected School Management Committee, Parents Teachers Association, Child Clubs. The education laws and policies also provisioned that each school must have School Improvement Plan (SIP) with Annual Implementation Plan along with Code of Conducts for Teachers and Students. The School as Zone of Peace Directives 2012 and Procedures on Gender Based Violence Complain Handling 2020, each school must have school child protection committee, GBV Focal Person and Complaint Box that must be publicly known. The annual policy of province and local government has provision that each school above grade 5 provides free sanitary pads for girls' students whenever needed. There are several education facilities and scheme for various categories of students that is provided for students from Dalit community, Girls and children with disabilities. The list of support schemes is provided in below Box 2:

Box 2: 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 Dalit and Girls Annual Rupees 400 (for Grade 1-8)

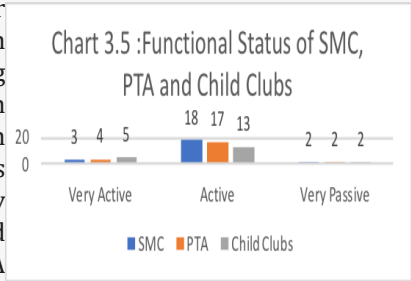
For Children with Disabilities (Grade 9-10) for enroute travel home to school (Assistance Needed Rs.5000/year, Transport Needed Rs.3000/year, for able to travel alone Rs.1000/year)

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

All 23 project schools participated in baseline survey reported have valid and elected School Management Committee, whereas 22 schools have reported elected parents' teacher's association and valid till the time of survey. One School upto Grade 10 from Nawadurga -1 reported the tenure of their Parents

Teachers Association has come to an end and new election yet to be done. Only one school out of 23 reported having school child protection committee and system. All 22 schools reported having no child protection committee, complaint handling system and GBV focal person.

The baseline survey considering the importance of representation of women, dalit and person with disabilities or parents of children with disabilities in both of these mechanism for promoting inclusion, safety and nondiscrimination in school, assessed the representation of Dalit, Women and PWDs or parents of CWDs in SMC and PTAs. The survey found that all 23 schools having valid SMC and all 22 schools having valid PTA have female representation; whereas Dalit representation in PTA and SMC is in only 17 schools and PWDs or Parent of CWDs representation is only in 7 schools' SMCs and 5 schools' PTAs.



Regarding the functionality status of SMC 3 schools reported very active and engaged and 18 schools reported generally active 2 primary schools from Nawadurga 1 and 2 ward reported SMC is very passive and not functional.

Similarly, regarding PTAs, 4 schools reported PTAs being very active and engaged and 17 reported generally active. One primary school from Bhageswor 4 and One Primary School from Nawadurga-2 reported PTAs are very passive and not engaged in school development.

20 out of 23 schools reported having child clubs in school. The only school running upto grade 3 and 2 schools running upto grade 5 have not formed and practiced child clubs in school. Among these 20 child clubs only 3 child clubs have reported having at least one member who is a child with disabilities. Girls representation in leadership of child clubs is varied, among child clubs in schools upto grade 5 the representation is only 25%, and among child clubs in schools upto grade 10 it is 39%. Among the child clubs in schools upto grade 8 it is 51% and among child clubs upto grade 12 it is 50%.

Regarding the Dalit Children participation in leadership of child clubs, 10 out of 20 child clubs reported having more than 20% dalit children in child clubs, only 3 child clubs reported having less than 10% of Dalit children and

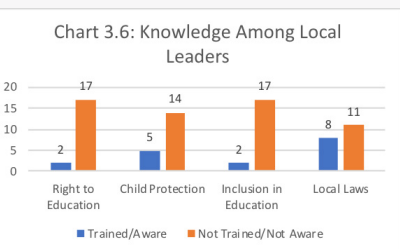
remaining 7 child clubs reported having 10%-20% leadership from Dalit Children.

18 schools reported child clubs are very active (5) and generally active in schools for child protection, child rights and education; 2 schools reported child clubs are sometime active and largely not active and have no activities in school and community.

The baseline study also assessed the status of SIPs and Code of Conduct for Teachers and Students. From the survey it is found that out of 23 schools, 22 schools have updated their School Improvement Plan (SIPs). Though, all 22 schools have included provision of scholarship and free and compulsory education in their SIPs, only 13 schools have provisions of disabilities inclusion and less than half number of schools have included special provision for Dalit (11) and girls (14). Only 2 schools have included provisions of special protection needed children in their SIPs. The survey found that 21 schools have adopted code of conduct for school teachers and 20 schools have adopted code of conduct for students. However many teachers and students are not aware of the provision in code of conduct and they are less following the practice based on the code of conduct.

5. Knowledge and Perspectives on Right to Education and Child Protection

As the CLEAP project is focused on developing local community leadership for strengthening right to education and child protection, the baseline study assessed the required knowledge and skills among the local government leaders, parents and children in regards to the child protection, right to education and inclusion in schools. With local government officials, the baseline study conducted a survey based on structured questionnaire. A total 19 local government leaders were surveyed from four project locations. Among them, 12 were male, 7 were female, 5 were from dalit communities. None of the elected officials participating in this baseline study were person with disabilities.



Among the participating leaders only 2 have been trained on Right to education, 5 have received training on child rights and child protection, 2

have been trained on inclusion in education and only 8 are aware of the local government laws and policies related to education, child rights and child protection.

Almost all participating elected leaders advised that there is need of making school inclusive and friendly to girls, Dalit and children with disabilities, where 17 participants suggested it is very necessary and 16 participants suggested it is very necessary to make school safe. none of the participating leaders suggested no need of safe and inclusive school.

The baseline study has asked whether the local leaders have observed any discrimination incidents in schools or community against Dalit, Children with Disabilities and Girls. only 3 respondents reported sometime observed, and 16 reported no such discriminations are happening.

However, in consultation with parents and children, they suggested several discriminatory incidents against children from Dalit Communities and Girls in communities and schools. Children with Disabilities are often considered as stigma and discrimination starts from own home as suggested by the FGD participants. The participants suggested discrimination during distribution of Mid-Day Meal is often observed and discriminatory proverbs, statements from teachers and harassments from boys in schools are often observed problems. Though, there is less discrimination in schools, much more remains in community, as suggested by participants, mainly against Dalit as untouchable community and against girls with workload of household chores, mobility control and discrimination on accessing facilities as well as community and household decision participation.

Present status of parents, local leaders, children's knowledge and perspectives on Right to Education and Child Protection at community, school, ward, municipal and province level disaggregated by sex, cast etc. (Refer- Survey, FGDs and Interview)

Conclusion and Recommendation

1. Conclusion

Based on above findings and in consultation with key informants and analyzing the data following conclusions are presented:

- The project municipalities and the province government has lack of child protection and education related laws and policies.
- Though the project municipalities have education laws and policies, they lack significantly provisions and plans on discrimination free school.
- The political leadership, the school leadership of the project municipalities are lesser informed and knowledgeable on child protection and inclusion in education. They are also not trained and educated about child friendly, girls supportive and CWDs friendly school structures and management.
- The baseline study has observed that the rampant prevalence of discrimination against dalit, girls and children with disabilities in project locations. This is further reinforced by the lesser representation of female, dalit and person with disabilities in SMC, PTAs and School Teaching Community.
- The parents in general and children in schools and community are not very informed and taking actions for claiming government services and support.
- The schools themselves have not recognised the importance of inclusive and protective environment in schools and have not recognised such plans and policies in School Improvement Plans.
- The local mechanisms such as local child rights committee, Disabled Peoples' Organisations are not formed and mobilised in project locations, local governments also have not included such plans in their policies.
- The distance of schools, mainly secondary schools, has resulted dalit, girls and children with disabilities to get dropped after primary education due to the requirement of walking tough roads to school, high associated cost for school going and coming and not safety assurance for girls while living distanced from families.

2. Recommendations

- Sensitise and educate the political leadership at municipal and schools on the requirement of Child Protection Mechanisms.
- Provide technical support to form and mobilise the Child Protection mechanism, DPOs in local municipal level.

- Support children, parents and person with disabilities for claiming appropriate provisions and advocating for more investment for education of girls and children with disabilities.
- Since the school management committee and teacher parent association are not active in both the municipalities, it is important to work with local education and child rights committees to be mobilised for activating them and also to strengthen their activity.
- Children's clubs should also be formed and re-formed as well as their participation should be promoted.
- In addition to creating a school improvement plan, there is a need to increase the capacity to update it regularly.
- In addition to the formation of child protection committees of schools in both municipalities, their capacity should be enhanced.
- In order to take care of child protection in both municipal schools, the schools should arrange complaint hearing committees and complaint hearing boxes as well as their capacity to implement them.
- In order to increase learning achievement, the school environment should be made child-friendly as well as the ability of teachers should be enhanced regarding child-friendly retention.
- Local educational learning materials should be promoted for effective and efficient teaching learning exercise.
- In order to increase the accessibility of children with disabilities the school environment should be accessible without discrimination with improved structures and behaviours of people in schools

References

- The Constitution of Nepal, 2072
- Free and Compulsory Education Act, 2018
- Education Act, 1971
- 15th Periodic Plan,
- National Education Policy 2019
- National Roadmap for Implementation of Sustainable Development Goals (SDGs)
- The Act Relating to Children, 2018
- The Act Relating to Rights of Persons with Disabilities, 2074 (2017)
- The rules Relating to Rights of Persons with Disabilities, 2077 (2020)
- Local government operation act 2074
- Free and compulsory education rules 2077

Annex 1: Project Matrix Baseline Table

Outcome and Outputs	Indicators	Baseline Status	Re- marks
<p>OUTCOME 1: Strengthened and functional child protection systems and education management in Dadeldhura District</p> <p>Output 1: Local Child Rights Committees formed and functional in 2 Rural Municipalities, and child rights protection investments in all 7 RMs meet requirements of federal law of Nepal</p> <p>Output 2 : Local Education Committees, School Management Committees and Parent-Teacher Associations are formed, trained, and committed to improve right to education and protection in schools in two project Rural Municipalities</p>	<p>Number of public/elected officials of RMs and Provincial Gov. reached through capacity building</p> <p>Number & description of policies/programs made/renewed that secure & improve child protection, inclusion, vulnerable groups</p> <p>Project RMs mobilize LCRCs & LECs</p>	<p>2/19 are trained on Right to Education 5/19 are trained on child rights and protection 2/9 is trained on Inclusion</p> <p>Project RMs have education laws and policies with provisions on inclusion No child rights and child protection policies in RMs and Schools Province has no education policies and programs Province has child rights and child protection law</p> <p>Project RM has no LCRCs, SCPCs but have LECs</p> <p>No Municipals in Dadeldhura have LCRCs and One Municipal has adopted child rights law as per federal policy</p>	
<p>OUTCOME 2: Children, parents, media, and civil society actors are actively engaged to promote right to education and protection for vulnerable children in Dadeldhura District</p> <p>Output 3: 700 children and 1000 Parents are organized and capacitate to claim right to education and protection in two project Rural Municipalities.</p> <p>Output 4 : Civil Society and media capacitated to advocate for accountability through evidenced-based advocacy interventions at rural municipal, provincial and federal level</p>	<p>Substantial change in community attitudes & inclusion and reduction in discrimination, harassment rights violations</p> <p>60% of trained personnel applying learned skills and advocacy tools</p>	<p>Children and Parents perceived rampant practice of violence and discrimination against girls, Dalit and CwDs Less than 40% representation of female among school teachers, Only 6 Dalit teachers and 3 PWDs teachers. Among 23 schools, Only 7 schools have PWDs representatives and only 17 schools have Dalit representatives in SMCs.</p> <p>Among 23 schools only 7 schools has included free and compulsory education, 1 school has included disabilities concern, special provisions for girls and Dalit inclusion in School Improvement Plan.</p> <p>Local Media persons and civil society leaders have some knowledge and information, yet not trained on systemic advocacy and public campaign</p>	
<p>OUTCOME 3: Improved Right to Education through increased enrolment, reduced drop out, improved learning outcomes and inclusion in project Rural Municipalities</p> <p>Output 5: Schools, teachers, and vulnerable children are supported to improve classroom management and teaching-learning practices, and to continue education</p> <p>Output 6: Children with Disabilities are identified and supported to school enrollment and access state facilities through Organizations of People with Disabilities in two Rural Municipalities</p>	<p>Reduced drop out & increased attendance of vulnerable children (Dalit, Girls and CwDs)</p> <p>% of CwDs in school or supported to live a decent life at home</p> <p>OPDs actively engaged to increase school enrollment of CwDs and access to state facilities</p>	<p>Only 22 CwDs are enrolled in schools With the distance higher grade schools, girls, Dalit and CwDs are bound to stop studying higher grade.</p> <p>46% of students have to walk more than a hour for attending nearest higher grade school. Only 1 school is CwDs Friendly, 3 schools are girls friendly and 8 schools have child friendly infrastructures.</p> <p>No Disability Peoples Organizations is formed and activated in the project RMs</p>	

Annex 2:

Annex 2.1 : Summary of Key Federal Policies on Child Protection and Education

Nepal Constitution 2072

Article 31 Right relating to Education:

- (1) Every citizen shall have the right of access to basic education.
- (2) Every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State.
- (3) The citizens with disabilities and the indigent citizens shall have the right to get free higher education in accordance with law.
- (4) The visually impaired citizens shall have the right to get free education through brail script and the citizens with hearing or speaking impairment, to get free education through sign language, in accordance with law.
- (5) Every Nepali community residing in Nepal shall have the right to get education in its own mother tongue and, for that purpose, to open and operate schools and educational institutes, in accordance with law.

Article 38 (5) Women shall have the right to obtain special opportunity in education, health, employment and social security, on the basis of positive discrimination.

Article 39. Rights of Child: (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.

Article 40. Rights of Dalit: (2) Provision of free education with scholarship, from primary to higher education, shall be made by law for the Dalit students. Special provision shall be made by law for the Dalit in technical and vocational education.

Article 42. Right to Social Justice: (2) The indigent citizens and citizens of the communities on the verge of extinction shall have the right to get special opportunities and benefits in education, health, housing, employment, food and social security for their protection, upliftment, empowerment and development. (5) The families of the martyrs who have sacrificed their life, and of the disappeared persons and those who became disabled and injured in all people's movements, armed conflicts and revolutions that have been carried out for progressive democratic changes in Nepal, democracy fighters,

conflict victims and displaced ones, persons with disabilities, the injured and victims shall have the right to get a prioritized opportunity, with justice and due respect, in education, health, employment, housing and social security, in accordance with law.

Local government operation act 2074

The local government operation act 2017 covers local level governance and the unbuilding of functions, including provision for the management of the transition to a full-fledged federal system until the local executive bodies have developed and put federal arrangements in place, These include work division and performance, joint services arrangements and delegation of authority to wards, The act specifies the functions and responsibilities of district and district level governance. Section 3, Article 11(2) (ja) specifies the rights and duties of municipalities and rural municipalities in relation to the provision of education Schedule 5-9 of the constitution specifies the 23 function of local government related to basic and secondary education. Local governments have become the key actors in managing basic and secondary education with significant power and autonomy.

Free and compulsory education act 2077

Section 3. Right to education:

(1) Every citizen shall have the right to equitable access to quality education. No one will be discriminated on any basis to get education.

(2) Every Nepalese community living in Nepal shall have the right to receive education in their mother tongue.

(7) Citizens with disabilities will have the right to receive education even through special education.

(8) Economically disadvantaged, disabled and Dalit citizens will have the right to get free higher education.

(9) Sons and daughters of people's movement, armed struggle, martyrs, disappeared persons, conflict victims, injured and disabled persons shall have the right to get special opportunities as specified.

Section 6. Compulsory education should be provided: (1) After the commencement of this Act, the state through each local level should make arrangements to provide compulsory education up to the basic level to every child who has completed four years and completed thirteen years of age.

Section 7. Enrollment of children: (1) After the commencement of this Act, every child at the basic level should be enrolled by the concerned parents in the school suitable for him/her in the class according to his/her age.

(4) If children are unable to go to school due to financial, geographical or physical, mental condition or any other adversity, arrangements can be made to study in a residential school as specified.

Section 8. Getting education from a suitable school: (1) Every child has the right to receive education up to the basic level or secondary level from a school suitable for his/her parent's residence.

Section 9. Do not refuse to enroll: Regardless of what is written in clauses (a), (b) and (c) of sub-section (1), disabled or economically disadvantaged children must be admitted by schools that are within their means.

Free and compulsory education rules 2077

Regulation 6, in sub-rule 1 of special arrangement for children with disabilities, economically disadvantaged or Dalit community, according to sub-section 1 of section 33 of the Act, the local level shall provide the following special arrangements free of charge to children with disabilities based on availability:

- a) Textbooks prepared in Braille for visually impaired students and teaching materials and learning materials prepared in sign language for children with external and vocal disabilities,
- b) Resource classes for visually impaired, deaf and speech-impaired children according to the nature of the disability.

- c) Specially trained resource teachers for the learning of children who are blind, deaf and have vocal or speech or intellectual and developmental disabilities,
- d) Door-to-door mobile educational services or school facilities with residential facilities for the severely disabled, either independently or in institutional collaboration, according to the nature of the disability.

In sub-rule 2, the local level to provide scholarships, mid-day meals, educational materials, school uniforms and study in schools with residential facilities based on needs and availability to continue the studies of children who are physically disadvantaged or backward in terms of human development index or Dalit community.

National Education policy 2076

8.4. To prepare qualified, competent, skilled and entrepreneurial manpower for the country's development by expanding technical and vocational education and training opportunities and establishing inclusive and equitable access for all interested citizens.

8.7. Ensuring access to quality education for people with all types of disabilities and preparing competent and competitive citizens to lead a dignified life through life-long education

9. Strategy

9.8. To enact a policy of giving special concessions to include backward classes, regions and communities in technical and vocational education and training. (8.4)

9.16. Making physical infrastructure, curriculum and teaching materials, teaching learning process and evaluation system inclusive and disability friendly. (8.7)

9.17. To provide appropriate educational opportunities through special education and inclusive education based on the needs of children with disabilities and principles of inclusion. (8.7)

(g) Inclusive and Special Education Policy

10.28 Provide inclusive education and special education opportunities to meet the learning needs of children with disabilities and adapt the curriculum and curriculum to develop life-skill and professional skills.

10.28.1. A 'special school' with a residence will be established at suitable places for children with disabilities, disabled and those who are unable to travel from home to school but can study in school.

10.28.2. Inclusive education will be arranged so that children with disabilities can sit and learn together with other children as much as possible.

10.28.3. Children with disabilities and differently abled children will be given the opportunity to learn vocational skills to make them independent.

10.28.4. Able to sit and study with children of ordinary circumstances
Appropriate arrangements will be made for the materials required for children with disabilities according to the nature and level of disability (such as: wheelchair, cane, Braille book, symbol picture etc.).

10.28.5. To facilitate the education of children with all kinds of disabilities (physical disabilities, hearing disabilities, visual disabilities, voice and speech disabilities, mental or psychosocial disabilities, intellectual disabilities, hereditary bleeding (hemophilia) disabilities, autism disabilities and multiple disabilities) according to physical and intellectual abilities. Physical infrastructure and learning environment will be managed.

10.28.6. Special classes and remedial classes will be arranged according to the condition and nature of children to enable all children.

10.28.7. To ensure the right of children and persons with disabilities to get education, necessary curriculum, textbooks and audiovisual and support materials will be diversified.

10.28.8. Children with slow hearing will be given a suitable opportunity to learn using sign language and blind and visually impaired children will not be limited to braille and other tools will be found.

10.28.9. According to the nature of the disability, flexible curriculum and textbooks, alternative learning materials and teaching methods will be emphasized and the student evaluation system will be made suitable for children with disabilities.

10.29 Adopting measures such as reservation, positive discrimination, priority, incentives etc.

10.29.1. Priority will be given to arrange teachers who understand the language and background of the community in schools with a majority of Dalit, tribal, marginalized and endangered communities within the school's service area.

10.29.2. In order to increase the participation of female teachers in schools, the existing reservation and positive discrimination programs should be implemented by the federation, state or local level to produce the necessary manpower for people with disabilities, economically disadvantaged and socially backward communities and regions, specially talented people and specialized subjects. Arrangements will be made to promote education through full or partial investment.

10.29.4. To increase the representation of women in the leadership of the school, emphasizing on capacity development, a system will be adopted to give priority to women in the appointment of principals.

10.29.5. The existing scholarship system, which is given to all of certain groups, will be reviewed and made to focus on the poor and disadvantaged. Students studying on scholarship in private schools will also be allowed to compete for reserved seats for higher education scholarships.

10.29.6. Issues related to inclusion at all levels of education (from early childhood development to higher education and lifelong education) will be identified and properly addressed.

The Act Relating to Rights of Persons with Disabilities, 2074 (2017)

Section 21 Provisions relating to provision of free education

(1) Persons with disabilities will be provided free higher education by educational institutions run by the Government of Nepal or the local level or funded by the Government of Nepal.

(2) Higher education will be provided free of cost to persons with disabilities by educational institutions as prescribed by the Government of Nepal.

(3) Persons with disabilities shall not be charged any fee for admission to educational institutions.

(4) Vocational and technical education as specified will be provided free of cost to the disabled persons.

(5) Educational institutions should not discriminate against persons with disabilities in extracurricular activities, distribution and access to educational materials.

(6) The government of Nepal should make provision for providing education through more than one means such as Braille or alternative script, sign language, information technology tools and learning through travel according to their needs to make it easier for people with disabilities to acquire education.

(7) The government of Nepal can make arrangements to provide education to the visually impaired, deaf, hard of hearing, and hearing impaired persons through appropriate language methods, scripts, textbooks, textbooks, etc. through accessible information technology as prescribed.

(8) The Government of Nepal may make arrangements to provide education with housing facilities to persons with disabilities as specified on the basis of poverty, geographic hardship or severity of disability.

(9) Persons with disabilities shall be enabled to gain access to vocational and technical education, youth education, practical education and lifelong

learning by providing suitable accommodations.

(10) The Government of Nepal will make separate arrangements regarding the examination and evaluation system of students with disabilities based on the classification of disabilities.

(11) Educational institutions should arrange disability-friendly educational materials keeping in view the needs of disabled people.

(12) The Ministry has determined that educational institutions ensure access to persons with disabilities

School buildings and other physical structures should be constructed according to the standards.

(13) Educational institutions run by the private sector must provide free study facilities to students with disabilities as determined by the Government of Nepal.

Section 22 Arrangements for providing scholarships and financial support

(1) The Government of Nepal shall provide educational scholarships to students with disabilities as prescribed for non-free education.

(2) The Government of Nepal shall provide financial support as specified for the development of physical infrastructure and other service facilities of schools that have conducted special education programs for students with disabilities.

Section 23. Enhancing access to quality education for students with disabilities,

(1) The Government of Nepal shall make necessary arrangements as prescribed to continue and promote the studies of students with disabilities.

(2) The Government of Nepal will arrange special training for teachers and teachers who teach students with disabilities.

(3) The Government of Nepal shall provide educational materials free of charge to schools in order to ensure access to schools and learning for disabled students.

The rules Relating to Rights of Persons with Disabilities, 2077 (2020)

Rule 15. Special Protection of Children with Disabilities Sub-rule 1 Support to family members or guardians for their care and care, necessary training and income-earning business support Sub-rule 2 Early identification of their diseases, treatment, medicine and consultation services to make necessary arrangements from the local health center

Sub-rule 3 To make arrangements for sports and for children with disabilities at the local level

Sub-rule 4 Capacity development and management of human resources for early disability identification, counseling and basic health related rehabilitation in local health centers and hospitals.

Bye-law 5 Providing services such as eye, nose, ear, throat, audiogram examination for disabled children through local health institutions.

Sub-rule 6 If the child's intellectual and physical development is not according to their age or if they do not show age-related symptoms, family members or social workers can give such information to the ward office.

Sub-rule 7 Provision of other services including periodic assessment of disability status, review of service facilities and necessary therapy for children identified with disabilities through the local level.

The Act Relating to Children, 2075 (2018)

Section 7: Right to Protection Subsection 1 Every child shall have the right to receive proper care, protection, nurturing and love from their father, mother, other family members or guardians.

Subsection 2 Parents shall have equal responsibility for the care, protection and upbringing of children. In the event that the parents are divorced or

separated for any other reason, both parents will have to bear the cost of raising the children according to their financial capacity.

Subsection 3 No father, mother, other family member or guardian shall leave or abandon their children or children under guardianship.

Subsection 4 Children with disabilities, victims of conflict, displaced, at risk or living on the street will have the right to receive special protection as determined by the state for a secure future.

Subsection 5 Every child shall have the right to receive protection against all kinds of physical or mental violence and torture, harassment, inhumane treatment, sexual or physical abuse, sexual abuse and exploitation by their father, mother, other family members or guardians, teachers and other persons.

Subsection 6 Every child shall have the right to be protected from economic exploitation and shall have the right to be protected from any act that harms children or hinders their education or harms their health, physical, mental, moral, social development.

Sub-section 7 No child shall be recruited into the army, police or armed groups and shall not be used directly or indirectly for armed conflict or political purposes.

Sub-section 8 No one shall attack or obstruct the operation and management of any place, service or facility, including schools, used for the welfare of children under any pretext of armed conflict or any adverse situation.

Sub-section 9 Children below the age of fourteen shall not be engaged in hazardous work or employed as domestic workers or maids.

Sub-section 10 The Government of Nepal, State Government and local level can adopt and implement the necessary measures for the protection of children.

Annex 2.2

Table: Key Provisions in Education Policies and Law

Bhageswor Municipal	Nawadurga Municipal
<p>Education Act 2079</p> <ul style="list-style-type: none"> • In Section 6, the rural municipality can organize special education, inclusive education, non-formal education, continuous education, distance education and open education by arranging necessary infrastructure based on local needs. • In sub-section 1 of section 20 of the rural municipality, a village education development fund will be established to increase the educational opportunities of extremely poor, natural disaster-affected, disabled and helpless children living in their area and to reward outstanding students, teachers, staff or education lovers. • No child can be expelled from school in sub-section 1 of section 26. • In sub-section 2, physical or mental torture or abuse of children studying in school cannot be done. • In sub-section 1 of section 34, according to the number of students, the school should have classrooms, playgrounds, compound, gherbar, child-friendly living arrangements, environment-friendly hands, clean drinking water, separate toilets and learning-friendly environment for male and female students. • In sub-section 1 of section 43, the institutional school shall provide scholarships to financially disadvantaged, disabled, Dalit and Jehendar students as specified so that it does not decrease to at least ten percent of the total number of students enrolled in the school. The actual information about the scholarship distribution should be submitted to the Education Branch of the concerned Ward Municipality and Rural Municipality. • In sub-section 1 of section 53, the rural municipality can arrange scholarships for helpless orphans, orphans, disabled orphans studying in schools. 	<p>Education Act 2079</p> <ul style="list-style-type: none"> • In section 10, the rural municipality can organize special education, inclusive education, non-formal education, continuous education, distance education and open education by arranging necessary infrastructure based on local needs. • According to sub-section 1 of section 42, according to the number of students, the school should have classrooms, playgrounds, compounds, shelters, child-friendly living arrangements, environment-friendly handrails, flowers, clean drinking water, and separate toilets and learning-friendly environment for male and female students. • In sub-section 1 of section 48, the institutional school shall provide scholarships to economically disadvantaged, disabled, Dalit and Jehendar students as specified, so that the total number of students enrolled in the school does not decrease to at least ten percent. The actual information about the scholarship distribution should be submitted to the Education Branch of the concerned Ward Municipality and Rural Municipality. • Section 63 The village councilor can arrange scholarships for the students enrolled in the school according to the allocation from the education development fund. • In sub-section 1 of section 71, a village education development fund will be established to increase the educational opportunities of extremely poor, natural disaster-affected, disabled and helpless children living within their area and to reward outstanding students, teachers, staff or education lovers.

	<p>Education policy 2078</p> <ul style="list-style-type: none"> • Measures such as child-centered teaching, child-friendly educational environment, learning-oriented teaching method, development of harmonious relationship between teachers and students, safe classrooms, and respectful behavior will be adopted in Section 8 of Policy 8 from 1 to 13. • Clause No. 9 of Policy 8 B has provided for inclusive and special education. • A special school with a dormitory will be run based on the need for children with disabilities, disabilities and those who are unable to travel to school from home but can study in school. • Inclusive education will be arranged so that children with disabilities can sit and learn together with other children as far as possible considering their disability. • Appropriate arrangements will be made for disabled children who can sit and study with normal children, according to the nature and level of their disability, such as wheelchairs, stick, Braille books, signboards, etc. • Children with disabilities and differently abled children will be given opportunities to learn vocational skills to make them independent. • Children with all kinds of disabilities (physical disabilities, hearing disabilities, visual disabilities, voice and speech disabilities, mental or psychosocial disabilities, intellectual disabilities, hereditary bleeding disabilities, autism disabilities and multiple disabilities) to facilitate the education of disabled children according to their physical and intellectual abilities. will be arranged. • Special classes and remedial classes will be arranged according to the condition and nature of children to enable all children. • Facilitation will be provided to provide opportunities for hearing impaired children to learn sign language and blind and low vision children to learn through the use of Braille as well as other tools.
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	<ul style="list-style-type: none"> • Learning materials, teaching methods and student evaluation system will be facilitated to make it suitable for children with disabilities. • Issues related to inclusion from early childhood development to secondary level education and lifelong education will be identified and properly addressed. • Arrangements will be made to promote education by making full or partial investment of Dalits, disabled persons, economically disadvantaged and socially backward communities and classes, specially talented persons. • Respecting diversity, schools and teachers will be made fully responsible for providing equal treatment and equal opportunities for learning to all children in schools. • Emphasis will be placed on capacity building to increase representation of women in school leadership. • Arrangements will be made to provide free stationery, mid-day meals and uniforms to economically disadvantaged and socially backward communities and classes. • The policy of zero tolerance against untouchability, child labor and gender-based violence and abuse will be adopted in schools and educational institutions in point 20 of policy 8. Counseling services will be arranged in schools and educational institutions for the prevention and control of such incidents. • In Article 8 of Policy No. 20, schools run by private investment will provide free education to 10 to 15 percent of the students, the disadvantaged, disadvantaged Dalits, disadvantaged people with disabilities, talented people in various fields, and other target groups. • According to Article 8 of Policy No. 25, schools will be developed as child-friendly, student-friendly, disabled-friendly and safe, violence-free and fear-free learning centers.
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Annex 2.3 List of Tables

School Frequency Table

Table 1: Level of Schools- Grde wise						
Level of Schools	Frequency	Total Students	Boys	Girls	CWDs	Dalit
<3 Grades	1	30	17	13	0	0
<5 Grades	8	466	213	253	8	280
<8 Grades	7	834	407	427	2	314
<10 Grades	4	912	460	452	7	206
<12 Grades	3	1458	713	745	5	530
Total	23	3700	1810	1890	22	1330

Table 1: Level of Schools- Municipal wise						
Municipals	Frequency	Total Students	Boys	Girls	CWDs	Dalit
Bhageswor-4	7	670	300	370	6	231
Bhageswor-5	4	586	312	274	4	62
Nawadurga-1	5	991	502	489	4	399
Nawadurga-2	7	1453	696	757	8	638
Total		3700	1810	1890	22	1330

Table 2: Distance to Upper Level School					
Distance	Frequency	No. of students	Girls	Boys	CWDs
<20 Minutes Walk	3	250	153	97	5
<30 Minutes Walk	4	277	135	142	2
<1 Hour Walk	6	772	389	383	4
More than 1 Hour Walk	7	943	468	475	2
No Nearby	0	0	0	0	0
Secondary School itself	3	1458	745	713	9
Total	23	3700	1890	1810	22

Municipal	<20 Minutes Walk	<30 Minutes Walk	<1 Hour Walk	More than 1 Hour Walk	Secondary School itself
Bhageswor-4	60	34	126	119	331
Bhageswor-5			109	477	
Nawadurga-1	190	114	206		481
Nawadurga-2		129	331	347	646
Total	250	277	772	943	1458

Level of Schools	Average- NER	Average Learning Achievement	Average Promotion	Average Drop Out
<3 Grades	100	79	100	0
<5 Grades	94.75	59.90	83.64	0.625
<8 Grades	98.86	65.25	72.55	1
<10 Grades	98.75	66.27	99.40	8.85
<12 Grades	97.67	78.70	100	0

Grades	Adequate	Not Adequate	Inadequate	Very Inadequate
<3 Grades	1			
<5 Grades	2	1	5	0
<8 Grades	2	2	3	0
<10 Grades	1	2	1	0
<12 Grades	1	0	2	0

Municipal	Adequate	Not Adequate	Inadequate	Very Inadequate
Bhageswor-4	3	0	4	0
Bhageswor-5	2	1	1	0
Nawadurga-1	0	1	4	0
Nawadurga-2	2	3	2	0
Total	7	5	11	0

Grades	Child Friendly	Girls Friendly	Disabilities Friendly	
<3 Grades	0	0	0	
<5 Grades	3	1	1	
<8 Grades	2	1	0	
<10 Grades	1	1	0	
<12 Grades	2	0	1	

Municipal	Child Friendly	Girls Friendly	Disabilities Friendly	
Bhageswor-4	1	1	1	
Bhageswor-5	2	1	0	
Nawadurga-1	2	0	0	
Nawadurga-2	3	1	0	
Total	8	3	1	

Grades	Darbandi	Karar	Rahat	Private	Volunteer	Female	PWDs	Dalit	Total
<3 Grades	0	0	1	0	0	0	0	1	2
<5 Grades	12	6	2	5	2	15	1	0	43
<8 Grades	13	5	13	6	13	17	2	1	70
<10 Grades	28	5	13	6	6	9	0	3	70
<12 Grades	35	6	7	1	3	10	0	1	63
Total	88	22	36	18	24	51	3	6	248

Municipal	Darbandi	Karar	Rahat	Private	Volunteer	Female	PWDs	Dalit
Bhageswor-4	17	6	7	6	5	18	0	1
Bhageswor-5	16	1	5	5	6	6	0	0
Nawadurga-1	34	8	9	0	5	12	0	3
Nawadurga-2	21	7	15	7	8	15	3	2
Total	88	22	36	18	24	51	3	6

Grades	SMC-Reformation Timely	Disabilities Representation in SMC	Female Representation in SMC	Dalit Representation in SMC	PTA Reformation Timely	Disabilities Representation in PTA	Female Representation in PTA	Dalit Representation in PTA
<3 Grades	1	0	1	0	1	0	1	0
<5 Grades	8	4	8	6	8	3	8	6
<8 Grades	7	2	7	5	7	1	7	6
<10 Grades	4	1	4	3	3	1	3	3
<12 Grades	3	0	3	3	3	0	3	2
Total	23	7	23	17	22	5	22	17

Table 4: Status of School Mechanism - Municipalwise

Municipal	SMC-Reformation Timely	Disabilities Representation in SMC	Female Representation in SMC	Dalit Representation in SMC	PTA Reformation Timely	Disabilities Representation in PTA	Female Representation in PTA	Dalit Representation in PTA
Bhageswor-4	7	2	7	5	7	1	7	5
Bhageswor-5	4	1	4	2	4	0	4	3
Nawadurga-1	5	1	5	5	4	1	4	4
Nawadurga-2	7	3	7	5	7	3	7	5
Total	23	7	23	17	22	5	22	17

Table 4: Status of Child Clubs - Gradewise

Grades	SCPC formation	Child Club Formation	Disabilities Representation in Child Clubs	Girls Representation in Child Clubs with percentage
<3 Grades	0	0	0	0
<5 Grades	0	6	0	24.87
<8 Grades	1	7	1	51.23
<10 Grades	0	4	1	38.75
<12 Grades	0	3	1	49.51
Total	1	20	3	

Table 4: Status of Dalit Representation in CC - Gradewise

Grades	10%	20%	More than 20%	No representation
<3 Grades	0	20	0	0
<5 Grades	0	2	4	2
<8 Grades	2	2	3	0
<10 Grades	1	2	1	0
<12 Grades	0	1	2	0
Total	3	27	10	2

Municipal	SCPC formation	Child Club Formation	Disabilities Representation in Child Clubs	Girls Representation in Child Clubs
Bhageswor-4	0	6	1	54.28
Bhageswor-5	0	4	0	53
Nawadurga-1	0	4	1	31.63
Nawadurga-2	1	6	1	33.71
Total	1	20	3	

Municipal	10%	20%	< 20%	No representation
Bhageswor-4	0	5	0	2
Bhageswor-5	3	1	0	0
Nawadurga-1	0	1	4	0
Nawadurga-2	0	0	6	1
Total	3	7	10	3

Grades	Very Active	Active	Passive	Very Passive	Seldom Active
<3 Grades	0	1	0	0	0
<5 Grades	1	5	0	0	2
<8 Grades	1	6	0	0	0
<10 Grades	0	4	0	0	0
<12 Grades	1	2	0	0	0
Total	3	18	0	0	2

Grades	Very Active	Active	Passive	Very Passive	Seldom Active
Bhageswor-4	0	4	0	0	0
Bhageswor-5	0	5	0	0	0
Nawadurga-1	1	5	0	0	1
Nawadurga-2	2	4	0	0	1
Total	3	18	0	0	2

Table 4: Functionality Status of PTA - Gradewise					
Grades	Very Active	Active	Passive	Very Passive	Seldom Active
<3 Grades	0	1	0	0	0
<5 Grades	2	4	0	0	2
<8 Grades	1	6	0	0	0
<10 Grades	0	4	0	0	0
<12 Grades	1	2	0	0	0
Total	4	17	0	0	2

Table 4: Functionality Status of PTA - Municipal wise					
Grades	Very Active	Active	Passive	Very Passive	Seldom Active
Bhageswor-4	3	3	0	0	1
Bhageswor-5	0	4	0	0	0
Nawadurga-1	0	5	0	0	0
Nawadurga-2	1	5	0	0	1
Total	4	17	0	0	2

Table 4: Functionality Status of Child Clubs - Gradewise						
Grades	Very Active	Active	Passive	Very Passive	Seldom Active	no
<3 Grades	0	0	0	0	1	0
<5 Grades	1	4	0	0	2	1
<8 Grades	1	6	0	0	0	0
<10 Grades	1	2	0	0	1	0
<12 Grades	2	1	0	0	0	0
Total	5	13	0	0	4	1

Table 4: Functionality Status of Child Clubs - Municipal wise						
Grades	Very Active	Active	Passive	Very Passive	Seldom Active	no
Bhageswor-4	2	4	0	0	1	0
Bhageswor-5	1	3	0	0	0	0
Nawadurga-1	1	2	0	0	1	1
Nawadurga-2	1	4	0	0	2	0
Total	5	13	0	0	4	1

Status of Inclusion and Child Protection in Policies in Nawadurga 2							
Policy Documents	Updated	Free and Compulsory Education	Scholarship	Disabilities Inclusion	Special Provision for Girls	Dalit Inclusion	Special Protection
School Improvement Plan	22	22	22	13	14	11	2
Teachers Code of Conduct	21	0	0	0	0	0	0
Students Code of Conduct	20	0	0	0	0	0	0

Local Leaders Survey Table

Table 1: Status of Right to Education Training Obtained			
Municipal	Trained	Not Trained	Taken Long back
Bhageswor	0	9	0
Nawadurga	2	8	0
Total	2	17	0

Table 1: Status of Child Rights and Child Protection Training Obtained			
Municipal	Trained	Not Trained	Taken Long back
Bhageswor	1	7	1
Nawadurga	3	7	0
Total	4	14	1

Table 1: Status of Inclusion on Education Training Obtained			
Municipal	Trained	Not Trained	Taken Long back
Bhageswor	0	9	0
Nawadurga	1	8	2
Total	1	17	2

Table 1: Knowledge of Local Government Policies on Education and Child Rights			
Municipal	Knows	Don't Know	Cannot Say
Bhageswor	6	2	1
Nawadurga	2	8	0
Total	8	10	1

Table 1: Number of Policies in LGs- As per leaders					
Municipal	Child Rights	Child Protection	Education	Disabilities	Others
Bhageswor	0	0	1	0	0
Nawadurga	0	0	1	0	0
Total	0	0	2	0	0

Table 1: Need of Making School Inclusive, Friendly					
Municipal	Very Necess- sary	Necessary	Not Necess- sary	Completely Not necessary	Don't Know
Bhageswor	8	1	0	0	0
Nawadurga	9	1	0	0	0
Total	17	2	0	0	0

Table 1: Need of Making School Safe					
Municipal	Very Necess- sary	Necessary	Not Necess- sary	Completely Not necessary	Don't Know
Bhageswor	7	2	0	0	0
Nawadurga	9	1	0	0	0
Total	16	3	0	0	0

Table 1: Observed Status of Discrimination Against Dalit Children in School and Community					
Municipal	Too Many Incidents	Some Incidents	No Inci- dence	No Such Dis- crimination	Don't Know
Bhageswor	0	0	3	6	0
Nawadurga	0	1	6	3	0
Total	0	1	9	9	0

Table 1: Observed Status of Discrimination Against Dalit Children in School and Community					
Municipal	Too Many Incidents	Some Incidents	No Incidence	No Such Discrimination	Don't Know
Bhageswor	0	0	3	6	0
Nawadurga	0	1	6	3	0
Total	0	1	9	9	0

Table 1: Observed Status of Discrimination Against Children with Disabilities in School and Community					
Municipal	Too Many Incidents	Some Incidents	No Incidence	No Such Discrimination	Don't Know
Bhageswor	0	1	4	4	0
Nawadurga	0	2	2	6	0
Total	0	3	6	10	0

Table 1: Observed Status of Discrimination Against Girls in School and Community					
Municipal	Too Many Incidents	Some Incidents	No Incidence	No Such Discrimination	Don't Know
Bhageswor	0	0	8	1	0
Nawadurga	0	0	9	1	0
Total	0	0	17	2	0

Annex 3: List of Interviewee

S.N. Interviewer	Organization	Post
1. Deepak Sharma	MOEST	Spoke person
2. Yam Lal Bhusal	MOWCSC	Spoke Person
3. Ram Bahadur Chand	NCRC	Spoke Person
4. Kiran Thapa	NACG	Chair Person
5. Nupur Bhattachary	Inclusive Education	Chair Person
6. Prakash Silwal	SEJ	Chair Person
7. Krishna Malla	EJG	Chair Person
8. Rabi Chandra Parajuli	EJON	Chair Person
9. Prakash Khatiwada	NCPA	Chair Person
10. Lokendra Prasad Bhatta	MOSD, SP	Education Officer
11. Sher Bahadur Basnet	EWG, SP	Coordinator
12. Gagan Sing Bhandari	DCC, Dadeldhura	Coordinator
13. Narad Prasad Joshi	EDCU, Dadeldhura	Chief of CDCU
14. Prayag Raj Joshi	SDO, Dadeldhura	Chief of SDO
15. Hem Raj Chataut	Bhageshwor RM	Chair Person
16. Laxmi Prasad Awasthi	Nawadurga RM	Chair Person
17. Shiva Raj Pathak	NGO Federation, Dadeldhura	Chair Person
18. Sundar Jairu	EWG, Dadeldhura	Secretary
19. Tika Ram Sauda	Radia Unity F.M.	Manager
20. Radha Phulara	Amargadhi F.M.	Reporter

Annex 4: नितिगत विश्लेषण सुचना संकलन फारम

नितिको नाम	बुंदा, दफा, अनुच्छेद नं.	अनिवार्य शिक्षाको सम्बन्धमा प्रस्तावित ब्यबस्था के छ ?	समावेशी शिक्षाको सम्बन्धमा प्रस्तावित ब्यबस्था के छ ?	बाल संरक्षणको सम्बन्धमा प्रस्तावित ब्यबस्था के छ ?	अनिवार्य शिक्षा तथा समाहित शिक्षा सम्बन्धित ब्यबस्थाले के विमे दपूर्ण वा अत्यवह(ारिक र अपर्याप्त ब्यबस्था लिएको छ ?	बाल संरक्षण तथा सहयोगका सम्बन्धमा नितिगत ब्यबस्थाले के विमे दपूर्ण वा अत्यवह(ारिक र अपर्याप्त ब्यबस्था लिएको छ ?	ब्यबस्थामा आवश्यक सुधार वा परिमार्जन के रहे को छ ?

Annex 5: प्रमुख सुचना प्रदायकहरूसँगको अन्तर्वार्ता

नाम :.....पद :.....निकाय:.....
अन्तरवार्ता मिति र अवधी :.....

सहयोगी प्रश्नहरू

१. (तहगत) अनिवार्य शिक्षा सम्बन्धि के कस्ता नितिगत, कार्यक्रमिक र संरचनागत व्यवस्थाहरू गरिएका छन् ?

२. (तहगत) विद्यालय शिक्षामा समावेशी तथा समाहितता सम्बन्धमा के कस्ता नितिगत, कार्यक्रमिक र संरचनागत व्यवस्थाहरू गरिएका छन् ?

३. (तहगत) बालबालिकाको संरक्षण र जोखिम न्युनिकरण सम्बन्धि के कस्ता नितिगत, कार्यक्रमिक र संरचनागत व्यवस्थाहरू गरिएका छन् ?

४. यहाँको विचारमा अनिवार्य शिक्षा सम्बन्धि नितिगत, कार्यक्रमिक र संयन्त्रहरूको प्रभावकारीता कस्तो देख्नुभएको छ ? के कारणले यस्तो देख्नुहुन्छ ?

५. यहाँको विचारमा अनिवार्य शिक्षा सम्बन्धि नितिगत, कार्यक्रमिक र संयन्त्रहरूमा के कस्ता कमीहरू देख्नुभएको छ ? यसलाई कसरी सम्बोधन गर्न सकिन्छ ?

६. यहाँको विचारमा बाल संरक्षण सम्बन्धि नितिगत, कार्यक्रमिक र संयन्त्रहरूको प्रभावकारीता कस्तो देख्नुभएको छ ? के कारणले यस्तो देख्नुहुन्छ ?

७. यहाँको विचारमा बाल संरक्षण सम्बन्धि नितिगत, कार्यक्रमिक र संयन्त्रहरूमा के कस्ता कमीहरू देख्नुभएको छ ? यसलाई कसरी सम्बोधन गर्न सकिन्छ ?

८. नेपालमा अनिवार्य, समावेशी शिक्षा प्रवर्द्धनका लागि र बाल संरक्षण सुनिश्चितताका लागि नागरिक संस्थाहरूले कसरी काम गर्न जरुरी छ ?

९. नेपालमा अनिवार्य, समावेशी शिक्षा प्रवर्द्धनका लागि र बाल संरक्षण सुनिश्चितताका लागि यहाँको थप सुझावहरू केही छन् कि ?

Annex 6: विद्यालय सर्वेक्षण फारम

क) विद्यालयको संक्षिप्त जानकारी

१. विद्यालयको नाम :

२. विद्यालयको ठेगाना : बस्ति वडा नं. पालिका

३. प्र.अ.को नाम : सम्पर्क नं.

४. व्यवस्थापन समितिका अध्यक्षको नाम : सम्पर्क नं.

५. अविभावक शिक्षक संघको अध्यक्षको नाम : सम्पर्क नं.

६. बाल क्लब अध्यक्षको नाम : सम्पर्क नं.

७. विद्यालय बाल संरक्षण समिति अध्यक्षको नाम : सम्पर्क नं.

ख) विद्यालयको विद्यार्थी, शिक्षण सिकाइको अवस्था

८. विद्यालय कुन तहको हो ?

क) ३ कक्षा सम्म पढाइ हुने ख) ५ कक्षासम्म पढाइ हुने ग) ८ कक्षा सम्म पढाइ हुने

घ) १० कक्षासम्म पढाइ हुने ड) १२ कक्षासम्म पढाइ हुने

९. के विद्यालयमा प्राविधिक शिक्षा पनि छ ? क) छ ख) छैन

यदी छ भने कुन विषयको :

१०. यस विद्यालयका विद्यार्थीहरु माथिल्लो कक्षा पढ्न चाहँदा नजिकैको सामुदायिक विद्यालयका लागि कती टाढा जानुपर्दछ (१२ कक्षासम्म पढाइ हुने बाहेकका विद्यालयलाई मात्र सोध्ने)

क) हिंडेर २० मिनेट सम्म पुग्ने

ख) हिंडेर आधा घण्टासम्म पुग्ने

ग) हिंडेर १ घण्टा सम्म लाग्ने

घ) हिंडेर १ घण्टाभन्दा बढी समय लाग्ने

ड) त्यस्तो नजिकमा सामुदायिक विद्यालय छैन

११. तपाइको विद्यालयमा कती जना विद्यार्थीहरु हुनुहुन्छ ?

जम्मा..... बालक..... बालिका..... अपांगता भएका..... दलित.....

११.१. यदी विभिन्न तहको भएमा तहगत आधारमा विवरण दिन सकिन्छ ?

तह	जम्मा	बालक	बालिका	अपांगता भएका	दलित
कक्षा ३ सम्म					
कक्षा ४ देखि ५					
कक्षा ६ देखि ८					
कक्षा ९ देखि १०					
कक्षा ११ देखि १२					
जम्मा					

१२. तपाइको विद्यालयमा समग्र सिकाइ उपलब्धी कस्तो रहेको छ ?

तह	खुद भर्नादर	सिकाइ उपलब्धी	कक्षा चढने	कक्षा छोड्ने
कक्षा ३ सम्म				
कक्षा ४ देखि ५				
कक्षा ६ देखि ८				
कक्षा ९ देखि १०				
कक्षा ११ देखि १२				
जम्मा				

ग. विद्यालयको भौतिक पुर्वाधार तथा जनशक्ति सुविधा

१३. तपाइको विद्यालयमा विद्यार्थीका लागि आवश्यक भौतिक पुर्वाधार पर्याप्त छ ?

क) पर्याप्त छ ख) पर्याप्त छैन ग) अपर्याप्त छ घ) अत्यन्तै अपर्याप्त छ

१४. तपाइको विद्यालयको भौतिक पुर्वाधार बालबालिकाको लागि कती मैत्रीपूर्ण छ ?

क) बालमैत्री छ ख) बाल मैत्री छैन
 क) बालिकामैत्री छ ख) बालिका मैत्री छैन
 क) अपाङ्गतामैत्री छ ख) अपाङ्गतामैत्री छैन

१५. तपाइको विद्यालयको शैक्षिक जनशक्तिको अवस्था कस्तो छ ?

तह	दरबन्दी शिक्षक	करार शिक्षक	राहत शिक्षक	निजी श्रोतका शिक्षक	महिला शिक्षक
कक्षा ३ सम्म					
कक्षा ४ देखि ५					
कक्षा ६ देखि ८					
कक्षा ९ देखि १०					
कक्षा ११ देखि १२					
जम्मा					

घ. विद्यालयका संयन्त्र, निति तथा संरचनाहरुको अवस्था

१६. तपाइको विद्यालयमा व्यवस्थापन समितिको पुनर्गठन समयमा नै हुने गरेको छ ?

क) छ ख) छैन ग) कहिलेकाँही हुन्छ

१७. तपाइको विद्यालय व्यवस्थापन समितिमा अपाङ्गता भएका बालबालिकाको प्रतिनिधित्व रहेको छ ?

क) छ ख) छैन

१८. तपाइको विद्यालय व्यवस्थापन समितिमा महिला अविभावकको प्रतिनिधित्व रहने गरेको छ ?

क) छ ख) छैन

१९. तपाइको विद्यालय व्यवस्थापन समितिमा दलित समुदायका अविभावकको प्रतिनिधित्व रहने गरेको छ ?

क) छ ख) छैन

२०. तपाइको विद्यालयमा अविभावक शिक्षक साँगठनको पुनर्गठन समयमा नै हुने गरेको छ ?

क) छ ख) छैन ग) कहिलेकाँही हुन्छ

२१. तपाइको अविभावक शिक्षक साँगठनमा अपाँगता भएका बालबालिकाको अविभावकको प्रतिनिधित्व रहेको छ ?

क) छ ख) छैन

२२. तपाइको अविभावक शिक्षक साँगठनमा महिला अविभावकको प्रतिनिधित्व रहने गरेको छ ?

क) छ ख) छैन

२३. तपाइको अविभावक शिक्षक साँगठनमा दलित समुदायका अविभावकको प्रतिनिधित्व रहने गरेको छ?

क) छ ख) छैन

२४. तपाइको विद्यालयमा बाल संरक्षण समिति गठन भएको छ ?

क) छ ख) छैन

२५. तपाइको विद्यालयमा बाल क्लब गठन भएको छ ?

क) छ ख) छैन

२६. तपाइको विद्यालयको बालक्लबमा अपाँगता भएका बालबालिकाको प्रतिनिधित्व रहेको छ ?

क) छ ख) छैन

२७. तपाइको बालक्लबमा बालिकाहरूको कती प्रतिशत प्रतिनिधित्व रहने गरेको छ ?

.....

२८. तपाइको बालक्लबमा दलित समुदायका बालबालिकाको प्रतिनिधित्व कती प्रतिशत रहने गरेको छ?

क) १० प्रतिशत ख) २० प्रतिशत ग) २० प्रतिशतभन्दा धेरै घ) छैन

२९. तपाइका विद्यालयको बाल क्लब, बाल संरक्षण समिति, विद्यालय व्यवस्थापन समिति र अविभावक संघहरु कत्तीको सक्रिय छन् :

संयन्त्र	अत्यन्तै सक्रिय	ठिकै सक्रिय	निशक्रिय	अत्यन्तै निशक्रिय	कहिलेकाँही सक्रिय	संरचना नै छैन
व्यवस्थापन समिति						
अविभावक शिक्षक संघ						
बाल संरक्षण समिति						
बाल क्लब						
अन्य						

३०. तपाइको विद्यालयमा निम्न नितिहरु र त्यसमा के कस्तो व्यवस्था रहेको छ ?

नितिहरु	छ वा छैन	अनिवार्य र नि शुल्क शिक्षा	छात्रवृत्ती	अपांगता समावेश	बालिकाहरुको लागि विशेष व्यवस्था	दलित बालबालिकाको विशेष व्यवस्था	बाल संरक्षण सम्बन्धी नध विशेष व्यवस्था
विद्यालय सुधार योजना (अध्यक्षीय)							
शिक्षक आचारसंहिता							
विद्यार्थी आचारसंहिता							

३१. विद्यालयमा बालअधिकार, बाल संरक्षण, समावेशी शिक्षा सुनिश्चित गर्नका लागि के कस्ता नितिगत तथा कार्यक्रमिक व्यवस्थाहरू हुनु जरुरी छ ?

स्थानीय तहबाट

प्रदेश तहबाट

अन्य संस्थाहरूबाट

३२. विद्यालयमा बालअधिकार, बाल संरक्षण, समावेशी शिक्षा सुनिश्चित गर्नका लागि थप केही सुझावहरू भए दिन सक्नुहुन्छ ?

Annex 7: जनप्रतिनिधि सर्वेक्षण फारम

१. नाम : पद सम्पर्क नं

२. के तपाइले शिक्षा अधिकार सम्बन्धमा कुनै तालिम लिनुभएको छ ?

क) छ ख) छैन ग) धेरै पहिले लिएको अहिले बिर्सियो

३. के तपाइले बाल अधिकार र बाल संरक्षण सम्बन्धमा कुनै तालिम लिनुभएको छ ?

क) छ ख) छैन ग) धेरै पहिले लिएको अहिले बिर्सियो

४. के तपाइले समावेशी शिक्षा सम्बन्धमा कुनै तालिम लिनुभएको छ ?

क) छ ख) छैन ग) धेरै पहिले लिएको अहिले बिर्सियो

५. तपाइको जानकारीमा तपाइको पालिकामा के के बालबालिका र शिक्षा सम्बन्धि निति, कानुनहरु रहेका छन् ?

क) ख) थाहा भएन ग) भन्न सकिएन

६. तपाइको विचारमा विद्यालयलाई समावेशी (दलित, अपांगता, बालिकाभैत्री) बनाउन कत्तीको जरुरी छ ?

क) अत्यन्तै जरुरी छ ख) जरुरी छ ग) जरुरी छैन घ) पटकै जरुरी छैन
ङ) थाहा छैन

७. तपाइको विचारमा विद्यालयलाई बाल सुरक्षीत बनाउन कत्तीको जरुरी छ ?

क) अत्यन्तै जरुरी छ ख) जरुरी छ ग) जरुरी छैन घ) पटकै जरुरी छैन
ङ) थाहा छैन

८. तपाइको विचारमा दलित बालबालिकाविरुद्ध समुदाय र विद्यालयमा कत्तीको विभेद रहेको छ ?

क) अत्यन्तै धेरै छ ख) विभेद देखिन्छ ग) विभेद छैन घ) खासै विभेद छैन ङ) थाहा छैन

९. तपाइको विचारमा कसरी विद्यालयमा दलित बालबालिकाको पहुँच र सहभागिता बढाउन सकिन्छ ?

१०. तपाइको विचारमा अपाङ्गता भएका बालबालिकाविरुद्ध समुदाय र विद्यालयमा कत्तीको विभेद रहेको छ ?

क) अत्यन्तै धेरै छ ख) विभेद देखिन्छ ग) विभेद छैन घ) खासै विभेद छैन ङ) थाहा छैन

११. तपाइको विचारमा कसरी विद्यालयमा अपाङ्गता बालबालिकाको पहुँच र सहभागिता बढाउन सकिन्छ ?

.....

१२. तपाइको विचारमा बालिकाहरुविरुद्ध समुदाय र विद्यालयमा कत्तीको विभेद रहेको छ ?

क) अत्यन्तै धेरै छ ख) विभेद देखिन्छ ग) विभेद छैन घ) खासै विभेद छैन ङ) थाहा छैन

१३. तपाइको विचारमा कसरी समुदाय र विद्यालयमा बालिकाविरुद्ध हुने विभेदलाई कम गर्न सकिन्छ ?

.....

१४. तपाइको विचारमा यस समुदायका बालबालिकाले विद्यालय र समुदायमा के कस्ता हिंसा, दुर्व्यवहारहरु भोग्नु परिरहेको छ ?

.....

१५. तपाइको विचारमा विद्यालय र समुदायलाई अपाङ्गतामैत्री, बालिकामैत्री तथा दलित बालबालिकाको लागि विभेदरहित बनाउन स्थानीय तहले के कस्ता नितिगत र कार्यक्रमिक व्यवस्था गर्न सक्दछ ?

१६. बालबालिकाको संरक्षण र विभेदविरुद्ध अभियान सञ्चालन गर्न यहाँको सुभावहरु के रहेका छन् ?

Annex 8: समुह छलफलका लागि सहयोगी प्रश्नहरू

१. हाम्रो समुदायका बालिकाहरू, दलित बालबालिका र अपाङ्गता भएका बालबालिका सबैले स्कूल जान पाएका छन् ? पाएका छन् भने के के कारणहरूले उनीहरूले यस्तो अवसर पाएका छन् ?

यदी पाएका छैनन् भने के के कारणहरूले उनीहरूले यस्तो अवसर पाएका छैनन् ?

२. हाम्रो विद्यालयमा बालबालिकाहरूले भोग्नुपरेका जोखिम र समस्याहरू के के रहेका छन् ? कसरी बालबालिकाहरू यस्ता जोखिममा परिरहेका छन् ?

३. हाम्रो विद्यालयहरूलाई बालमैत्री, सुरक्षित र भेदभावरहित बनाउन के के गर्न सकिन्छ ?

४. के कस्ता कार्यक्रमहरूबाट दलित, अपाङ्गता भएका बालबालिकालाई विद्यालयसम्म ल्याउन र टिकाउन सकिन्छ ?

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