

*Summary:*  
**YOUTH LED SCHOOL  
SCORE CARD PROCESS**

## **WHAT AND WHY SCHOOL SCORE CARD :**

ActionAid's work on Education is aimed at improving the learning outcome through the creation and enabling of a safe learning environment by strengthening Education Governance System; investing in teaching learning pedagogical intervention; Developing teacher's capacity; capacity enhancement of primary stakeholders (children, adolescent girls and youth groups, School management committee and parent teacher association) and supporting for gender friendly school facilities. We generate evidence on the education financing gap, holistic status of school and creating public platform to scale up the agenda of the transformation of public education system. These efforts are directed at the three tiers of Government through the practice of accountability tools like school score card, citizen education report and Gender Responsive Public Service (GRPS) framework.

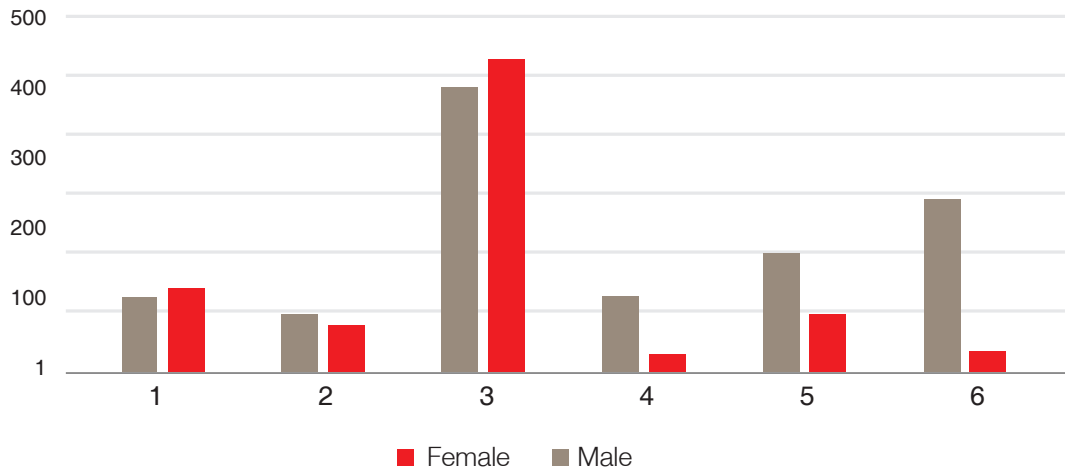
Based on the experience during the Covid-19 pandemic, we are focusing our interventions on the transformation of classroom through support in teaching learning aid and materials, digital equipment, and safe playing facilities. Our works are aligned and contribute to achieve the School Education Sector Plan (SESP) and Sustainable Development Goal-4 which is a long-term strategic commitment of the Government of Nepal. In a bid to promote evidence-based advocacy, ActionAid has been promoting model school initiatives in 162 schools of 31 Palikas. The model school initiative contributes to the Promoting rights in school's framework of AAN and aligns with the Star Approach of the Government of Nepal and are closely linked with the school improvement plan and intends to improve the learning environment, which will contribute towards an increase in learning outcome of students and reduce drop-out rate.

The School Score Card (SSC) 2023 is a description and consolidation of the status of school education in Nepal's public schools from the perspectives of participatory citizens led accountability tools, The "School Score Card" practiced by ActionAid Nepal's partners. The process of this tool's engagement and empowerment of young peoples, SMC, PTA, parents, students, teachers, school administration, communities and local CSOs to joint assessment and input tracking and monitoring of school performance and improving the quality of public education.

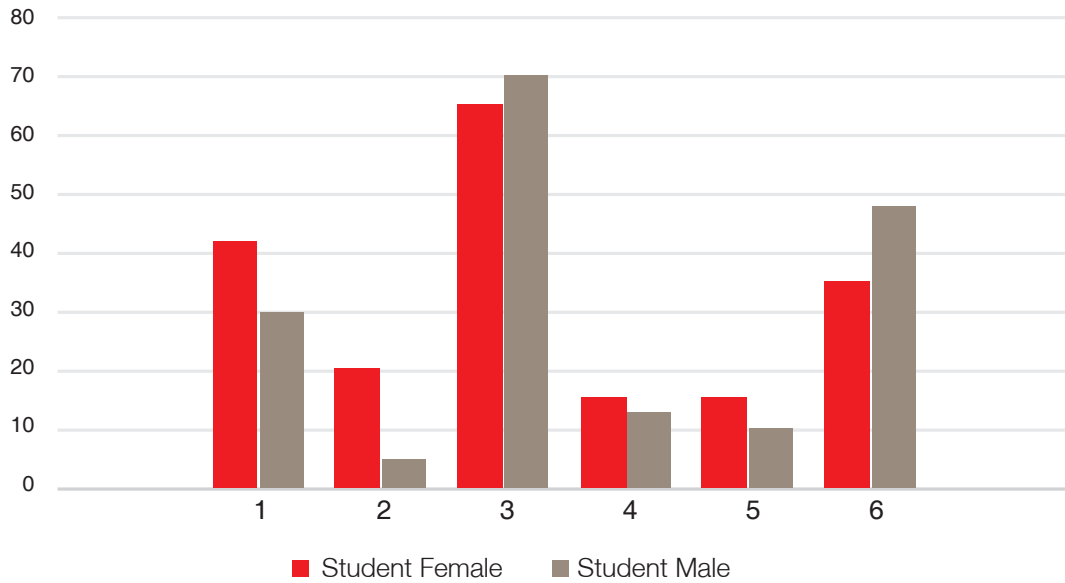
The report is an outcome of 21 public schools from different geographical location e.g. Doti, Bardiya, Palpa, Parsa, Siraha and Tehrathum (6 districts). The overall aim of report to generate evidence for improvement of school administration performance, school governance, quality learning environment and adequate financing for school facilities, teachers' capacity, and adequate use of teaching learning materials into the classroom. It also seeks to empower local peoples by enabling them to know about school functioning and analysis the information related to the daily operational activities of public schools through participatory assessment process. The data and information used in the report has been collected from 21 basic and secondary public schools. It is not a nationwide descriptive assessment, and the findings are not meant to be generalized for entire public schools in the country. Instead, it is our anticipation that the report be used to understand where gaps exist in the realization of school education as fundamental human rights and what actions can be undertaken to further strengthen and public education system in Nepal as per constitutional commitment 2015.

# SCHOOL SCORE CARDS AND FIGURES

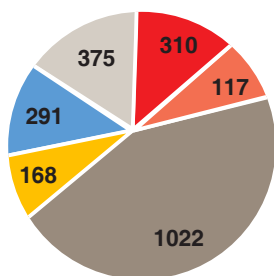
## Participation according to gender in the SSC



## Student Participation according to Gender in SSC



## Number of Total Participants in SSC according to District



## Number and Location of Schools



■ Terhathum 
 ■ Parsa 
 ■ Siraha 
 ■ Bardiya 
 ■ Palpa 
 ■ Doti 
 ■ Terhathum 
 ■ Parsa 
 ■ Siraha 
 ■ Bardiya 
 ■ Palpa 
 ■ Doti

## WAY FORWARD:

- ▶ **Strengthening Local Education Governance:** It is crucial to mainstream the practice of accountability measures e.g. Social Audit, Complain handling mechanism, school dash board, appointment of information focal person, proper disclose of public notice in information board, periodic interface meeting among parents and school administration, effective role of school management committee and parent teachers association at schools to bear downward accountability and maintain transparency of school expenditure as provisioned in legal compliance.
- ▶ **Teachers' performance management and accountability:** Public school teachers need to be skilled, more accountable for student performance or deficiency thence because communities notice the role of the teachers as the most important for suitable efforts to improve education quality and learning outcome. Nevertheless, there is a more necessary aspect of quality which is the relevance and linkage of education to the daily life of the people. Prevailing efforts to initiate the local curriculum and other scope and possibilities of skills and abilities in school education need to be acquainted of this need for a applicable education.
- ▶ **Increase investment in Education:** Local Government need to prioritise and strong promise to increase allocations to education, and within it to school education, to fulfill the constitutional commitment towards free and quality school education. Such allocations need to be made towards qualified teachers' recruitment and their capacity development, improvement of safer school facilities and towards resilience, classroom renovation, enhancing quality learning environment e.g. WASH, libraries, educational materials, ICT infrastructure in the schools. Also, special attention for children stays behind out of school.
- ▶ **Strengthen Monitoring and Supervision of School:** Majority of local government education unit is understaffing and remains a problem, which has direct effect on the regularity and quality of school monitoring and supervision. Hence, the local government needs to have a monitoring and supervision policy to strengthen school monitoring system. Also, at the school level too, given that the SMC, PTA and the head teacher are the most important actors responsible for school governance and management, it is important to develop their capacity and expertise in these areas and to be able to perform the basic functions related to transparency and accountability towards the school community.
- ▶ **Local Education Plan and Programme:** As per given the school education authority on local governments for the delivery of school education, there is a need for technical support in capacity development of local governments in the areas of education policy, planning and budgeting, professional development support to schools and teachers, and improved use of data for additional need-based resource allocation.
- ▶ **Role of CSOs and CBOs with public school:** the aim of this school score card process is a democratic accountability tools and led by community peoples to assess realities and together discuss about alternative for further improvement from both side school and community. This is citizen led accountability technique for frequent engagement and interface with the school community is expected to improve the areas of gaps. This process has led to immediate improvements in the school facilities, e.g. WASH, appointment of gender focal teacher, drinking water, availability of sport materials, teacher regularity and parents' attention towards their Childrens' progress and care at home. Thus, such effort from civic side is crucial to enhanced in improving the overall process of schooling in these communities.

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