Nepal Citizens'
Education Report

NEPAL CITIZENS' EDUCATION REPORT
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ActionAid Nepal

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FOREWORD

Public Education is a foundation to create just, democratic and prosperous society. Without transforming the existing situation of public schools in Nepal, we cannot imagine to build a prosperous and better future. The commodification of basic education and the inequalities existing in the education system can be challenged and altered trough a conscious and collective efforts. ActionAid Nepal, together with local and national civil society partners as well as in close collaboration with concerned governmental agencies at all level, has been involved in promoting and strengthening 'public education system' in Nepal, especially primary and secondary level education, since 1982. ActionAid strongly believes that a robust public education system can be a great foundation for eradicating poverty, enhancing democratization and promoting sustainable development processes.

While the clear majority of political parties have pledged for free and compulsory quality education for all in Nepal that recognize the right to education, it is still denied to hundreds of thousands around the country due to lack of political will, resources and institutional capacity. There are still critical governance gaps that have not provided the legislative and administrative frameworks to ensure that the right to education is realised in practice. Most of the children and adults who do not fully enjoy the right to education belong to the most deprived and marginalised groups of society which are often either ignored or left behind in national policies.

Citizens are 'voters' and 'tax payers'! Equity in resource allocation is at the heart of a more effective public education system. A just taxation system plays a crucial role in supporting national development but many tax incentives cause far more harm than good in developing countries. In the Nepalese context, the tax system must be critically looked upon to ensure the social justice for the young people, coming from the marginlised communities. In this backdrop, ActionAid Nepal has been promoting the idea of quality education through progressive domestic resource mobilisation with a goal to ensure that children (especially girls) have improved access to free public education of a high standard, financed through greater government support and increases in fair tax revenue. This report reflects ActionAid Nepal's initiative to engage citizens in improving the quality of education through Action Research. This initiative has supported the development of local, district and national reports on the state of education rights, based on citizen's perspectives and mobilisation. Our research to action approach promotes evidence-based advocacy and campaigning, which we hope will lead to sustainable change. We hope that that the findings of this research related to the status of different indicators pertaining to right to school education will inform all the reform initiatives at different level.

In the process of preparation of this report our colleagues from various units and teams, both nationally and internationally, have contributed in various ways. In general, this report is the result of collective and collaborative effort. I am grateful to all the colleagues and individuals who have contributed significantly to the overall process of this report and, thus, would like to extend gratitude for their contribution. Any suggestion and feedback for its improvement is highly appreciated.

BIMAL KUMAR PHNUYAL
Country Director
ActionAid Nepal
February 2017

NEPAL CITIZENS' EDUCATION REPORT

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Citizens are 'voters' and 'tax payers'! Equity in resource allocation is at the heart of a more effective public education system.

CONTENTS

EXECUTIVE SUMMARY

This Citizen's Education Report identifies the extent to which Nepal's children, especially girls, are accessing good quality primary education, and recommends improvements, notably in government policies. It is based on extensive collaborative research among communities and school stakeholders in 25 project schools in two districts, Kailali and Doti, located in western Nepal. The task of improving primary education in Nepal is urgent since, as the research has found, few children are receiving a good quality education despite some progress in recent years.

The research for this report involved a vast number of stakeholders, including parents/guardians of school children, the children themselves, head teachers and teachers, school administrators, local education authority staff, community leaders and school governance structures such as School Management Committees. The data collection at school and community level was undertaken by members of the local community themselves under the guidance of professional researchers. In addition, extensive secondary research has been conducted on the education sector in Nepal, consulting government, academic, NGO, media and other reports.

The research is based on the need to promote the human right to education and follows the Promoting Rights in Schools (PRS) Framework - a process which aims to actively engage and empower parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education.[1]

Key research findings

The research in the 25 schools found some positive trends but a larger number of challenges with Nepal's primary education system and investments.

Positive

The research found that:

- The pupil/teacher ratio is, on average, relatively low. There was an average of 30 pupils per qualified teacher in the project schools. When considering all teachers, the ratio was 25. However, counting only the teachers funded fully or partially by the government, the ratio was 41, which is slightly more than the government declared minimum pupil/teacher ratio of 40.
- The pass rate in end of primary school exams was relatively high, at 84% in 2015, a rate which was slightly higher for boys (85%) than girls (82%). The pass rate was 76% for project schools in Kailali and 89% for those in Doti.
- In 23 out of 25 schools, children have an opportunity to participate and express themselves in the classroom. Children were reportedly able to participate in school clubs in 17 of the schools. However, the participation of girls was found to be very limited. There is only one school which has separate clubs for girls. In terms of inclusivity among social groups, only one out of 25 schools reported that the opportunities to participate are not equal for children.
- In 20 out of 25 schools, parents, SMCs or PTAs are engaged in tracking and monitoring the school budget and expenditure.

There was an average of

30 pupils

per qualified teacher in the project schools.

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[1] See Right to Education Project, Promoting Rights in Schools: Providing Quality Public Education, http://www.right-to-education.org/resource / promoting-rights-schools-providing-quality-public-education

Summary of Key Negative Findings

- The average gross enrolment rate in the project schools is lower for girls than boys
- 8% of all children (and 9.6% of girls) aged 5-9 years are estimated to be currently out of school
- There is a very low enrolment rate for children with disabilities
- Education is not truly free for parents, and all 25 project schools charge compulsory fees of some kind
- A quarter of teachers do not have government licences to teach
- Only 65% of teachers receive a full salary based on the government scale
- Sanitation (toilet) facilities are poor, with 87 pupils sharing each toilet on average
- Some form of violence or abuse is reportedly prevalent in 18 of the 25 schools.
- The involvement of parents, SMCs or PTAs in school governance is low with SMCs tending to only 'occasionally active'

Negative

The research found that:

- The average gross enrolment rate in the project schools is lower for girls than boys - 88% compared to 95% in 2015 and 81% compared to 85% in 2016.
- An average of 8% of children aged 5-9 years are estimated to be currently out of school; for girls, the proportion is 9.6% out of school.
- The average annual dropout rate is 4%, and is slightly higher for boys (4.2%) than for girls (3.9%). Major reasons for dropping out were found to be children's involvement in paid work due to family poverty, inappropriate age of the children (mostly higher age), migration, inability to pass exams, lack of proper guidance in the family, and early marriage. While the reasons for dropping out were similar across districts, girls tend to drop out to work in the household while boys do so for paid work.
- There is a very low enrolment rate for children with disability – less than 1% of those enrolled in the project schools. Since in national figures the proportion of children with disability is close to 3%, it is likely that many disabled children are missing school in the project areas.
- Education is not truly free for parents, despite the constitutional provision of free education until secondary level. All 25 project schools charge fees of some kind which in most cases are compulsory. For example, 22 schools require exam fees to be paid, costing an average of Rs 133 (approximately USD 1.25).

Only

65%

of teachers in the project schools receive a full salary based on the government scale.

- While 91% of teachers have the minimum qualification requirement, a quarter do not meet the government requirement of holding teaching licences. Moreover, around 42% of teachers working in the project schools were hired through private sources.
- Only 65% of teachers in the project schools receive a full salary based on the government scale. The others include teachers recruited through private sources and many female teachers. While 71% of male teachers receive a full salary only 53% of female teachers do so.
- Sanitation (toilet) facilities are largely inadequate. On average, 87 pupils share each toilet in the project schools. Where separate toilets were available for girls, 84 girls shared a toilet compared to 70 boys. These figures show the poor situation of sanitation in schools. In standards advised by UNICEF, the girl to toilet ratio should be 1 toilet for 25 girls while for boys it should be around 1 toilet/urinal for 50 boys. The research found that respondents regarded toilet facilities as being in good condition in only four out of 25 schools, while in 14 schools they were said to be in average

condition and in four schools in poor condition.
- Some form of violence or abuse (physical punishment, bullying, humiliation or sexual abuse) is reportedly prevalent in 18 of the 25 schools. Physical violence was reported to be most common, prevalent in 16 of the 25 schools. Sexual abuse was reported to exist in two schools. Teachers, boys, and peers were identified as the key perpetrators. Only 10 of the 25 schools which

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On average, 87 pupils share each toilet in the project schools. Where separate toilets were available for girls, 84 girls shared a toilet compared to 70 boys.

reported have at least one teacher trained to respect child rights including protection against corporal punishment. The research found that most schools do not have proper child protection arrangements. Out of 25 project schools, only nine (four in Kailali and five in Doti district) had some form

of monitoring and reporting mechanism at the school or community level to deal with children who experience violence. The research also found that 13 schools (five in Kailali and eight in Doti) have a law or policy (in the form of codes of conduct) in place aimed at protecting children, particularly girls, from violence and abuse by teachers. In none of the schools had any teacher ever been punished for committing violence or abuse, despite reported widespread prevalence.
- The involvement of parents, SMCs or PTAs in school governance is low. In only 8 out of 25 schools do these groups monitor the participation of children. In 12 schools, they monitor learning outcomes of their children during their visit in school and in 10 schools they monitor education rights in schools using social audit tools.
- In only one school out of 25 was the school budget found to be completely transparent, with respondents saying that it was 'transparently available to all publicly'. In 18 project schools, the budget was 'available to those who want to see it' and in six schools the budget was deemed non-transparent, with details being known only known to Head Teacher, and some influential members of the SMC. In only 12 out of 25 schools are communities aware of the school budget and its sources. There are no schools where parents can track whether the school budget is being utilised as per the School

Improvement Plan. As regards whether the school budget arrives on time, 12 out of 25 schools reported that it did while six said it did not.

■ SMCs are present in all the project schools but only three schools are reported to have an 'active and fully functioning' SMC. In 14 out of 25 schools, the SMC is only 'occasionally active' and in eight schools it is in existence but 'never active'. SMCs are regarded as inclusive of all groups in the community in only four schools. The participation of women is particularly low: only around 19% of SMC members are women.

Is Nepal adequately promoting the right to education?

The findings of the research suggest a mixed picture but overall it is clear that many aspects of the right to education are currently being violated in the schools under study.

■ The Right to Free and Compulsory Education is being supported by high enrolment rates but is being violated by a large proportion of children being out of school, large numbers dropping out and by parents having to pay various out of pocket expenses.

■ The Right to Quality Learning is being supported by having

a relatively low pupil/teacher ratio and relatively high end of primary pass rates. However, it is being violated in the large number of teachers not having sufficient teaching qualifications or accessing government salaries, especially for women teachers.

■ The Right to Adequate Infrastructure is being violated by the prevalence of inadequate sanitation (toilet) facilities, especially for girls

■ The Right to a Safe and Non-Violent Environment is also being significantly violated by the reports of widespread prevalence of violence and abuse in schools, the failure to train teachers adequately on child protection, the lack of adequate monitoring and reporting mechanisms and the failure to address incidents of violence despite its reported prevalence.

■ The Right to Participate is being supported by children reported to be participating in class and by SMCs tending to have mechanisms to listen to children, although the participation of girls is very limited.

■ The Right to Transparent and Accountable Schools is being supported by parents, SMCs and PTAs monitoring school budgets in most schools but is otherwise being severely compromised by low levels of engagement

in school governance, low levels of activity of SMCs and the near-universal lack of full transparency in school budgets.

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In 14 out of 25 schools, the SMC is only 'occasionally active' and in eight schools it is in existence but 'never active'.

Government policy

The Constitution of Nepal 2072 BS (2015) recognises education as a fundamental right and guarantees that every citizen shall have the right of access to basic education. According to the Constitution, education is compulsory and free of charge at the basic level and free of charge at secondary level.

Government policy is guided by a recently passed Education Act (Eighth Amendment) and key policy documents such as the School Sector Reform Plan and the School Sector Development Plan.[2] These amounts to a

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2 See, for example, School Sector Reform Plan, 2009-15, http://www.moe.gov.np/article/172/school-sector-reform-plan-2009-2015.html; School Sector Reform Plan Extension, 2014-16, http://www.globalpartnership.org/content/school-sector-reform-plan-extension-2014-2016-nepal; School Sector Reform Plan: Annual Strategies Implementation Plan and Annual Work Plan & Budget 2014-15, http://www.globalpartnership.org/sites/default/files/2015-nepal-action-plan.pdf

comprehensive strategy to promote and improve all aspects of education in Nepal.

Education has become the largest item in the government budget. However, the current allocation of 12% of the government budget is a long way off the 20% target agreed by world ministers in 2015.[3] Moreover, the education budget has been falling (as a proportion of the budget) in recent years, from 16-17% during 2009-2013. In 2015/16, the budget was the lowest proportion in 10 years.[4]

Recommendations

Based on the findings presented above, the following are the recommendations for government and other stakeholders:

■ Increasing government investment to ensure children's right to 'quality' education

There is a need to increase the government budget on education with special focus on the following areas:

⬥ School fees
(right to free education)
Government should allocate adequate budget to the education sector so that public schools can provide free and quality basic education in line with the government's constitutional commitment. There should be no charges, direct or indirect, for basic education.

⬥ Quality teacher availability in school
Government should ensure the availability of sufficient trained teachers in all public schools, including a good proportion of women. Teachers should receive both good quality pre-service and in-service training. All teachers should be paid a full salary, based on government scales.

⬥ Basic school facilities
(particularly suitable for girls)
Government should ensure that all schools have adequate sanitation facilities, including separate toilets for girls. The existence of girl's toilets have been found to be a strong indicator for the retention of girls in education as mixed toilets can create a potential harassment hazard and having separate toilets allows girls to attend school during menstruation,

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[3] The Incheon Framework for Action, agreed among Ministers and UN bodies in 2015, recommended that governments allocate 'at least 15%-20% of public expenditure to education', with a recognition that developing countries 'need to reach or exceed the upper end of these benchmarks if they are to achieve the targets'. Education 2030: Incheon Declaration, 2015, p.32, http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf

[4] Education budget lowest in 10 years for the fiscal year 2015-16', 15 July 2015, http://www.educatenepal.com/news/detail/education-budget-lowest-in-10-years-for-the-fiscal-year-2015-16

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The study found that accountability and transparency in schools in the study was severely compromised by low levels of engagement in school governance, low levels of activity of SMCs and the near-universal lack of full transparency in school budgets.

which still faces a strong stigma in Nepal. The schools in the study were found to have inadequate sanitation facilities.

◆ Better teaching learning practices (child friendly) Government should ensure adequate resource allocations and priority to improve teaching learning practices inside the classroom. The teaching learning practices in the areas studied were found to be weak, and the students scored very low in exams. Moreover, the practices were not child friendly and some students reported that they were afraid of going to school. The teachers were not fully trained on child-friendly learning.

■ **Strengthen child protection arrangements**
Government should set up adequate child protection arrangements, including systems for reporting and addressing bullying or violence, in all schools. Schools in the areas studied were found to lack child protection arrangements and there were instances of voilence against children of various nature.

■ **Need to work on meaningful participation of parents and children**
Government should promote meaningful participation of children in school governance. In the schools in the study it was found that although the structures existed, the participation of children in school governance was weak.

■ **Increase transparency and accountability**
Government should make necessary investment to build the capacity of SMCs and PTAs and ensure that they are inclusive. Government also needs to ensure that parents and other community members have access to and are able to scrutinize school budgets. The study found that accountability and transparency in schools in the study was severely compromised by low levels of engagement in school governance, low levels of activity of SMCs and the near-universal lack of full transparency in school budgets.

■ **Initiate and strengthen advocacy on fair tax, and utilization of budget for education**
Government should create separate education tax basket to finance specific priorities such as girl's scholarship, mid-day meal etc. Similarly, CSOs need to raise awareness among public on taxation and its utilization in order to make the tax collection and utilization more transparent and accountable towards the public. This could contribute to reduce tax incentives, increase tax returns, and utilize the tax to finance core education priorities.

INTRODUCTION

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The right to education is guaranteed legally for all without any discrimination and that states have the obligation to protect, respect and fulfil the right to education.

This Citizen's Education Report is based on extensive collaborative research among communities and school stakeholders in 25 schools in two districts of western Nepal (Kailali and Doti). The aim of this report is to identify the extent to which Nepal's children, especially girls, are able to fulfil their right to good quality education, and to recommend how improvements can be made, especially in government policies. This task is urgent since, as the research has found, Nepal's education system, despite some real progress in recent years, is in many ways failing the nation's children.

Research for this report has involved a vast number of stakeholders such as parents/ guardians of school children, the children themselves, head teachers and teachers, school administrators, local education authority staff, community leaders and school governance structures such as School Management Committees, Parent Teachers Associations and Mother Groups. The data collection at school and community level was undertaken by members of the local community themselves under the guidance and supervision of professional researchers. In addition, extensive secondary research has been conducted on the education sector in Nepal, consulting government, academic, NGO, media and other reports.

This research has been based on the need to promote and protect the human right to education. Education is not a privilege. It is a human right. This means that the right to education is guaranteed legally for all without any discrimination and that states have the obligation to protect, respect and fulfil the right to education. States can and should be held accountable for violations or deprivations of the right to education.[5]

The research process has followed the Promoting Rights in Schools (PRS) Framework developed by ActionAid and the Right to Education project. This aims to actively engage and empower parents, children, teachers, unions, communities and local civil society organisations in collectively monitoring and improving the quality of public education.[6] The PRS framework is focused on improving 10 aspects of the right to education.

The report outlines:
- **Section 1:** The objectives and methodology of the research
- **Section 2:** The context of education in Nepal, including progress and challenges, education statistics, the legal and policy framework for education and government spending on education
- **Section 3:** The findings and analysis of the research, according to the different components of the right to education
- **Section 4:** Recommendations to stakeholders, especially the government

The Promoting Rights in Schools Framework

1. **Right to free and compulsory education:** there should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels.
2. **Right to non-discrimination:** schools must not make any distinction in provision based on sex, race, colour, language, religion, political opinion, nationality, ethnicity, ability, or any other status.
3. **Right to adequate infrastructure:** there should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters.
4. **Right to quality trained teachers:** schools should have a sufficient number of trained teachers of whom a good proportion are female; teachers should receive good quality pre-service and in-service training with built-in components on gender sensitivity, non-discrimination, and human rights. All teachers should be paid domestically competitive salaries.
5. **Right to a safe and non-violent environment:** children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place.
6. **Right to relevant education:** the curriculum should not discriminate and should be relevant to the social, cultural, environmental, economic and linguistic context of learners.
7. **Right to know your rights:** schools should teach human rights education and children's rights in particular. Learning should include age-appropriate and accurate information on sexual and reproductive rights.
8. **Right to participate:** girls and boys have the right to participate in decision making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation of children.
9. **Right to transparent and accountable schools:** schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents' groups.
10. **Right to quality learning:** girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential.

Source: Right to Education Project, Promoting Rights in Schools: Providing Quality Public Education, http://www.right-to-education.org/resource/promoting-rights schools-providing-quality-public-education

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5 'Understanding education as a right', http://www.right-to-education.org/page/understanding-education-right
6 See Right to Education Project, Promoting Rights in Schools: Providing Quality Public Education, http://www.right-to-education.org/resource/promoting-rights-schools-providing-quality-public-education

1

OBJECTIVES
AND METHODOLOGY

1.1 Background to the study

This study is part of the 'The Promoting Quality Education through Progressive Domestic Resource Mobilization' project being implemented by ActionAid and partners in Malawi, Mozambique, Tanzania, Nepal, Ethiopia and Myanmar. The project aim is to ensure that children (especially girls) have improved access to free public education of high standard, financed through greater government support and increases in fair tax revenue. It is funded by the Norwegian Agency for Development Cooperation (NORAD) and runs from 2015 to 2017.

1.2 Objectives

The primary objective of the study is to generate information on the extent to which girls and boys have access to quality education in the schools involved, in order to help improve the way that communities and the government promote good education. Another key objective is to help empower local people by enabling them to act as data collectors and analysers of the information. Such action research is a way of actively engaging rights-holders in understanding their right to education, assessing the extent to which it is being fulfilled and understanding how to claim redress from duty bearers.

The aim is to ensure that children (esp. girls) have improved access to free public education of high standard, financed through greater government support and increases in fair tax revenue.

The purpose is to assess school performance against the Rights outlined in the Promoting Rights in Schools Framework. The research did not address all ten Rights but rather those most directly relevant to the objectives of the Promoting Quality Education project noted above. It focuses on the following six Rights:

- Right to free and compulsory education
- Right to quality learning
- Right to adequate infrastructure
- Right to a safe and non-violent environment
- Right to participate
- Right to transparent and accountable schools

1.3 Methodology

The study took place in two districts of Nepal - Doti and Kailali – covering 25 schools, which were selected randomly using a randomizer from a list of 50 schools. Eight of the schools were in urban area while the remaining 17 were in rural areas. All the schools in Doti were located in rural areas.

PROJECT DISTRICTS

Doti

Doti district is located in the mid-hill region of Far West Nepal. Administratively, the district is divided into 50 Village Development Committees (VDCs) and one Municipality. The total population of Doti District is 211,746 in which 97,252 are male and 114,494 are female with sex ratio 84.94. The district has complex socio-economic structure with widespread gender and caste based discrimination. Poverty is acute in the district. Traditional system associated with religion, culture and customs along with stereotype gender mindset has greater impact on overall development of the district. Dalits and Indigenous people (Magars, Gurungs & Tamang) are much more likely to be poorer than the corresponding dominant groups as Chettris, Brahmins, and Newars. The incident of poverty is highest among Dalit people in Doti. Majority of the people of Doti live in rural settings and their main occupation is agriculture (71.42%). Total arable land is 32,276 ha where only one fourth of the areas have access to irrigation facilities.

Agricultural land is limited and low productivity, food grain is not enough for many families, therefore mostly men go to India or nearby cities for wage labour. Most of the households have at least one person migrated workers to India or nearby cities looking for economic opportunities posing migration as one of the major phenomenon of the district. HIV and AIDS, thus, is a huge problem in Doti where wives are transmitted through husbands who brought the disease from migrated areas. Gender cuts across geographical, caste and ethnic disparities with more poverty among women than men. These higher rates of poverty are caused by and manifest in women's lower literacy rates, their fewer employment opportunities, their lower access to health care and the prevalence of domestic violence including their limited participation in politics and social lives. However, with most migrated men, they are the few left outs in the villages with no other options but to carry on with their expected gender roles. Girls' dropout is also high due to the practice of early marriage.

AAN has been working with Equality Development Centre (EDC) in Doti district since 2010. From 2010 to 2013 the project was focused on deepening just and democratic governance and later since 2014, the Local Rights Programme (LRP) was started. Total 873 educational institutions (833 communities and 40 private institutions) are in Doti district. According to the District Education Office, total 55,649 students (29004 Girls and 26,645 boys) are studying in different grades in 2016.

Kailali

Kailai district, situated in the terai (plain land) of far western development region, is one of the diverse districts in terms of ethnic composition. According to the District Profile 2006, a total of 102 ethnic groups live in 44 Village Development Committees (VDCs) and 2 municipalities. Tharu, an indigenous group, comprises around 45 percent of the population. Another 30 percent is composed of hill ethic group, mainly Brahmin and Chettris. Remaining 25 percent consists of Dalits and highly endangered indigenous groups. Rural economy is predominantly agriculture based and subsistence in nature. Majority of households are food insecure that is exacerbated by land distribution pattern skewed in the favor of absentee land ownership and recurring natural disaster, notably flood. Seasonal migration of male agriculture laborers to India or urban areas remains an important strategy in coping with food insecurity.

Kamaiya system was prevalent before it was proscribed by the law in 1998. Remnants of this system, however, are still prevalent in different forms in five districts of mid and far west, including Kailai. Majority of Kamaiya were ethic Tharu. Far west remains one of the strongest bastions of caste based discrimination. Dalits are discriminated in economic, social and political sphere of life.

ActionAid Nepal in partnership with Forum for Awareness and Youth Activities, Nepal (FAYA) started working in Kailali district since 2005. From 2011 to 2014, AAN implemented "Quality Education through Disaster Risk Reduction Project' in 10 village development committees and 1 municipality of Kailali district partnering with FAYA Nepal. According to the District Education Office, total 165,961 students (75,400 Girls and 90,561 boys) are studying in 867 educational institutions in 2016.

The schools included in the study were as follows:

DISTRICT	VDC	SCHOOL NAME	DISTRICT	VDC	SCHOOL NAME
Kailali	Fulbari	Sarbodaya Secondary School	Doti	Bhudegaun	Kalapateshwor Primary School
Kailali	Urma	Samaiji Primary School	Doti	Bhumirajmandu	Chatreswor Secondary School
Kailali	Dhangadhi	Shiva Secondary School	Doti	Bhumirajmandu	Devasthal Secondary School
Kailali	Hasulia	Jana sewa Primary School	Doti	Mudbhara	Shree Kalika Primary School
Kailali	Dhangadhi	Shivaganga Primary School	Doti	Bhudegaun	Bhageshwor Primary School
Kailali	Hasulia	Ram janaki Primary school	Doti	Mudbhara	Saraswoti Primary School
Kailali	Dhangadhi	Fulbari Lower Secondary School	Doti	Bhumirajmandu	Chandeswori Primary School
Kailali	Hasulia	Bandevi Primary School	Doti	Kappalleki	Bhagwati Primary School
Kailali	Hasulia	Janata Primary School	Doti	Kappalleki	Kedareshwor H.S.S.
Kailali	Urma	Janajyoti Primary School	Doti	Kappalleki	Durga Devi Lower S.S
Kailali	Hasulia	Kalika Primary School			
Kailali	Hasulia	Garima Primary School			
Kailali	Urma	Janakalyan PS			
Kailali	Fulbari	Indrodaya Lower Secondary School			
Kailali	Urma	New Kalika PS			

The approach for collection of data was participatory, involving research consultants, ActionAid Nepal, partner organisation staff and community members. At school level, the data was collected by a group of community members who were trained on the PRS approach. A qualitative study component was also built in to compile the perceptions of the stakeholders and beneficiaries. The research involved focus group discussions with parents, teachers, and children, interviews with SMC/PTA representatives and head teachers, and a review of the secondary literature concerning education in Nepal.

2

EDUCATION IN NEPAL

2.1 Progress and Problems in Education

Despite a decade-long armed insurgency and other political turmoil in the country, Nepal has in recent years witnessed significant progress in education, especially in terms of expanding the public-school system at primary level. There have been a variety of improvements, including increasing the enrolment rate in primary schools and the proportion of children completing primary school, largely achieving gender parity in enrolments in primary and secondary education, and in increasing the number of schools.[7]

- The official net enrolment rate in primary is now 96%, having risen from 92% in 2008/09.[8]
- Over 80% of children progress from primary to secondary school.[9]
- The pupil/teacher ratio is also relatively low by developing countries standards – at between 26-41 pupils per teacher, depending on different sources.[10]

The government demonstrates considerable political will to address education deficiencies, and has promoted a series of national projects and programmes to, for example, establish early childhood education facilities, train teachers, and provide scholarships for disadvantaged

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[7] 'Nepal', http://www.globalpartnership.org/country/nepal
[8] Ministry of Finance, Economic Survey 2014/15, 2015, pp. xxii, 203
http://mof.gov.np/uploads/document/file/Final%20Economic%20Survey%202071-72%20English%20%28Final%29_20150716082638.pdf
[9] UNESCO, Education for All Global Monitoring Report 2015 (EFAGMR), Table 7, http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
[10] See table below

children, particularly for girls.[11]

However, there are numerous challenges in education.

Despite high initial enrolment in primary school, there are large numbers of children who drop out, especially children with disabilities and those in extreme poverty.[12] Figures vary but one source notes that one million children are either not enrolled or have dropped out of school.[13] Government figures are that 4-5% of pupils drop out every year, roughly equal numbers of girls and boys.[14] Overall, some 40% of children (slightly more boys than girls) drop out of primary.[15]

There is especially low primary school enrolment among

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There are large numbers of children who drop out, especially children with disabilities

[11] 'Nepal', http://www.globalpartnership.org/country/nepal

[12] National Campaign for Education- Nepal, Education Beyond 2015, 2016, p.11, http://ncenepal.org.np/wp-content/uploads/2012/12/Education-Beyond-2015.pdf

[13] National Campaign for Education- Nepal, Education Beyond 2015, 2016, p.11, http://ncenepal.org.np/wp-content/uploads/2012/12/Education-Beyond-2015.pdf

[14] Ministry of Education, Nepal Education in Figures 2015, p.12, http://www.moe.gov.np/article/520/nepal-education-in-figures-2015.html

[15] UNESCO tables for the Global Monitoring Report, Table 7, https://en.unesco.org/gem-report/node/6

marginalised groups – one source notes that the figure is just 38% of children from indigenous communities, 20% of Dalits and 1% of disabled children. Languages other than Nepali (and English) are neglected.[16]

There is inadequate provision of basic educational materials, especially textbooks which often arrive late.[17] The lack of adequate sanitation facilities for girls in many schools is a key reason why many girls miss school during their periods. Unicef has said that many girls miss 10-20% of all class days, often caused by lack of privacy, unavailability of sanitary disposal facilities and water shortages.[18]

Schools also suffer from a shortage of qualified teachers – a gap which has been estimated at around 60,000[19] - and lack a sufficient number of women teachers, who comprise around 40% of all teachers at primary level, 1 % at lower secondary and 13% at higher secondary schools.[20]

There are especially low levels of learning. Some studies suggest that 'hardly any learning and teaching occurs in rural public schools'.[21] Government figures are that only 47% (54% girls, 41% boys) passed the School Leaving Certificate (SLC) in 2014.[22] The key reasons for poor learning outcomes include poor teaching, inadequate participation of children in the learning process, and poor availability of learning materials.

There remains a problem in ensuring equal rights and quality education for all children due to a huge gap in the quality of public schools (community schools) that cater for children from poor households, and private schools (institutional schools) that cater for children from wealthier families. The wide and increasing prevalence of private schools (often favoured by people given the poor quality of state schools) is having the effect of undermining the state sector and increasing segregation in Nepali society.[23]

Government figures are that there are 5,355 private schools at primary level, out of a total of 34,335 schools (16%).[24] Over a quarter of Nepali children go to private schools. Kul Chandra Gautam, former Deputy Director of Unicef, notes:

'Although we recognize basic education as a fundamental human right of all citizens, we see in Nepal a dual education system emerging with relatively better private schools for the rich and lousy public schools for the poor.'[25]

(See Annex 3 for key education statistics.)

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Schools suffer from a shortage of qualified teachers – a gap is estimated at around 60,000

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[16] Kul Chandra Gautam, 'Enhancing Quality Education for All in Nepal', 6 April 2013, http://www.kulgautam.org/2013/04/enhancing-quality-education-for-all-in-nepal/

[17] Kul Chandra Gautam, 'Enhancing Quality Education for All in Nepal', 6 April 2013, http://www.kulgautam.org/2013/04/enhancing-quality-education-for-all-in-nepal/

[18] Brennon Jones, 'Menstruating girls miss out on school', 2 May 2010, http://www.irinnews.org/report/88992/nepal-menstruating-girls-miss-out-school

[19] Kul Chandra Gautam, 'Enhancing Quality Education for All in Nepal', 6 April 2013, http://www.kulgautam.org/2013/04/enhancing-quality-education-for-all-in-nepal/

[20] Kul Chandra Gautam, 'Enhancing Quality Education for All in Nepal', 6 April 2013, http://www.kulgautam.org/2013/04/enhancing-quality-education-for-all-in-nepal/

[21] '7 Facts About Education in Nepal', July 2014, http://borgenproject.org/facts-about-education-in-nepal/

[22] Ministry of Finance, Economic Survey 2014/15, p.222, http://mof.gov.np/uploads/document/file/Final%20Economic%20Survey%202071-72%20English%20%28Final%29_20150716082638.pdf

[23] National Campaign for Education-Nepal et al, Segregating Education, Discriminating against Girls: Privatisation and the Right to Education in Nepal, 2015, http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/GI-ESCR_Rapport_UPR_privatisation_and_%20right_%20to_education_Nepal_2015.pdf

[24] Ministry of Finance, Economic Survey 2014/15, 2015, p.216 http://mof.gov.np/uploads/document/file/Final%20Economic%20Survey%202071-72%20English%20%28Final%29_20150716082638.pdf

[25] Kul Chandra Gautam, 'Enhancing Quality Education for All in Nepal', 6 April 2013, http://www.kulgautam.org/2013/04/enhancing-quality-education-for-all-in-nepal/

2.2 Nepal's Legal and Policy Framework for Education

The Constitution of Nepal, 2015 recognises basic education as a fundamental right of all citizens along with the provision of free education up to the secondary level (see box).

Education has been a high priority for decades as the government has formulated various policies relating to education at different times. Universal primary education has been explicitly prioritized following government commitment to Education for All and the Millennium Development Goals and now to the Sustainable Development Goals (SDGs). Government policy is guided by a recently passed Education Act (Eighth Amendment) and key policy documents in the School Sector Reform Plan and the School

Right to education

1. Every citizen shall have the right to access to basic education.
2. Every citizen shall have the right to compulsory and free basic education, and free education up to the secondary level.

3. The physically impaired and citizens who are financially poor shall have the right to free higher education as provided for in law.
4. The visually impaired person shall have the right to free education with the medium of brail script.

5. Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue up to the secondary level, and the right to open and run schools and educational institutions as provided for by law.

Source: Constitution of Nepal, Unofficial translation, Art.31, http://www.nepalresearch.com/crisis_solution/papers/nepal_constitution_2015.pdf

Sector Development Plan.[26] The Education Act is expected to help deliver various structural reforms in the school system and manage the problem of over 15,000 temporary school teachers. The School Sector Plans amounts to a comprehensive strategy to promote and improve all aspects of education in Nepal, from early childhood development, basic and secondary education to technical education, teacher development and lifelong learning. The focus is to 'improve the quality and relevance of school education'.[27]

2.3 Education Spending

Education has become the largest item in the government budget: for FY 2015/16 government has allocated Rs 98 billion, amounting to around 12% of the government budget. However, this figure is a long way off the 20% target agreed by world ministers in 2015.[28] Moreover, the education budget has been falling (as a proportion of the budget) in recent years and in future projected years. In 2015/16, the budget was the lowest proportion in 10 years.[29] Thus investment per school child is very low (estimated at Rs 12,000 in 2013).[30]

BUDGET ALLOCATION TO EDUCATION

year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
% of government budget allocated to education	16.0	17.0	17.0	16.0	15.6	13.9	12.0

Source: Ministry of Education, Nepal Education in Figures 2015, p.4
http://www.moe.gov.np/article/520/nepal-education-in-figures-2015.html

[26] See, for example, School Sector Reform Plan, 2009-15, http://www.moe.gov.np/article/172/school-sector-reform-plan-2009-2015.html; School Sector Reform Plan Extension, 2014-16, http://www.globalpartnership.org/content/school-sector-reform-plan-extension-2014-2016-nepal; School Sector Reform Plan: Annual Strategies Implementation Plan and Annual Work Plan & Budget 2014-15, http://www.globalpartnership.org/sites/default/files/2015-nepal-action-plan.pdf
[27] School Sector Reform Plan, 2009-15, p.1, http://www.moe.gov.np/article/172/school-sector-reform-plan-2009-2015.html
[28] The Incheon Framework for Action, agreed among Ministers and UN bodies in 2015, recommended that governments allocate 'at least 15%-20% of public expenditure to education', with a recognition that developing countries 'need to reach or exceed the upper end of these benchmarks if they are to achieve the targets'. Education 2030: Incheon Declaration, 2015, p.32, http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf
[29] 'Education budget lowest in 10 years for the fiscal year 2015-16', 15 July 2015, http://www.educatenepal.com/news/detail/education-budget-lowest-in-10-years-for-the-fiscal-year-2015-16
[30] '"The situation is very complex in education sector"', June 2013, http://www.spotlightnepal.com/News/Article/The-situation-is-very-complex-in-education-sector

A further problem is with spending within the education budget. Some 99% of the education budget is for recurrent expenditure with capital expenditure less than 1%.[31] The education budget is dominated by spending on teachers' salaries (perhaps 80 %[32]), leaving little for investments in infrastructure, training etc. For example, in the 2015/16 budget, the government allocated just Rs 4.7 billion to infrastructure out of the Rs 98.6 billion budget.[33]

In recent years, some 20-25% of the budget has been funded by donors.[34]

(See Annex for key education expenditure statistics.)

[31] Budget Speech 2015/16, Annex 7, http://mof.gov.np/uploads/document/file/Final%20Budget%20Speech%202015-16%20 English_20150715122729.pdf

[32] National Campaign for Education- Nepal, Analysis of National Education Budget from Civil Society Perspective, 2014, p.7, http://ncenepal. org.np/wp-content/uploads/2016/02/Analysis-of-national-education-Budget-from-civil-society-1.pdf

[33] Budget speech 2015/16, para 198, http://mof.gov.np/uploads/document/file/Final%20Budget%20Speech%202015-16%20English_20150715122729.pdf

[34] Ministry of Education, Nepal Education in Figures 2015, p.4, http://www.moe.gov.np/article/520/nepal-education-in-figures-2015.html

3

FINDINGS AND ANALYSIS

The findings of the research in the 25 schools in Kailali and Doti are presented below for each of the Rights outlined in the Promoting Rights in Schools framework.

1. RIGHT TO FREE AND COMPULSORY EDUCATION

'There should be no charges, direct or indirect, for primary education. Education must gradually be made free at all levels'. (Promoting Rights in Schools Framework)

1.1 Enrolment Rates and Gender Parity

The average gross enrolment rate in the project schools was 88% for girls and 95% for boys in 2015 and 81% for girls and 85% for boys in 2016. Nationally, the gross enrolment rate for primary is 137%. Thus, the project school figures indicate that there are many out of school children. (See Annex 1, Table 1)

1.2 Enrolment of children with disabilities/special needs

The research found a very low enrolment rate for children with disability – less than 1% of those enrolled in the project schools. Since in national figures the proportion of children with disability is close to 3%, it is likely that many disabled children are missing school in the project areas. The research found that the schools are not sufficiently adapted for disabled students in terms of physical infrastructure. (See Annex 1, Table 2)

1.3 Children out of school

The research found that an average of 8% of children aged 5-9 years are currently estimated to be out of school (although data was not available in eight schools); for girls, the proportion is 9.6% out of school. In four of the schools, the situation is even worse - over 20% of children are out of school. In six schools, there are no children aged 5-9 reported to be out of school. (See Annex 1, Table 3)

1.4 Children dropping out of school

The research found that the average annual dropout rate is 4%, this being much higher in Doti (5.7%) than in Kailali (3.0%). The overall dropout rate is slightly higher for boys (4.2%) than for girls (3.9%).

Major reasons for dropping out were found to be children's involvement in paid work due to family poverty, inappropriate age of the children (usually children who are much older than their classmates), migration, failing exams, lack of proper guidance in the family, and early marriage. While the reasons for dropping out were similar across districts, girls tend to drop out to work in the household while boys do so for paid work. (See Annex 1, Tables 4 and 5)

1.5 Costs of education

Despite the constitutional provision of free education until secondary level, education is not truly free for parents. The research found that all 25 schools charge fees of some kind. In most cases, these fees are compulsory nature.

Some 22 schools require exam fees to be paid, costing an average of Rs 133. Nine schools require payments for school building maintenance charge or admission fees, costing an average Rs 675. Nine schools also require extra money from parents to top up teacher salaries, costing an average Rs 1,550 (See Annex 1, Table 6). A recent unpublished Ministry of Education/UNESCO report found that the average cost of education per family was Rs 15,000-16,000 for primary and lower secondary.[35]

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[35] See http://therisingnepal.org.np/news/14503 accessed on 30 Dec 2015

2. RIGHT TO QUALITY LEARNING

'Girls and boys have a right to a quality learning environment and to effective teaching processes so that they can develop their personality, talents and physical and mental abilities to their fullest potential'. (Promoting Rights in Schools Framework)

2.1 Number of pupils per teacher

The research found that, on average, there are 30 pupils per qualified teacher in the project schools. When considering all teachers, the ratio is 25. However, counting only the teachers funded fully or partially by the government, the ratio is 41, which is slightly more than the government declared minimum pupil/teacher ratio of 40. (See Annex 1, Table 7)

In 9 out of 24 schools that reported, there is at least one unqualified teacher teaching the students.

The female teacher to pupil ratio is much higher. On average, there is one female teacher for 103 pupils. In one school, there is only one female teacher, compared to 16 male teachers.

2.2 Qualifications of teachers

The research found that 91% of teachers have the minimum qualification requirement, with 37% having a degree or higher but over half having attained only higher secondary or less. (See Annex 1, Table 8)

However, a quarter of teachers in project schools do not meet the professional qualification standards by holding teaching licences - 30% for Kailali and 23% for Doti. Government standards require teachers to have licences in order to teach. Moreover, around 42% of teachers working in the project schools have been hired through private sources. Out of 25 schools, only four recruited sufficient teachers from the government, the rest having to hire teachers privately. Privately-sourced teachers tend to create a resource burden for school management and parents, requiring direct or indirect fees/payments on the part of parents.

Around a third of teachers have received pre-service teacher training while another third have received in-service training. Many teachers in the project schools have not received such training since a large proportion were recruited privately. Over half of teachers have undergone short term Teacher Professional Development (TPD) training.

2.3 Teachers' salaries

The research found that only around 65% of teachers in the project schools receive a full salary based on the government scale. The others included teachers recruited through private sources and many female teachers. While 71% of male teachers receive a full salary only 53% of female teachers do so. In three out of 25 schools, there is not a single teacher who receives a full salary, although in five

schools all teachers receive a full salary. (See Annex 1, Tables 9 and 10)

2.4 Learning performance

The research found that the pass rate in the end of primary school exams was 84% in 2015, a rate which was slightly higher for boys (85%) than girls (82%). The pass rate was 76% for project schools in Kailali and 89% for those in Doti.

3. RIGHT TO ADEQUATE INFRASTRUCTURE

'There should be an appropriate number of classrooms, accessible to all, with adequate and separate sanitation facilities for girls and boys. Schools should be built with local materials and be resilient to natural risks and disasters'. (Promoting Rights in Schools Framework)

3.1 Availability of sanitation facilities

The research found that sanitation (toilet) facilities are largely inadequate. On average, 87 pupils share each toilet. Where separate toilets are available for girls, 84 girls share a toilet compared to 70 boys. The ratio varies widely among the schools - the number of students sharing a toilet was as low as four students per toilet in one school and as high as 161 students in another. These figures show poor sanitation situation in schools. In standards advised by UNICEF, the girl to toilet ratio should be 1 toilet for 25 girls while for boys it should be around 1 toilet/urinal for 50 boys. Out of 25 schools, seven do not have separate toilets for girls and boys. (See Annex 1, Table 11)

3.2 Quality of sanitation facilities

The research found that respondents regarded toilet facilities as being in good condition in only four out of 25 schools, while in 14 schools they were said to be in average condition and in four schools in poor condition. (See Annex 1, Table 12)

Only five schools have flush toilets with most having non-flush facilities. In six schools, there are no doors on the toilets, which deters pupils from using them at all.

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Privately-sourced teachers tend to create a resource burden for school management and parents, requiring direct or indirect fees/payments on the part of parents

4. RIGHT TO A SAFE AND NON-VIOLENT ENVIRONMENT

'Children should be safe on route to and in school. Clear anti-bullying policies and confidential systems for reporting and addressing any form of abuse or violence should be in place'. (Promoting Rights in Schools Framework)

4.1 Types of violence in schools

The research found that some form of violence or abuse (physical punishment, bullying, humiliation or sexual abuse) is reportedly prevalent in 18 of the 25 schools. Physical violence is the most common form of violence against children in school, prevalent in 16 of the 25 schools, while bullying was reported to take place in 15 schools. Humiliation was reported to take place in seven schools while sexual abuse was reported to exist in two schools. According to the respondents, boys face more physical violence while girls were vulnerable to sexual violence. (See Annex 1, Table 13)

Teachers, boys, and peers are reported to be the key perpetrators. Teachers were said to be the key perpetrators of physical violence while other pupils were key perpetrators for bullying. Teachers were also said to be the main perpetrators of humiliation and were as likely as other pupils to be responsible for sexual abuse against girls. Although parents and other school staff were also identified as perpetrators, they were not the key ones. During discussions, the research found that parents often

encouraged teachers to use corporal punishment as a means to maintain discipline among pupils.

4.2 Teachers trained to respect children's rights

Only 10 of the 25 schools which reported were said to have at least one teacher trained to respect children's rights including protection against corporal punishment. Of all the teachers in the schools, only 20% have undergone Child Centred Learning training which includes topics such as children's rights, protection, and learning without fear. Some 8% of teachers have received training on children's rights.

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Teachers were also said to be the main perpetrators of humiliation and were as likely as other pupils to be responsible for sexual abuse against girls.

4.3 Reporting mechanisms for violence or abuse

The research found that most schools do not have proper structured child protection arrangements in place. Out of 25 project schools, only nine (four in Kailali and five in Doti district) have some form of monitoring and reporting mechanism at the school or community level to deal with children who experience violence. However, the monitoring and reporting mechanisms that did exist were said to be mostly independent and safe.

4.4 Legal protection for children against violence or abuse

The research found that 13 schools (five in Kailali and eight in Doti) have a law or policy in place to protecting children, particularly girls, from violence and abuse by teachers. Almost all of these schools (12 schools) have a written code of conduct. However, for most schools, the law or policy does not focus explicitly on child protection; it is a code of conduct prescribing a basic set of ethical standards to be followed by schools which includes some provisions related to child protection but providing few details. Of the 13 schools with a law or policy, the latter was known or displayed in public in 12 schools.

The research also found that in none of the schools has any teacher ever been punished for committing violence or abuse, despite widespread prevalence.

5. RIGHT TO PARTICIPATE

'Girls and boys have the right to participate in decision-making processes in school. Appropriate mechanisms should be in place to enable the full, genuine and active participation of children'. (Promoting Rights in Schools Framework)

5.1 Children's participation

The research found that in 23 out of 25 schools, children reportedly have an opportunity to participate and express themselves inside the classroom. Children are able to participate in school clubs in 17 of the schools.

However, the participation of girls was found to be very limited. There is only one school which has separate clubs for girls and qualitative discussions also highlighted that girls' participation was limited.

In only eight schools (all in Doti) do children participate in decisions on school governance and in only two schools do they participate in the school curriculum.

In terms of inclusivity among social groups, only one out of 25 schools reported that the opportunities to participate are not equal for children. In two out of 25 schools, marginalised children were reported as not adequately participating in school processes.

(See Annex 1, Tables 13 and 14)

5.2 SMC listening to children

Some 13 of the 25 schools were reported to have mechanisms that children can use to communicate with the SMC. In most schools, children are invited to participate in SMC meetings. In others, SMC representatives visit individual classes and consult with the children. For some schools, SMCs organise separate meetings to consult with children. (See Annex 1, Table 15)

6.RIGHT TO TRANSPARENT AND ACCOUNTABLE SCHOOLS

'Schools need to have transparent and effective monitoring systems. Both communities and children should be able to participate in accountable governing bodies, management committees and parents' groups. (Promoting Rights in Schools Framework)

6.1 Monitoring school budgets

In 20 out of 25 schools, parents, SMCs and PTAs are engaged in tracking and monitoring the school budget and expenditure.

Some 10 out of 25 schools are reported to engage children in monitoring school budgets. The qualitative discussions found that children are mostly engaged in social audit processes which occur at the end of the fiscal year. During these social audits, some schools include children in the social audit committee which explores the budget and its utilization. But the actual engagement of pupils in monitoring school budget in terms of how it is being utilised is very rare. (See Annex 1, Table 16)

6.2 Involvement in school governance

The research found that the involvement of parents, SMCs and PTAs in school governance was low. In only 8 out of 25 schools do these groups monitor the participation of children. In 12 schools, they monitor learning outcomes of their children during their visit in school and in 10 schools they monitor education rights in schools.

In the 14 schools where there was some form of engagement of parents, SMCs and PTAs in school governance, the most common form of engagement was social audit (10 schools) followed by parent-teacher meetings (9 schools). The

Promoting Rights in Schools framework was used in three schools. (See Annex 1, Table 17)

6.3 Opinions on the school budget

In only one school out of 25 was the school budget found to be completely transparent, with respondents saying that the budget is 'transparently available to all publicly'. In 18 project schools, the budget is 'available to those who want to see it' besides a public dissemination event in which only a small proportion of parents participated. In six schools, the budget is deemed non-transparent, with details being known only to the Head Teacher, and some people influential within the SMC.

The research found that only a few schools have mechanisms to utilise school funds transparently. Although conducting financial audits and disseminating the audit report to parents, SMCs and PTAs is common, parents still do not have a good understanding of the budget allocated to the school. In only 12 out of 25 schools are communities aware of the school budget and its sources. There are no schools where parents could track whether the school budget was utilised as per the School Improvement Plan.

As regards whether the school budget arrives on time, 12 out of 25 schools reported that it does while six said it does not. The budget for teacher salary and other operational expenses mostly arrives on time. In the schools where the budget did not arrive on time, stakeholders considered the reasons to be administrative hurdles

and governance issues. The construction related budgets mostly arrived late. Delays in receiving funding often mean that parents have to make donations to cover expenses.

6.4 Activity and inclusivity of the SMC

There is a mandatory requirement in Nepal to form School Management Committees in schools. Such committees should comprise 11 people, include parents and two teachers, as specified under the Education Act. The research found that SMCs are present in all the project schools and consist of 9-11 members depending on whether they counted a teacher and Head Teacher as members.

However, only three schools were reported to have an 'active and fully functioning' SMC. In 14 out of 25 schools, the SMC is only 'occasionally active' and in eight schools it is in existence but 'never active'.

SMCs are regarded as inclusive of all groups in the community in only four schools. The participation of women is particularly low: only around 19% of SMC members are women. The proportion of SMC members from marginalised group is around 23% in Doti.

Parent-teacher meetings tend to be frequent (i.e. more than twice a year) in 15 out of 25 schools. In five schools, meetings were only organised once at the beginning of the academic year.

6.5 The SMC and positive change

10 of 25 SMCs were considered to have brought some positive changes in school policies and practices to make the school more supportive to children's rights. These changes were mostly related to physical infrastructure and the monitoring of teachers. In some schools, SMCs initiated child friendly approaches, and established guidelines relating to violence against children. Some SMCs also prioritized monitoring of student's learning. (See Annex 1, Table 18)

Conclusion: Is Nepal adequately promoting the right to education?

The findings of the research suggest a mixed picture but overall it is clear that many aspects of the right to education are currently being violated in the schools under study.

■ The Right to Free and Compulsory Education is being supported by significant enrolment rates, higher for boys than girls, but is being violated by a large proportion of children

Only

20%

have undergone Child Centred Learning training which includes topics such as children's rights,

being out of school, large numbers dropping out and by parents having to pay various out of pocket expenses.

■ The Right to Quality Learning is being supported by having a relatively low pupil/teacher ratio and relatively high end of primary pass rates. However, it is being violated in the large number of teachers not having sufficient teaching qualifications or accessing government salaries, especially for women teachers.

■ The Right to Adequate Infrastructure is being violated by the prevalence of inadequate sanitation (toilet) facilities, especially for girls.

■ The Right to a Safe and Non-Violent Environment is also being significantly violated by the widespread prevalence of violence and abuse in schools, the failure to train teachers adequately on child protection, and the lack of adequate monitoring and reporting mechanisms.

■ The Right to Participate is being supported by children reported to be participating in class and by SMCs tending to have mechanisms to listen to children, although the participation of girls is very limited.

■ The Right to Transparent and Accountable Schools is being supported by parents, SMCs and PTAs monitoring school budgets in most schools but is otherwise being severely compromised by low levels of engagement in school governance, low levels of activity of SMCs and the near-universal lack of full transparency in school budgets.

4

RECOMMENDATIONS

Education is not a privilege of the rich and well-to-do; it is the inalienable right of every child. The state must deliver its responsibility as guarantor and regulator of education as a fundamental human entitlement and as a public cause. The provision of basic education, free of cost, is not only a core obligation of states but also a moral imperative.

Based on the findings and discussions presented above, ActionAid makes the following recommendations:

■ Increasing government investment to ensure children's right to 'quality' education

There is a need to increase the government budget on education with special focus on the following areas:

◆ School fees
(right to free education)

The schools are charging fees in various forms, despite the government's provision of free education till secondary level. The fees were the result of resource shortfall on part of government, and the tendency of school management committee to upgrade the school level. Government should allocate adequate budget in the education sector so that public schools can provide free and quality basic education in respect to constitutional provision of free and compulsory education.

◆ Quality teacher availability in school

There was tendency of schools to hire new teachers with their own resources without fulfilment of basic qualification requirements. Similarly, some of the teachers recruited through government sources also did not meet qualification requirements. Considering the availability of qualified teachers to be key to the quality of education, it is important to recruit qualified and trained teachers in schools. Government should ensure the availability of teachers in all public schools and ensure that they are qualified and trained to deliver 'quality' education to pupils in a child friendly

manner. Further, government should develop the system that makes teacher's accountable on teaching-learning activities, as envisioned by the education (eighth amendment) act, and their performance should be monitored through result based teacher's evaluation.

◆ Basic school facilities (particularly suitable for girls)

The schools lacked basic physical facilities including separate toilets for girls. School's physical condition is the most important and fundamental aspect of a child-friendly environment. Girl's toilets have been found a strong indicator for retention of girls in education as mixed toilets can create a

> **As mixed toilets can create a potential harassment hazard and having separate toilets allows girls to attend school during menstruation**

potential harassment hazard and it allows girls to attend school during their menstruation period, which still faces a strong stigma in Nepal. A separate girls' toilet with water and sanitations has been considered as one of the 5 Priority Minimum Enabling Conditions (PMECs), which are based on the Child Friendly School Framework formulated by the government. Hence, government need to ensure that all schools meet these requirements.

◆ Better teaching learning practices (child friendly)

The teaching learning practices were weak, and the students were scoring very low in exams. Moreover, the practices were

also not child friendly and students feared to attend schools. The teachers were not fully trained on child-friendly learning. Hence, Government should ensure adequate resource allocations and priority to improve teaching learning practices inside classroom.

■ Strengthen child protection arrangements

Considering that schools lacked child protection arrangements and there were instances of violence against children of various nature, there is a need to strengthen child protection arrangements at the school level. This will require government to make necessary arrangements, as per its commitments made through National Child Policy, 2012 and School as Zones of Peace (SZOP) National Framework and its implementation Directives, 2010. Hence, government should set up adequate child protection arrangements, including the reporting and hearing mechanisms in all schools.

■ Need to work on meaningful participation of parents and children

Considering that the structures were available but the participation of parents as well as children was weak in school governance, there is a need to promote meaningful participation through:

◆ Activation of structures and processes

There is a need to build capacity of SMC and PTA, and activate them to perform for better school governance. The structures and

activities such as social audit and school improvement plan needs to be made meaningful. Government should make necessary investment to ensure that all SMCs and PTAs are capacitated and inclusive. Similarly, SMCs need to facilitate various programs that enhance the participation of parents and children in strengthening school governance.

◆ Intensive engagement in planning, budgeting, and governance

At the school level, the parents and children need to be engaged in planning, budgeting, and governance. The civil society organizations (CSOs) need to advocate at the national and district level for activation of systems and procedures that intensively engage parents and children. At the school level, school management needs to be encouraged to engage parents and children in all key activities. CSOs need to engage with SMCs to democratizing the structure and promote citizen's participation in school activities.

> **"**
> **Government should ensure the availability of sufficient trained teachers in all public schools, including a good proportion of women.**

■ Initiate and strengthen advocacy on fair tax, and utilization of budget for education

CER highlights limited contribution of increased tax on the education budget while pointing out the possible chances to utilize education service tax and other tax returns to finance core educational priorities. At the national level and at the district level, there is a need to deepen the discourse on fair tax, and using the additional tax returns to finance education priorities.

Government should create separate education tax basket to finance specific priorities such as girl's scholarship, mid-day meal etc. Similarly, CSOs need to raise awareness among public on taxation and its utilization in order to make the tax collection and utilization more transparent and accountable towards the public. This could contribute to reduce tax incentives, increase tax returns, and utilize the tax to finance core education priorities.

ANNEXES

ANNEX 1

Table 1: Gross Enrolment Rates by school for 2015 and 2016 disaggregated by gender and school (Q202)

SCHOOL NAME	DISTRICT	PREVIOUS ACADEMIC YEAR						CURRENT ACADEMIC YEAR					
		G	%	B	%	T	%	G	%	B	%	T	%
Bandevi Primary School	Kailali	67	111.67	49	75.38	116	92.80	59	98.33	42	64.62	101	80.80
Shree Sarbodaya S.S.	Kailali	82	NA	58	NA	121	NA	67	NA	49	NA	116	NA
Samaiji Primary School	Kailali	84	110.53	59	83.10	143	97.28	76	100.00	69	97.18	145	98.64
Shiva S.S	Kailali	70	56.91	54	62.79	124	59.33	67	54.47	53	61.63	103	49.28
Jana sewa Primary School	Kailali	70	50.00	45	75.00	115	57.50	67	47.86	38	63.33	105	52.50
Shiva ganga primary school	Kailali	82	87.23	64	90.14	146	88.48	105	111.70	88	123.94	193	116.97
Ram janaki Primary school	Kailali	72	120.00	47	117.50	119	119.00	63	105.00	36	90.00	99	99.00
Fulbari Lower S.S.	Kailali	91	NA	67	NA	158	NA	82	NA	71	NA	153	NA
Jana Kalyan Primary School	Kailali	69	47.59	46	34.59	434	156.12	67	46.21	38	28.57	105	37.77
Janata Primary School	Kailali	20	80.00	24	150.00	44	107.32	24	96.00	23	143.75	47	114.63
Janajyoti Primary School	Kailali	25	138.89	18	150.00	43	143.33	8	44.44	9	75.00	17	56.67
Kalika Primary School	Kailali	44	146.67	47	235.00	91	182.00	45	150.00	43	215.00	88	176.00
Shree Garima Primary School	Kailali	58	92.06	44	51.16	102	68.46	59	93.65	41	47.67	100	67.11
Indrodaya Lower S.S.	Kailali	80	NA	58	NA	138	NA	74	NA	58	NA	132	NA
New Kalika PS	Kailali	97	60	55	56	155	57	91	56	59	60	150	56
Shree Kalapateshwor Primary School	Doti	45	97.83	23	62.16	68	81.93	35	76.09	25	67.57	60	72.29
Shree Devsthal S.S.	Doti	98	106.52	61	115.09	159	109.66	101	109.78	60	113.21	161	111.03
Shree Kalika Primary School	Doti	78	98.73	61	100.00	139	99.29	71	89.87	49	80.33	120	85.71
Bhageshwor Primary School	Doti	46	97.87	33	76.74	79	87.78	38	80.85	35	81.40	73	81.11
Saraswoti Primary School	Doti	42	95.45	48	96.00	90	95.74	35	79.55	42	84.00	77	81.91
Chandeswor Primary School	Doti	16	22.86	15	30.00	31	25.83	18	25.71	12	24.00	30	25.00
Bhagwati Primary School	Doti	38	61.29	55	122.22	93	86.92	46	74.19	42	93.33	88	82.24
Kedareshwor H.S.S.	Doti	135	103.85	109	112.37	244	107.49	130	100.00	96	98.97	226	99.56
Durga Devi Lower S.S	Doti	82	71.30	45	90.00	127	76.97	81	70.43	35	70.00	116	70.30
Shree Chatreswor S.S	Doti	80	NA	32	NA	41	178.26	73	NA	32	NA	41	178.26

Table 2: Enrolment of children with disabilities/special needs

DISTRICT	NAME OF SCHOOL	TOTAL ENROLLED	NUMBER OF CHILDREN WITH DISABILITIES/SPECIAL NEEDS
Kailali	Sarbodaya Secondary School	116	1
	Samaiji Primary School	145	3
	Shiva Secondary School	103	0
	Jana sewa Primary School	105	2
	Shivaganga Primary School	193	2
	Ram janaki Primary school	99	1
	Fulbari Lower Secondary School	153	0
	Bandevi Primary School	101	2
	Janata Primary School	47	0
	Janajyoti Primary School	17	0
	Kalika Primary School	88	0
	Garima Primary School	100	0
	Janakalyan PS	105	2
	Indrodaya Lower Secondary School	132	0
	New Kalika PS	149	0
Doti	Kalapateshwor Primary School	60	1
	Chatreswor Secondary School	41	0
	Devasthal Secondary School	161	1
	Shree Kalika Primary School	120	1
	Bhageshwor Primary School	73	4
	Saraswoti Primary School	77	0
	Chandeswori Primary School	30	0
	Bhagwati Primary School	88	0
	Kedareshwor H.S.S.	226	2
	Durga Devi Lower S.S	116	3
	TOTAL	**2645**	**25**

Table 3: Numbers of children of school-going age estimated / known to be out of school locally, disaggregated by gender, with key reasons

DISTRICT	SCHOOL	ENROLMENT OF CHILDREN (5 – 9 YEARS OLD)			OUT OF SCHOOL (%)		
		TOTAL	GIRLS	BOYS	TOTAL %	GIRLS %	BOYS %
Kailali	Sarbodaya Secondary School	116	67	49	NA	NA	NA
	Samaiji Primary School	147	76	71	NA	NA	NA
	Shiva Secondary School	126	61	65	NA	NA	NA
	Jana sewa Primary School	58	35	23	NA	NA	NA
	Shivaganga Primary School	165	94	71	5.45	5.32	5.63
	Ram janaki Primary school	70	40	30	21.43	25.00	16.67
	Fulbari Lower Secondary School	100	59	41	NA	NA	NA
	Bandevi Primary School	71	35	36	28.17	25.71	30.56
	Janata Primary School	35	20	15	NA	NA	NA
	Janajyoti Primary School	16	8	8	0	0	0
	Kalika Primary School	53	27	26	37.74	37.04	38.46
	Garima Primary School	149	63	86	NA	NA	NA
	Janakalyan PS	124	77	47	0	0	0
	Indrodaya Lower Secondary School	106	59	47	0	0	0
	New Kalika PS	260	162	98	5.77	5.56	6
Doti	Kalapateshwor Primary School	74	42	32	12.16	9.52	15.63
	Chatreswor Secondary School	93	40	53	21.51	37.50	9.43
	Devasthal Secondary School	145	92	53	0.00	0.00	0.00
	Shree Kalika Primary School	109	78	31	1.83	1.28	3.23
	Bhageshwor Primary School	90	47	43	0	0	0
	Saraswoti Primary School	94	44	50	0	0	0
	Chandeswori Primary School	45	25	20	0	0	0
	Bhagwati Primary School	100	55	45	7.00	12.73	0
	Kedareshwor H.S.S.	197	115	82	NA	NA	NA
	Durga Devi Lower S.S	132	85	47	2.27	3.53	0
		2675	**1344**	**1071**			

Table 4: Dropout rate of children for 2015

DISTRICT	SCHOOL	ENROLLED GIRLS	DROP OUT	ENROLLED BOYS	DROP OUT	TOTAL ENROLLED	DROP OUT
Kailali	Sarbodaya SS	83	0	68	3	151	3
	Samaiji PS	84	10	59	3	143	13
	Shiva SS	70	1	56	0	126	1
	Jana Sewa PS	70	0	45	2	115	2
	Shivaganga PS	81	2	65	0	146	2
	Ram Janaki PS	71	0	48	0	119	0
	Fulbari LSS	91	2	67	4	158	6
	Bandevi PS	63	2	51	0	114	2
	Janata PS	22	0	23	4	22	4
	Janajyoti PS	25	12	18	11	43	23
	Kalika PS	43	2	46	0	89	2
	Garima PS	55	11	44	2	99	13
	Janakalyan PS	69	0	46	0	115	0
	Indrodaya LSS	78	9	64	14	142	23
	New Kalika PS	91	0	59	0	150	0
Doti	Kalapateshwor PS	45	20	22	9	67	29
	Chatreswor SS	32	9	41	5	73	14
	Devasthal SS	98	4	61	0	159	4
	Shree Kalika PS	78	1	61	0	139	1
	Bhageshwor PS	46	4	33	3	79	7
	Saraswoti PS	43	7	47	4	90	11
	Chandeswori PS	16	0	15	27	31	27
	Bhagwati PS	38	0	55	0	93	0
	Kedareshwor HSS	133	7	111	13	244	20
	Durga Devi LSS	82	6	45	4	127	10

Table 5: Main reasons for children being out of school and main vulnerable/marginalised groups out of school

SCHOOL NAME	REASONS FOR OUT OF SCHOOL (Q3)	MAIN VULNERABLE GROUP (Q4)
1. Sarbodaya Secondary School	■ Lack of parental support and guidance ■ need to get engaged in paid work to contribute to family income	
2. Samaiji Primary School	■ Migration to India to support their families in income ■ Food insufficiency for the family (driving to income needs)	Dalit
3. Shiva Secondary School	■ Shy to come to school due to continuous failure in examination, and overage for the grade ■ Paid work to financially support family	Dalit
4. Janasewa Primary School	■ No parents at home (need to work to manage livelihood) ■ Migrated to India for work (with or without parents) ■ Continuous failure and class repetition	Dalit
5. Shivaganga Primary School	■ Peer pressure ■ Lack of adequate support from parents and their negligence	Janajati
6. Ram janaki Primary school	■ Need to get involved in paid work since the family is very poor ■ Repetition of class ■ Inadequate support from parents (due to their low level awareness)	Janajati
7. Bandevi Primary School	■ Inadequate support from parents (due to their low level awareness) ■ Long distance to come to school (have to cross the river) ■ Continuous failure in examinations (repetitions and overage)	Janajati
8. Janajyoti Primary School	■ Lack of adequate support from parents (negligence of parents) ■ Poor financial situation of the family requiring the students to get engaged in paid work	Janajati
9. Kalika Primary School	■ Poor financial situation of the family requiring the students to get engaged in paid work ■ Repetition of class due to continuous failure ■ No parents available at home to support children, and even if they are available, they are not fully aware	Janajati
10. Garima Primary School	■ Parental migration to India (also leading of children to migrate to India for income)	dalit
11. Janakalyan PS	■ Students are not hopeful, and are not adequately positive about opportunities after completing school education ■ Failure in examination and class repetition	dalit
12. Kalapateshwor Primary School	■ Negligence of parents and lack of adequate parental support ■ Need to look after younger sibling (as parents are busy in field), also need to look after cattle in some cases ■ The household responsibilities are mostly applicable for girls, and are also reasons for them to suffer in terms of regular school attendance.	dalit, janajati
13. Chhatreswor Secondary School	■ Need to do household work to support family and livelihood ■ Inadequate support from parents (largely because of lack of awareness among parents) ■ Tendency to migrate to India with their parents	dalit
14. Devasthal Secondary School	■ Household work ■ Need to earn for family ■ Tendency to migrate to India with their parents	

Continued: Table 5

Continued: Table 5

SCHOOL NAME	REASONS FOR OUT OF SCHOOL (Q3)	MAIN VULNERABLE GROUP (Q4)
	■ Need to look after parents (due to their poor health) ■ Irresponsive parents (alcoholic, inadequate parental support to children)	dalit
15. Shree Kalika Primary School	■ Child marriage ■ Need to get engaged in agricultural activities ■ inadequate parental support (illiterate parents) ■ Household workload along with need to earn for the family. Fathers go to India for work, and the children have to help their mother in agricultural, household work, and income generating activities.	dalit
16. Bhageshwor Primary School	■ In this school, there are no students in the age group outside the school. ■ Some reasons for the children of other community to not attend the school are lack of awareness among parents, and intensive engagement of children in household work.	dalit
17. Saraswoti Primary School	■ Family problems (migration, tensions within family, unavailability of parents) ■ Need to work for money due to poor financial condition of the family ■ Child marriage ■ Patriarchal thoughts and norms leading to drop out and no enrolment among girls	poor income family
18. Chandeswori Primary School	■ 4-5 students of 15 yrs. left the school to go to India ■ And 2 students left the school in the mid-session to support their families	Landless
19. Bhagwati Primary School	■ Inadequate support from parents due to lack of awareness of parents particularly about long term importance of education ■ Migration of children to India for work ■ Child marriage ■ Girls have to help her mother in household works, and are not allowed to attend education particularly because of financial reasons	Dalit, Children with disability
20. Kedareshwor H.S.S.	■ Inadequate support from parents and their negligence ■ Child marriage ■ Parents as well as children are not sure about the importance of education, ■ Patriarchal thought is particularly affecting chances for girls to attend secondary level education. At the community, there is a common thought that girls need not study more as they have to go to others home after marriage.	Dalit, Girls
21. Durga Devi Lower S.S	■ Girls are busy with household work, and also have to support other family members in field	Dalit
22. New Kalika PS	■ Physical and mental disability of the children, parents' awareness, mostly slum people who are living in very low income	Janajati

Table 6: Direct and indirect costs charged to parents and whether they are compulsory or voluntary

Items paid for by learners / their parents Note: only list items paid for	Number of schools where payment is made (plus % of target schools)	Number of schools where payment is compulsory (plus % of target schools)	Number of schools where payment is voluntary (plus % of target schools)	Average amount paid across these schools (N)
School building maintenance charge (including admission fees)	10 (40.0%)	9 (36%)	1 (4%)	Rs. 675 (5)
Exam fees	23 (92%)	22 (92%)	1 (4%)	Rs. 133 (15)
Sports and sports materials	1 (4%)	1 (4%)	0 (%)	(No data)
Drinking water and / or electricity	0 (%)	0 (0%)	0 (%)	N/A
Library fee	2 (8%)	2 (8%)	0 (%)	400 (1)
Addition top up to teacher salary	12 (48%)	9 (36%)	3 (12%)	Rs. 1550 (5)
Guard	0 (%)	0 (0%)	0 (%)	N/A
Teaching materials	1 (4%)	1 (4%)	0 (%)	(No data)
Writing materials (notebook, pen)	3 (12%)	2 (8%)	1 (4%)	(No data)
Cleanliness materials	0 (%)	0 (0%)	0 (0%)	N/A
Saraswoti Puja (festival fee)	16 (64%)	16 (64%)	0 (0%)	70 (4)
School uniform	7 (28%)	5 (20%)	2 (8%)	Rs. 100 (1)
School feeding (money, food, labour)	3 (12%)	3 (12%)	0 (%)	Rs. 500 (1)
Transportation cost	0 (%)	0 (0%)	0 (%)	N/A
Textbook	6 (24%)	6 (24%)	0 (%)	Rs. 100 (6)

Table 7: Qualified student teacher ratio

DISTRICT	SCHOOL NAME	STR (Aggregate)	STR (Govt. teacher)	STR (Qualified[36])	STR (Female)
Kailali	Sarbodaya Secondary School	24	42	24	53
	Samaiji Primary School	36	48	48	73
	Shiva Secondary School	31	44	51	102
	Jana sewa Primary School	21	35	21	35
	Shivaganga Primary School	38	101	38	76
	Ram janaki Primary school	33	50	33	99
	Fulbari Lower Secondary School	39	(No data)	39	350
	Bandevi Primary School	20	34	25	34
	Janata Primary School	12	16	12	47
	Janajyoti Primary School	17	17	(No qualified teachers)	17
	Kalika Primary School	29	88	29	29
	Garima Primary School	20	(No govt. teachers)	20	33
	Janakalyan PS	21	35	21	53
	Indrodaya Lower Secondary School	31	44	31	220
	New Kalika PS	25	75	29	41
Doti	Kalapateshwor Primary School	15	20	30	30
	Chatreswor Secondary School	20	20	23	102
	Devasthal Secondary School	28	77	28	103
	Shree Kalika Primary School	24	40	24	60
	Bhageshwor Primary School	18	24	18	37
	Saraswoti Primary School	26	26	39	77
	Chandeswori Primary School	10	15	30	No female teacher
	Bhagwati Primary School	29	29	29	44
	Kedareshwor H.S.S.	34	44	44	610
	Durga Devi Lower S.S	30	50	30	75
	Overall average	**25**	**41**	**30**	**106**

[36] Based on recent government guidelines, teachers who teach up to basic level (grade 8) should have minimum qualification of higher secondary level (grade 12 or intermediate level). While making the analysis for this report, all teachers who have completed higher secondary were considered qualified.

Table 8: Academic qualification of teachers

	LESS THAN HIGHER SECONDARY	HIGHER SECONDARY	BACHELORS	MASTERS	% OF TEACHERS MEETING MINIMUM QUALIFICATION REQUIREMENT
Kailali	7.2	57.8	27.7	7.2	92.8
Doti	11.9	49.3	23.9	14.9	88.1
Aggregate	9.3	54.0	26.0	10.7	90.7

Table 9: Summary table of teachers earning agreed minimum salary

DISTRICT	% OF TEACHERS RECEIVING FULL SALARY BASED ON SCALE		
	FEMALE	MALE	TOTAL
Doti	44.1	62.7	55.3
Kailali	70.6	79.2	76.9
Total	**52.9**	**70.7**	**64.7**

Table 10: Number of teachers earning agreed minimum salary

District	School	Female teachers	Number of female teachers receiving full salary	Male Teachers	Number of male teachers receiving full salary	Total teachers	Total number of teachers receiving full salary
Kailali	Sarbodaya SS	4	1	5	4	9	5
	Samaiji PS	2	1	3	2	5	3
	Shiva SS	3	3	7	6	10	9
	Jana Sewa PS	3	2	2	1	5	3
	Shivaganga PS	4	1	4	2	8	3
	Ram Janaki PS	1	1	2	1	3	2
	Fulbari LSS	1	1	8	6	9	7
	Bandevi PS	3	3	2	0	5	3
	Janata PS	1	1	3	2	4	3
	Janajyoti PS	1	1	0	0	1	1
	Kalika PS	3	0	0	0	3	0
	Garima PS	3	0	2	0	5	0
	Janakalyan PS	2	0	3	3	5	3
	Indrodaya LSS	1	0	6	5	7	5
	New Kalika PS	2	0	4	0	6	0
Doti	Kalapateshwor PS	2	1	2	2	4	3
	Chatreswor SS	2	2	8	8	10	10
	Devasthal SS	3	1	8	3	11	4
	Shree Kalika PS	2	2	3	1	5	3
	Bhageshwor PS	2	1	2	2	4	3
	Saraswoti PS	1	1	2	2	3	3

Continued: Table 10

District	School	Female teachers	Number of female teachers receiving full salary	Male Teachers	Number of male teachers receiving full salary	Total teachers	Total number of teachers receiving full salary
	Chandeswori PS	0	0	3	2	3	2
	Bhagwati PS	2	2	1	1	3	3
	Kedareshwor HSS	1	1	16	16	17	17
	Durga Devi LSS	2	1	3	1	5	2

Table 11: Availability of sanitation facilities in school

DISTRICT	NAME OF SCHOOL	IS THERE SEPARATE TOILET FOR GIRLS?	GIRLS TO TOILET RATIO	BOYS TO TOILET RATIO	TOTAL STUDENTS TO TOILET RATIO	CONDITION OF TOILET
Kailali	Sarbodaya Secondary School	Yes	124	88	106	Bad
	Samaiji Primary School	Yes	76	69	73	Average
	Shiva Secondary School	Yes	97	76	87	Average
	Jana sewa Primary School	No			124	Average
	Shivaganga Primary School	Yes	185	136	161	Average
	Ram janaki Primary school	No			121	Good
	Fulbari LSS	Yes	110	80	95	Poor
	Bandevi Primary School	No			123	Good
	Janata Primary School	Yes	29	27	28	Average
	Janajyoti Primary School	Yes	4	5	4	Average
	Kalika Primary School	No			112	Poor
	Garima Primary School	Yes	75	58	67	
	Janakalyan PS	No			124	Average
	Indrodaya LSS	Yes	138	111	125	Average
	New Kalika Primary School	Yes	56	41	48	Poor
Doti	Kalapateshwor PS	Yes	21	16	15	Average
	Chatreswor SS	Yes	105	122	114	Average
	Devasthal Secondary School	Yes	93	69	81	Average
	Shree Kalika Primary School	No			135	Average
	Bhageshwor Primary School	Yes	24	22	23	Poor
	Saraswoti Primary School	No			94	Good
	Chandeswori Primary School					Average
	Bhagwati Primary School	Yes	55	54	22	Good
	Kedareshwor H.S.S.	Yes	160	158	127	Average
	Durga Devi Lower S.S	Yes	50	29	40	Poor

Table 12: Summary of availability of sanitation facilities

	FLUSH TOILET	NON-FLUSH (CONCRETE)	NON-FLUSH (TEMPORARY)	URINALS ONLY	ENCLOSED WITH DOORS
Number of schools	6	17	0	2	19
Percentages	25%	71%	0%	9.5%	79%

Table 13: Prevalence of violence in school

DISTRICT	NAME OF SCHOOL	DOES THIS VIOLENCE EXIST IN THE SCHOOL?				AGGREGATE SCORE OF PREVALENCE
		PHYSICAL	BULLYING	HUMILIATION	SEXUAL ABUSE	
Kailali	Sarbodaya Secondary School	Yes	Yes	No	No	16.7
	Samaiji Primary School	Yes	Yes	No	No	25.0
	Shiva Secondary School	No	Yes	Yes	No	12.5
	Jana sewa Primary School	Yes	Yes	Yes	Yes	29.2
	Shivaganga Primary School	Yes	No	No	No	8.3
	Ram janaki Primary school	Yes	Yes	No	No	25.0
	Fulbari Lower Secondary School	Yes	Yes	Yes	No	25.0
	Bandevi Primary School	Yes	Yes	No	No	16.7
	Janata Primary School	Yes	No	No	No	8.3
	Janajyoti Primary School	Yes	Yes	No	No	25.0
	Kalika Primary School	Yes	Yes	No	No	16.7
	Garima Primary School	No	No	No	No	0.0
	Janakalyan PS	Yes	Yes	No	No	16.7
	Indrodaya Lower Secondary School	Yes	Yes	Yes	No	25.0
	New Kalika Primary School	Yes	Yes	No	No	50
Doti	Kalapateshwor Primary School	Yes	Yes	Yes	No	41.7
	Chatreswor Secondary School	No	No	No	No	0.0
	Devasthal Secondary School	No	No	No	No	0.0
	Shree Kalika Primary School	No	No	No	No	0.0
	Bhageshwor Primary School	Yes	Yes	No	No	16.7
	Saraswoti Primary School	No	No	No	No	0.0
	Chandeswori Primary School	No	No	No	No	0.0
	Bhagwati Primary School	Yes	Yes	Yes	No	33.3
	Kedareshwor H.S.S.	No	No	No	No	0.0
	Durga Devi Lower S.S	Yes	Yes	Yes	Yes	45.8

Table 13: Disaggregation by district

OPPORTUNITY FOR CHILDREN TO EXPRESS THEMSELVES AND PARTICIPATE REGULARLY	KAILALI (# OF SCHOOLS OUT OF 14) YES	NO	DOTI (# OF SCHOOLS OUT OF 9) YES	NO
Class	14	2	9	0
Clubs/Councils	8	6	9	0
Separate clubs for girls	1	13	0	9
School governance/decisions	0	14	8	1
Decisions on curriculum	0	14	2	7

Table 14: Opportunity for participation taken up equally by all children

DISTRICT	SCHOOL NAME	ARE OPPORTUNITIES FOR PARTICIPATION TAKEN UP EQUALLY BY ALL CHILDREN?
Kailali	Sarbodaya Secondary School	Yes
	Samaiji Primary School	Yes
	Shiva Secondary School	Yes
	Jana Sewa Primary School	NA
	Shivaganga Primary School	Yes
	Ram janaki Primary school	Yes
	Fulbari Lower Secondary School	Yes
	Bandevi Primary School	Yes
	Janata Primary School	Yes
	Janajyoti Primary School	Yes
	Kalika Primary School	Yes
	Garima Primary School	No
	Janakalyan PS	Yes
	Indrodaya Lower Secondary School	Yes
	New Kalika PS	Yes
Doti	Kalapateshwor Primary School	Yes
	Chatreswor Secondary School	Yes
	Devasthal Secondary School	Yes
	Shree Kalika Primary School	Yes
	Bhageshwor Primary School	Yes
	Saraswoti Primary School	Yes
	Chandeswori Primary School	Yes
	Bhagwati Primary School	Yes
	Kedareshwor H.S.S.	Yes
	Durga Devi Lower S.S	NA

Table 15: Does the School Management Committee (SMC) have ways of listening to and taking children's views into account?

DISTRICT	SCHOOL NAME	DOES THE SMC HAVE WAYS OF LISTENING TO AND TAKING CHILDREN'S VIEWS INTO ACCOUNT?	IF YES, HOW?
Kailali	Sarbodaya SS	No	
	Samaiji PS	No	
	Shiva SS	Yes	Consulting with class representatives
	Jana Sewa PS	NA	
	Shivaganga PS	Yes	Ensuring they are represented at SMC meetings
	Ram Janaki PS	No	
	Fulbari LSS	Yes	■ Consulting with class representatives, ■ Consulting with children's club
	Bandevi PS	No	
	Janata PS	No	
	Janajyoti PS	No	
	Kalika PS	No	
	Garima PS	No	
	Janakalyan PS	No	
	Indrodaya LSS	Yes	■ Consulting with class representatives, ■ Consulting with children's club
	New Kalika PS	No	
Doti	Kalapateshwor PS	Yes	Consulting with children's club
	Chatreswor SS	Yes	
	Devasthal SS	Yes	■ Consulting with class representatives, ■ Consulting with children's club
	Shree Kalika PS	Yes	Ensuring they are represented at SMC meetings
	Bhageshwor PS	Yes	■ Ensuring they are represented at SMC meetings, ■ Consulting with children's club
	Saraswoti PS	Yes	Ensuring they are represented at SMC meetings
	Chandeswori PS	Yes	■ Ensuring they are represented at SMC meetings, ■ Consulting with class representatives
	Bhagwati PS	Yes	■ Ensuring they are represented at SMC meetings, ■ Consulting with class representatives
	Kedareshwor HSS	Yes	■ Ensuring they are represented at SMC meetings, ■ Consulting with class representatives, ■ Consulting with class representatives
	Durga Devi LSS	NA	

Table 16: Involvement of children in monitoring school budgets

DISTRICT	SCHOOL NAME	ARE CHILDREN INVOLVED IN MONITORING SCHOOL BUDGETS?	IF YES, HOW?
Kailali	Sarbodaya Secondary School	Yes	NA
	Samaiji Primary School	No	
	Shiva Secondary School	Yes	Children are involved in social audit along with other stakeholders including parents, teachers and SMC
	Jana sewa Primary School	NA	
	Shivaganga Primary School	No	
	Ram janaki Primary school	NA	
	Fulbari Lower Secondary School	No	
	Bandevi Primary School	No	
	Janata Primary School	No	
	Janajyoti Primary School	No	
	Kalika Primary School	No	
	Garima Primary School	No	
	Janakalyan PS	No	
	Indrodaya Lower Secondary School	No	
	New Kalika PS	NA	
Doti	Kalapateshwor Primary School	NA	
	Chatreswor Secondary School	Yes	In the discussion of budget, both girls and boys are included. They give speech on budget at SMC, VDC. With the inclusion of children, their voices can be listened effectively
	Devasthal Secondary School	Yes	the children are included in the Samajik Parikshyan Samiti. 2 children are included out of 6 members. The same Samiti inquires the budget of school
	Shree Kalika Primary School	Yes	The children are included in the inquiry of school budget, Kharcha Samajik Lekhaparikshyan. The total income and expenditure of the school is publicly announced.
	Bhageshwor Primary School	Yes	children are included in all school activities, including being involved in budget allocation and other important decisions.
	Saraswoti Primary School	Yes	All the fiscal report is published in the public discussion. If anyone wants to know more they can consult the school administration. Also, the budget of school is published
	Chandeswori Primary School	No	
	Bhagwati Primary School	Yes	In the school Lekha Parikshyan, the children are also included. The children are also called on the SMC meeting. Children of all community are allocated as members in the Child Club.

Continued: Table 16

DISTRICT	SCHOOL NAME	ARE CHILDREN INVOLVED IN MONITORING SCHOOL BUDGETS?	IF YES, HOW?
	Kedareshwor H.S.S.	Yes	Children are called on the SMC meeting and other important decision making time. Their demands which can be fulfilled by the school are fulfilled while those that are not fulfilled by the school, such demands are taken to the VDC and DDC
	Durga Devi Lower S.S	Yes	

Table 17: Involvement of parents, SMCs and PTAs in aspects of school governance

DISTRICT	SCHOOL	INVOLVEMENT OF PARENTS, SMCS AND PTAS IN ASPECTS OF SCHOOL GOVERNANCE		
		ENSURING OR MONITORING CHILDREN'S PARTICIPATION?	TRACKING / MONITORING LEARNING OUTCOMES?	MONITORING EDUCATION RIGHTS IN SCHOOL?
Kailali	Sarbodaya Secondary School	No	No	Yes
	Samaiji Primary School	No	Yes	No
	Shiva Secondary School	No	Yes	No
	Jana sewa Primary School	NA	NA	NA
	Shivaganga Primary School	No	Yes	No
	Ram janaki Primary school	No	Yes	Yes
	Fulbari Lower Secondary School	No	No	No
	Bandevi Primary School	No	Yes	No
	Janata Primary School	Yes	No	No
	Janajyoti Primary School	No	No	No
	Kalika Primary School	Yes	Yes	Yes
	Garima Primary School	No	No	No
	Janakalyan PS	No	No	No
	New Kalika PS	No	No	No
	Indrodaya Lower Secondary School	No	No	No
Doti	Kalapateshwor Primary School	Yes	Yes	Yes
	Chatreswor Secondary School	No	No	Yes
	Devasthal Secondary School	No	Yes	Yes
	Shree Kalika Primary School	Yes	No	No
	Bhageshwor Primary School	Yes	Yes	
	Saraswoti Primary School	Yes	Yes	Yes
	Chandeswori Primary School	Yes	Yes	Yes
	Bhagwati Primary School	No	No	Yes
	Kedareshwor H.S.S.	Yes	Yes	Yes
	Durga Devi Lower S.S	NA	NA	NA

Table 18: Examples of occurrence of changes due to the influence of parents

DISTRICT	SCHOOL	EXAMPLES OF CHANGES
Kailali	Samaiji Primary School	Improvements particularly in physical infrastructure
	Shiva Secondary School	SMC/PTA monitor the performance of teachers through random checks. They inquire about attendance of teachers and students.
	Shivaganga Primary School	SMC has been focusing on child friendly approach of teaching learning involving games/play. They have directed school accordingly.
	Garima Primary School	School has shifted to concrete building from temporary one
	Janakalyan PS	Arranged drinking water, monitoring of learning achievement, and regular evaluations
	New Kalika PS	Building repaired, and better space available for students
Doti	Chatreswor Secondary School	SMC has ensured that minimum qualification standards are met for teachers.
	Bhageshwor Primary School	Contributed to make school child friendly
	Chandeswori Primary School	School have started to teach in English medium.

ANNEX 2

PRS School Information Form

SECTION 1: BASIC SCHOOL INFORMATION COLLECTION FORM

Form details: ☐☐ ☐☐ ☐☐ ☐☐ ☐☐

Date: _____.

	Supervisor	*Surveyor*	*District*	*School No.*	*Form No*

Name of school: School code:
District: VDC: Ward: Village:
Name of Head Teacher: Phone: Email:

School type: (a) community school, (b) community managed, (c) community unaided school

1. Community Characteristics

CASTE/ETHNICITY	PERCENTAGE (ESTIMATED)
Freed Kamaiyas	
Tharu	
Badi	
Dalits	
Other Janajatis	
Other castes (Brahmin, Chhetri etc.)	

2. Teachers' Information (Please write down the number of teachers)

	TEACHER QUALIFICATION					TRAINING			ADDITIONAL TRAINING		
	BELOW HIGHER SECO-NDARY	HIGHER SECO-NDARY	BACHE-LORS	MASTERS	TEACHER LICENSE	PRE-SERVICE TRAINING	IN-SERVICE TRAINING	CFS	MOTHER TONGUE	MULTILIN-GUAL	OTHERS
Female											
Male											

3. Information related to teacher quota

	PERMANENT	TEMPORARY	QUOTA TYPE RELIEF	PRIVATE SOURCE	PCF AMOUNT (WRITE AMOUNT)
Female					
Male					

4. Student Information (Please provide number of students in various grades)

	2071 GIRLS	2071 BOYS	TOTAL	2072 GIRLS	2072 BOYS	TOTAL
ECD						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Net enrolment rate for primary level (%)

Net enrolment rate of secondary (%)

5. Efficiency Indicators

GRADES	INDICATORS	GIRLS	2071 BOYS	TOTAL	GIRLS	2072 BOYS	TOTAL
1	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
2	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
3	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
4	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
5	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
6	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
7	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
8	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
9	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						
10	No. of enrolled students						
	No. of student who passed						
	No. of repetition						
	No. of drop out						

6. Student Attendance Related Details

GRADE	GIRLS	2071 BOYS	OPEN	GIRLS	2072 BOYS	OPEN
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

SECTION 2: PRS INFORMATION

Q1 (PRS 1.3.1) Are there direct or indirect costs charged to parents and are they compulsory or voluntary? (Read out each item from list and complete relevant answers)

List Of Items To Be Adjusted To Country Context, Maintaining These And Numbering Wherever Possible

DO LEARNERS/THEIR PARENTS PAY FOR THE FOLLOWING?		IF YES, IS IT COMPULSORY OR VOLUNTARY?	HOW MUCH DO THEY PAY?
1.1. School buildings maintenance	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.2. Exam fees (e.g. printing, mock)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.3. Sports and sports equipment	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.4. Water and/or electricity	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.5. Library fees	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.6. Teacher salary supplements/ top-ups	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.7. Watchman	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.8. Teaching and learning materials	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.9. Writing materials (notebooks and pens)	[1] Yes [2] No	[1] compulsory [2] voluntary	

Continued: Q1 (PRS 1.3.1)

DO LEARNERS/THEIR PARENTS PAY FOR THE FOLLOWING?		IF YES, IS IT COMPULSORY OR VOLUNTARY?	HOW MUCH DO THEY PAY?
1.10. Sanitation equipment (e.g. brooms and pails)	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.11. School uniform	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.12. Ingredients or labour for school feeding	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.13. Travel costs	[1] Yes [2] No	[1] compulsory [2] voluntary	
1.14. Book costs	[1] Yes [2] No	[1] compulsory [2] voluntary	

Q2 (PRS 1.3.3) How many children of school-going age are estimated / known to be out of school locally?

(Out of school = of school going age but not enrolled in school or enrolled in school but present less than a day a week. Locally = in catchment area. The school catchment area map will be key here. Age clusters may vary according to law / policy in different countries.)

AGE GROUP	TOTAL #	# OF GIRLS	# OF BOYS
5 -9 years 10 – 12 years 13 – 26 years			

Q3 (PRS 1) Why are they out of school? What is the main reason? Why is this? Are there any reasons that affect girls more than boys? What? Why is this? PROBE

Q4 (PRS 1.3.4)
Which vulnerable/marginalised groups are the main ones not in school (e.g. lower caste / girls & boys with disabilities / minorities / low income / landless)? (Focus on girls in all categories)

1.
2.
3.
4.

Q5 (PRS 1.3.5) Is anything being done to track and encourage children, particularly girls, who are not enrolled or attend irregularly or drop out?

Yes ☐   No ☐

Q6 (PRS R1) IF SO, ASK: Who does this, what do they do and how effective has it been?
(Probe and describe in detail)

Q7 (PRS 4.3.11) How many teachers earn the agreed minimum salary set by the government?

	TOTAL TEACHERS	FEMALE TEACHERS	MALE TEACHERS
Number % of all teachers in school			

Q211 (PRS 4.3.8 & on School Checklist) How many teachers have actively accessed in-service training / professional development in the last two years?

# OF TOTAL TEACHERS	# OF TRAINED TEACHERS

Q212 (PRS R1) How many teachers have had in-service training in the following topics?

TRAINING	# OF TEACHERS		
	MALE	FEMALE	TOTAL
Child / human rights Learner-centred methods Special Needs Education Child Friendly Schooling/Joyful Learning Health & Hygiene Education Gender Issues Child Protection HIV/AIDS Other: List			

Q 9 (PRS 3.3.4) Are sanitation facilities available and in sufficient quantity?

9.1. What type of toilet facilities does the school have <u>for learners/pupils</u>?
Circle all that apply
1) Flush toilet   2) VIP latrine   3) Permanent latrine (with cement/iron sheets)
4) Temporary (with mud & thatch) urinals   5) urinals only   6) None
7) Other (describe)………

9.2. Do most toilet facilities have doors/door shutters for privacy? *(Circle one answer)*
 1) Yes   2) No

9.3. Number of toilet facilities for girls and boys? *(Write answers in spaces provided)*
Girls only _____   Boys only_____   Joint/Not separate_____   Total_____

9.4. Have any of the toilet facilities been adapted to assist children with disabilities? *(Circle correct answer)*
1) Yes   2) No

9.5. Number of toilet facilities for teachers
Female teachers only _____   Male teachers only _____   Not separate _____ Total _____

9.6. What is the ratio of pupils to toilets? *(see note below table)*
Girls per one girls' toilet: _____

9.7. How many girls to one girls' toilet?
How many boys to one boys' toilet? Boys per one boys' toilet:_____
(Calculate using school profile data on numbers of pupils and toilets)

9.8. In general, are the toilets for girls in good (not blocked, with door, clean) condition?
(Circle answer that applies)
1) Good condition   2) Adequate condition   3) Poor condition

9.9. In general, are the toilets for boys in good (not blocked, with door, clean) condition?
(Circle answer that applies)
1) Good condition   2) Adequate condition   3) Poor condition

Notes:
1. Ratio of girls/boys to toilet is calculated by taking the total number of girls/boys in the school and dividing this number
by the total number of girls'/boys' toilets (1 toilet = 1 pan/hole/cubicle not 1 room or building with several pans/holes/units/cubicles)
2. Sphere Humanitarian charter minimum standards is 30 girls to 1 toilet and 60 boys to 1 toilet.
See: http://www.ifrc.org/docs/idrl/I1027EN.pdf Appendix 3
3. Check whether national Ministry of Education has standards for school sanitation and how these compare to Sphere standards

Q10 (PRS 5.3.1) We'd like to know whether different types of violence affect children in this school. We're going to read out a list of some examples and we'd like you to tell us who you think they affect the most and who is responsible for them.

TYPES OF VIOLENCE	CORPORAL PUNISHMENT Any incident where a child is physically hurt (e.g. caning, whipping, slapping, beating, being forced to remain in an uncomfortable position) as punishment for a mistake or wrong-doing	BULLYING Verbal or physical threats made to children (e.g. name-calling, threatening, spreading rumours, hitting, pushing) usually by their peers or older children	HUMILIATION Any incident where a child is subject to ridicule, mockery or other treatment that is meant to scare, punish or belittle him or her	SEXUAL ABUSE Any incident where a child is forced or persuaded to take part in sexual activities of any kind by adults or other children	Other
Victims:					
Girls					
Boys					
Perpetrators:					
Teachers					
Peers					
Parents					
Girls					
Boys					
Other staff					
Others					

Q11 (PRS 5.3.3) How many teachers are trained to respect children's rights, including the right to protection from corporal punishment, and to support children in reporting any incidents of abuse or violence?

Q12 (PRS5.3.4) Is there any kind of monitoring and reporting mechanism at school or community level for children who experience violence or abuse?

Yes ☐   No ☐

(If NO, go to Q 15)

Q13 (PRS R3&R5) Is it independent, safe, and anonymous?

Yes ☐   No ☐

Q14 How does it work?

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Q15 (PRS 5.3.7) Is there a law or policy aimed at protecting children, particularly girls, from violence and abuse by teachers, for example a school code of conduct or other document?

Yes ☐   No ☐

Q16 IF YES, is it known or displayed/available?
(Research team to check if the law/policy is on display, record its name and take a photo if possible)

Yes ☐   No ☐

Q17 Can you tell us briefly if you know what this law or policy says about what children should be protected from and about what should happen if any incidents occur of abuse or violence against them?

Q18 Has any action been taken against a teacher as a result of this law or policy?

Yes ☐   No ☐

Q19 IF YES AT Q18, Where was the action taken, what type of action was taken? Who took it and when?

Q20 (PRS 8.3.1) Are there opportunities for children to express themselves and participate regularly in:
(Read out list and tick one answer for each option)

a. Class   Yes ☐   No ☐

b. Their own clubs / council   Yes ☐   No ☐

c. Are there separate clubs for girls?   Yes ☐   No ☐

d. School governance / decisions   Yes ☐   No ☐

e. Decisions on the curriculum   Yes ☐   No ☐

Q21 (PRS 8.3.2) Are these opportunities for participation taken up equally by all children?

Yes ☐   No ☐   Dominated by some children ☐

Q22 (PRS 8.3.2) Do children from marginalised groups participate?

Yes ☐   No ☐

Q23 IF YES AT Q22, Which ones do and which ones do not? *(Cite if related to caste, gender, children with disabilities or ethnicity, etc)?*

☐ (text box)

Q24 Does the School Management Committee (SMC) have ways of listening to and taking children's views into account?

Yes ☐   No ☐

Q25 IF YES AT Q24, ASK How do they do this? (Read out list and tick any answers that apply)

Ensuring they are represented at SMC meetings   ☐

Consulting with class representatives   ☐

Consulting with children's club   ☐

Other   ☐

Q26 (PRS 8) Are girls and boys involved in monitoring school budgets?

Yes ☐ (GO TO Q27)

No ☐ (GO TO Q28)

Q27 IF YES AT Q26, ASK TO DESCRIBE **How do they do this?**

Q28 (PRS 8.3.3) Do parents, SMCs and PTAs get involved in: (Read out list and tick one answer for each option)

Ensuring or monitoring children's participation?   Yes ☐   No ☐

Tracking / monitoring learning outcomes?   Yes ☐   No ☐

Monitoring education rights in school?   Yes ☐   No ☐

Q29 IF ANY YES ANSWERS AT Q28, ASK **Is this through:** *(Read out and tick answers that apply)*

Evaluations using the Promoting Rights in Schools framework ☐

Establishing a special commission ☐

Parents, children's and teachers' meetings ☐

Other (SPECIFY):……………………………….. ☐

Q30 (PRS 8.3.3) *(Read out and tick one answer for each option)*
Do parents, SMCs and PTAs get involved in Tracking & Monitoring budgets/expenditure

Yes ☐ (GO TO Q31)

No ☐ (GO TO Q32)

Q31 IF ANSWER TO Q 30 IS YES, ASK: **What types of activities are conducted?**
(Do not read out but tick all that are mentioned)

Meetings to assess expenditures ☐

Review of expenditure reports ☐

School visits to check expenditures made ☐

Other (SPECIFY)…………………….. ☐

Q32 (PRS 8.3.4) How frequently do parents and teachers meet? *(Read out list and tick one answer)*

Once, at the beginning of the academic year ☐

Twice, at the beginning and end of the academic year ☐

More often ☐

SPECIFY:

Q33 (PRS 8.3.6) Please give one detailed example where children's participation has led to positive changes in the school *(What was the previous situation, what did the children do / ask for, who listened to them, when and where, what happened as a result?)*

RELATING TO INDICATOR 1.2
Q34 (PRS 8) Are there any local groups that discuss issues related to quality/financing of education?

Yes ☐

No ☐ (IF NO, GO TO Q37)

Don't Know ☐ (IF DON'T KNOW, GO TO Q38)

Q35 (PRS 8) IF YES AT Q34, ASK Which **groups**?: (Do <u>not</u> read out, just tick groups mentioned)

Mothers Group ☐   SMC ☐   Reflection/Action

groups or circles ☐   PTA ☐   Others (SPECIFY) ☐

What are they asking for? How are they doing it? Who are they targeting?
(Probe and ask to describe their actions/campaigns briefly)

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┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘
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Q36 (PRS 8) Have any of these groups mentioned fair tax as a source of funds for education?

Yes ☐

No ☐   (IF NO, GO TO Q 38)

Q37 IF ANSWERED YES AT Q36 ASK What **was said and by which groups? Where did they say it?**
(If possible provide or find out if there is written evidence or reference: letter, announcement, poster, newspaper article, etc)

Q38 (PRS 8) Has the school ever produced any kind of report with information in it about children's rights to quality education, for example using the Promoting Rights in Schools framework?

Yes ☐

No ☐   (IF NO, GO TO Q 40)

Q39 IF YES at Q38, ASK: Who was involved in developing the report?

Q40 How many Citizen Education Reports have been compiled and disseminated to district stakeholders?
………………..

ANNEX 3 - Key education quality statistics

Enrolment, dropouts, repeaters, survival		School year ending	Source
Gross enrolment rate in primary education (%)	135 130 (m) 141 (f)	2012	UNESCO, EFAGMR 2015, Table 5
Number of children out of school	173,764 78,173 (m) 95,591 (f)	2014	UNESCO country page
Dropouts (all primary grades, %)	40 41 (m) 38 (f)	2012	UNESCO, Tables for GMR on website, Table 7
Repeaters, all primary grades (%)	23 22 (m) 24 (f)	1999	UNESCO, EFAGMR 2015, Table 6
Repeaters, all primary grades (%)	11 11(m) 11 (f)	2012	UNESCO, EFAGMR 2015, Table 6
Number of repeaters (primary)	506,000 253,000 (m) 253,000 (f)	2012	UNESCO, EFAGMR 2015, Table 6
Repeaters in primary (%)	10 10 (m) 10 (f)	2014	UNESCO country page
Transition to secondary/tertiary			
Transition from primary to secondary (%)	82 81 (m) 82 (f)	2011	UNESCO, EFAGMR 2015, Table 7
ditto	87 88 (m) 86 (f)	2011	UNESCO country page
Survival rate to last grade of primary (%)	55	2011	UNESCO, EFAGMR 2015, Table 10
Gross enrolment rate in secondary education (%)	67 65 (m) 69 (f)	2014	UNESCO country page
Gross enrolment rate in tertiary education (%)	16	2014	UNESCO country page
Teachers			
Trained primary teachers (%)	92	2012	UNESCO, EFAGMR 2015, Table 8
Pupil/ teacher ratio (primary)	26	2012	
ditto	36	2015	UNESCO, EFAGMR 2015, Table 8 Nepal Education in Figures 2015, p.12
ditto	41	2015	Economic Survey 2014/15, p.203
Pupil / trained teacher ratio (primary)	28	2012	UNESCO, EFAGMR 2015, Table 8

...

Sources:
- UNESCO, Education for All Global Monitoring Report 2015 (EFAGMR) - http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- UNESCO Nepal country page - http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=NPL&regioncode=40535
- UNESCO tables for the Global Monitoring Report
  https://en.unesco.org/gem-report/node/6
- Ministry of Education, Nepal Education in Figures 2015, http://www.moe.gov.np/article/520/nepal-education-in-figures-2015.html
- Ministry of Finance, Economic Survey 2014/15, 2015, p. xxii,
  http://mof.gov.np/uploads/document/file/Final%20Economic%20Survey%202071-72%20English%20%28Final%29_20150716082638.pdf

ANNEX 4 - Key education expenditure statistics

		YEAR	SOURCE
Total public expenditure on education as % of GDP	4.7	2010	UNESCO, EFAGMR 2015, Table 9
Government expenditure on education as % of GDP	4.7		
	Na		
	Na		
	4.1		
	4.7	2010	
		2011	
		2012	
		2013	
		2014	UNESCO country page
Public current expenditure on primary education per pupil (unit cost) (PPP, constant 2011 $)	68	1999	UNESCO, EFAGMR 2015, Table 9
Public current expenditure on primary education per pupil (unit cost) (PPP, constant 2011 $)	174	2009	UNESCO, EFAGMR 2015, Table 9
Government expenditure per student (PPP $) primary	Na		
	Na		
	Na		
	Na		
	339	2010	
		2011	
		2012	
		2013	
		2014	UNESCO country page
Government expenditure per student (PPP $) secondary	Na		
	Na		
	Na		
	Na		
	329	2010	
		2011	
		2012	
		2013	
		2014	UNESCO country page

Continued: Annex 4

		YEAR	SOURCE
Government expenditure per student (PPP $) tertiary	661 Na Na Na 733	 2010 2011 2012 2013 2014	UNESCO country page

Sources:
- UNESCO, Education for All Global Monitoring Report 2015 (EFAGMR) (the 2016 report will be launched in September 2016) - http://unesdoc.unesco.org/images/0023/002322/232205e.pdf
- UNESCO Nepal country page - http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=NPL&regioncode=40535

ActionAid Nepal

ActionAid Nepal (AAN) is a member of the global ActionAid International federation. With an aim to become 'locally rooted and globally connected', AAN has legally registered its entity in the concerned Nepal Government's authority; and for stronger international affiliation, it has transformed from 'Country Programme' to 'Associate' member and will soon become an affiliate of ActionAid International.

After ten years of its establishment as a charity organization in the United Kingdom, ActionAid started working in Nepal in 1982. Based on the learning from its engagement in various sectors at various levels, from grassroots to international, AAN has evolved through diverse changes on approaches and working modalities in its 35-year journey of the fight against poverty and injustice. Starting from charity-based work in the 1980s to improve the basic living conditions of the poorest people, AAN has now adopted a human rights-based approach with an aim to enhance the capacity of the poor and excluded people to claim and exercise their rights to live a dignified life. Our approach reaffirms the role of popular struggles, social justice movements, popular actions, community-based organizations and people's organizations for rights conscientization and transformation of unequal power relations.

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