

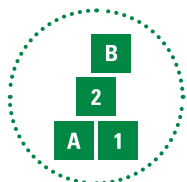


INVEST IN EVERY CHILD - FUNDRAISING DOCUMENT

UNICEF NEPAL EDUCATION PROGRAMME
2018-2022

UNICEF'S NEW COUNTRY PROGRAMME (2018-2022)

Over the next five years, UNICEF will work to ensure that all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in inclusive, safe and protective environments.



EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

UNICEF will work to ensure that the youngest children have the chance to develop to their full potential. Early Childhood Education will prepare children for school and work with parents to support their children's development.



BASIC EDUCATION

Teaching and learning practices will be strengthened to deliver improved learning outcomes. This will include providing teachers in remote areas with the skills needed for small schools. Better teaching for children who do not have Nepali as their first language will be introduced. Schools will be supported to provide inclusive education to address the needs of children with disabilities and learning difficulties. UNICEF will work with the education system so that each and every school is a Child Friendly School, respecting children's rights and providing child-centred instruction.



ADOLESCENT LITERACY AND LIFE SKILLS EDUCATION

UNICEF will continue to support the Government to provide a holistic life-skills-based approach to learning that enhances self-protection, employability, and an adolescent's potential to thrive in their community. For those children that have not been able to enter or return to basic education, UNICEF will support children through alternative learning programmes and support the establishment of an equivalency framework, ensuring these children get recognized qualifications.



SCHOOL SAFETY

The three pillars of safe buildings, disaster management planning, and disaster risk reduction will be implemented across the country. UNICEF supports Schools as Zones of Peace, ensuring that schools are safe places for children to learn.



STRONG SYSTEMS FOR SUSTAINABLE OUTCOMES

UNICEF works closely with the Government of Nepal to plan and implement strategies needed to improve the education system so that children are in school and learning. UNICEF will continue to support the provinces and municipalities to understand the needs of children when planning and budgeting, especially in those communities that face the starkest challenges.

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (ECED)

Ensuring the best possible start in life for children and a holistic approach to developing their full potential

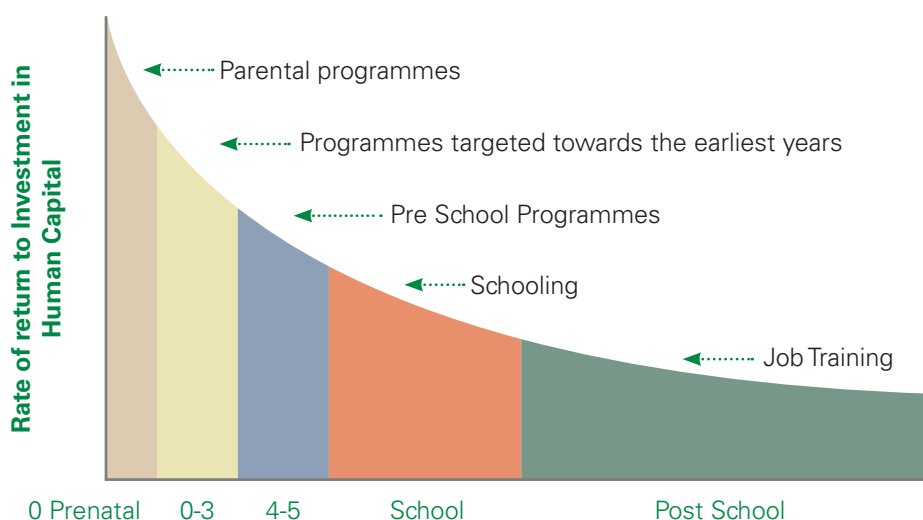
1 ENSURING A STRONG FOUNDATION

The formative years, from birth to age 8, play a vital role in ensuring children's development. These years lay the foundation for growth and learning. Over the past decade, Nepal has made important investments in ECED, with a gross six-fold enrolment increase of 3 and 4-year olds in pre-primary education. Despite this progress, only eight out of ten children have access to pre-primary education. Meanwhile, quality is a question, as only 51 per cent of enrolled children actually show up for class.



EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

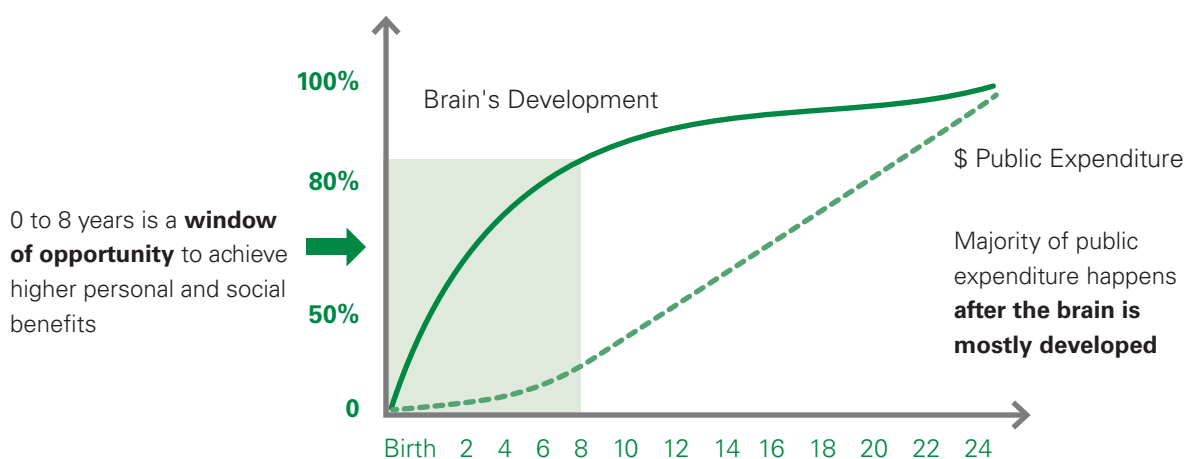
2 CHILD CENTERED HOLISTIC APPROACH

UNICEF works to ensure that pre-primary programmes offer friendly, joyful and stimulating learning environments to young children, aimed at their physical, social, emotional, cognitive and language development. UNICEF is working with the Government of Nepal to capacitate caregivers and teachers to provide holistic development opportunities for children.

“ There is not enough funding or support to us, so that we can provide quality services to children. ”



INVEST WHEN THE CHILD IS DEVELOPING



90 per cent of the human brain is developed by age five, however public expenditure for children is higher for latter years. Hence, we are missing a critical window of opportunity to achieve higher personal and social benefits.

HOW YOU CAN MAKE A CHANGE IN THE LIVES OF CHILDREN:

Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments

KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
<ul style="list-style-type: none"> 45,000 children (3 to 4 years) have access to quality pre-primary education and are ready to learn and stay in school. 	<ul style="list-style-type: none"> Parenting education Introduction of Early Learning Development Standards Planning community- and school- based ECD services. 	4.4 million	1.8 million



BASIC EDUCATION

A child-centred approach to ensure quality education for all

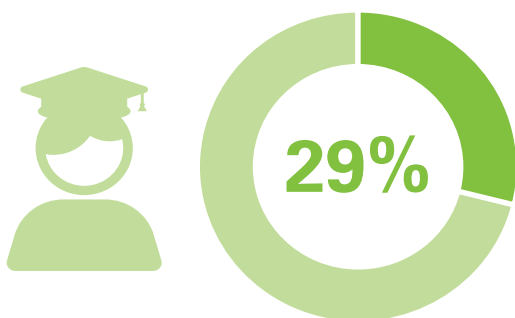
1 ACCESS BUT NOT LEARNING

In some Nepali schools, only 13 per cent of Grade 3 students are fluent in Nepali. While many children are going to school, many of them do not learn and are unable to complete basic education. One reason is that many schools do not meet the minimum standards, offering a low quality learning environment. Teachers don't have the skills to ensure that children learn and have the skills they need for a successful future.

Nepal's education system faces huge challenges in ensuring that children stay in school and learn. For every 100 children that enrol in school, 29 drop out before grade 8. UNICEF's reading assessments find that the majority of children do not have the skills needed to learn. Children from ethnic minorities are disproportionately represented in this group.



QUALITY



children **drop out** by grade eight



of grade three students
can read and understand Nepali

2 DIVERSITY AND REMOTENESS

Nepal's linguistic and cultural diversity is unprecedented for a country of its size with over 123 languages spoken by 125 ethnic groups. **Over 2 million children are estimated to speak so little Nepali they are unable to learn effectively.**

Large parts of Nepal's hills and mountains are inhabited by small and scattered communities with small schools requiring the use of multi-grade, multi-level teaching strategies for which most teachers are unprepared. Also, children with disabilities have no specific facilities or provisions to ensure retention and learning. Teachers and supervisors are not equipped to cater to the needs of these students and the curriculum is either too specialized or too general to support children with mild disabilities which go undetected. Data also indicates that there are inequities in learning outcomes, particularly for girls, Dalit children, and Muslims.

“ We love to learn in our mother tongue. ”



3 LEARNING TO READ

In Nepal, non-Nepali speaking grade three students were 70 per cent more likely to score zero in reading comprehension than Nepali speaking grade three student. Global evidence suggests that educational instruction provided in mother tongue in early grades improves learning achievement and comprehension skills of children, and the School Sector Development Plan (2016 to 2023) has emphasized the use of mother-tongue in education including a plan to develop a language of education framework.

Given that over 50 per cent of classrooms include children for whom Nepali is a second language, **UNICEF will support research on good classroom practice(s) on language of instruction and testing of innovative strategies for teaching in multilingual classrooms in 500 schools.**

FACTS



Nepal has over
123 languages
spoken by
125 ethnic groups

Grade 3 students who do not
speak Nepali are

70%

more likely to **score 0** in
reading comprehension than
Nepali speaking peers



ACTION



UNICEF will support research
on good classroom practices on
language of instruction and testing of
innovative strategies for teaching in
multilingual classrooms in

500 Schools

4 GOOD TEACHING IN SMALL SCHOOLS

In the higher hill and mountain areas, communities are small and scattered. In these remote areas, conventional education provisions do not work, as the student population is too small to run separate classes. For this, different teaching methods are needed for provision of child-centred education in these remote schools. In order to reach these communities, **UNICEF will continue to engage with the government to test and promote examples of best practices, including on improved pedagogical methods, multi-grade teaching methods and materials for small schools, targeting 300 schools.**

5 INCLUSIVE EDUCATION

Nepal has a history of providing residential, segregated schools for children with disabilities with only a few isolated examples of good inclusive education for these children. In order to engage with this issue, UNICEF will promote inclusive education, ensuring children with disabilities receive education and teaching and learning materials that cater to their needs and enable them to enrol and learn with peers and within their communities. Introducing inclusive education through training and provision of materials also ensures that schools are in general more perceptive and sensitive to the learning needs of their students, which improves the quality of their education. To this end, UNICEF will support efforts for advocacy with parents, communities, teachers, and government to ensure that all children have access to quality education in their communities. Advocacy for inclusive education has to go hand in hand with improved quality of education service and thus, UNICEF will use recommendations from the evidence generation activities to support efforts to strengthen government capacity to provide inclusive education services, including identification of learning disabilities, developing teaching and learning materials, along with teacher development. **UNICEF will work with 800 schools to demonstrate good Inclusive Education practices.**

FACT



26%



screened children are at
risk of limited participation
in society because of one or more functional limitations

ACTION



UNICEF will work with
800 Schools
to demonstrate good Inclusive
Education practices.





6 CHILD-FRIENDLY SCHOOLS

All engagement at school level will be undertaken through the 'child-friendly school' concept that respects children's rights. Child-friendly schools provide educational activities that are tailored to children's interests, aptitudes, needs, and wellbeing. Additionally, **UNICEF Nepal supports the government in their improvement and maintenance of the 'Child-Friendly Schools National Framework'**, first endorsed in 2010, and will engage with local governments to ensure the framework is adapted by local bodies, implemented and monitored.

HOW YOU CAN MAKE A CHANGE IN THE LIVES OF CHILDREN:

Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments.

KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
<ul style="list-style-type: none"> All 5-12-year-old children have access to quality education that provides them with skills and learning outcomes and is sensitive to their needs 30,000 children living in scattered and remote communities will have access to schools that provide multi-grade-multi-level education 80,000 children with disabilities or from indigenous minorities that are currently not able to stay in school will be able to complete their education in inclusive schools. 	<ul style="list-style-type: none"> Multi-grade-multi-level modality for small schools in remote communities Inclusive education for children with disabilities and for children with non-Nepalese mother tongue Child Friendly School (including child-centred teaching methods) planning at municipal level 	10.3 million	5.4 million



ADOLESCENT LITERACY AND LIFE-SKILLS EDUCATION

Enabling adolescents of today to become empowered adults in future

1 ACCESS... BUT NOT FOR ALL

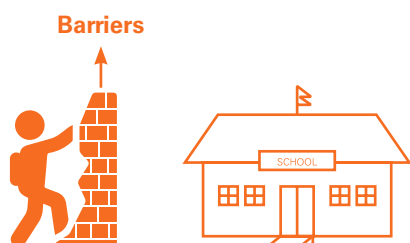
Despite Free and Compulsory Basic Education mandated in Nepal, there are adolescents who remain out of school. These adolescents come from the most marginalized communities facing multiple barriers. Access to school has improved over the years, however the risk of dropping out without completing the basic cycle still exists, especially for girls.

UNICEF supports non-formal learning opportunities for those who have missed school. One of the interventions is Girls' Access to Education (GATE) which equips adolescent girls with literacy, numeracy and life skills. Over 80 per cent of GATE graduates have been mainstreamed into formal school.

In Nepal, a system to formally certify the learning outcomes of those who completed non-formal education doesn't exist. UNICEF is working closely with the Government to recognize non-formal education supporting graduates to pursue further education or vocational training.



FACTS



Barriers are physical or social factors inhibiting access to education based on gender, socio-economic status, geographic location, or physical or intellectual disabilities

700,000

children remain **out of school**
and those are the hardest to reach

GIRLS ACCESS TO EDUCATION (GATE)



12,243

girls enrolled in
GATE



10,736

mainstreamed to formal
schools

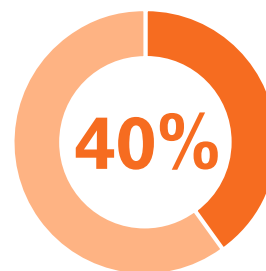
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ADOLESCENTS NEED SKILLS FOR LIFE

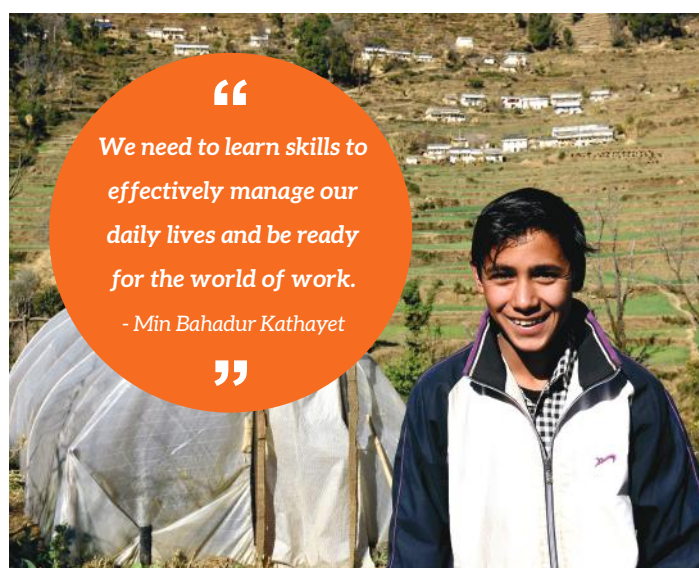
As children reach adolescence (10-19 years), their educational needs change, along with the issues they face. In Nepal, child marriage is pervasive across the country and puts an end to girls' education. **Education is the key protective factor against child marriage** and greatly contributes towards challenging the acceptability and prevalence of various harmful social norms and practices.

Adolescents need life skills such as problem solving, critical thinking, self-reflection and inter-personal communication to tackle their daily problems and make informed choices. UNICEF's "*Rupantaran*" (transformation) programme empowers adolescents with social, civic and financial knowledge and skills so that they can reach their full potential and prepare for the future. UNICEF will support the different levels of government to mainstream life-skills modules from "*Rupantaran*" within the formal and non-formal education systems. UNICEF will continue to support efforts to improve the participation of adolescents in School Management Committees with a view to developing skills in civic engagement.

FACT



of women aged 20-24 years were
married before 18



HOW YOU CAN MAKE A CHANGE IN THE LIVES OF CHILDREN:

Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments

KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
<ul style="list-style-type: none"> 500,000 children that are out of school are enrolled in basic education at age appropriate levels Adolescents are equipped with life skills through education 	<ul style="list-style-type: none"> Equivalency framework for facilitating entry from non-formal to formal education Non-formal education for out of school adolescents Mainstreaming life-skills in formal and non-formal education system Promoting participation of adolescents in School Management Committee 	10.7 million	6.4 million



SCHOOL SAFETY

Ensuring safe and uninterrupted access to education for all

1 MAKING SCHOOL SAFETY A PRIORITY

Forty seconds. That is how long it took for the 2015 earthquake to destroy over 8,000 schools. Had the earthquake happened on a school day, the schools would have been full and the country could have lost a generation. Tragically over 9,000 children, fathers, and mothers lost their lives. Disasters are part of the reality in Nepal, as the country is located in one of the world's most earthquake-prone areas. In addition, large areas of the country are often affected by floods and landslides, disrupting livelihoods and education. As the next natural disaster is not an 'if' but a 'when', it is crucial that the country does not just recover but builds back better schools which are safe for children. A safe learning environment also means being physically safe from disasters and disruptions of education.



2 SCHOOL OPENING DAYS MATTER

In Nepal regular school opening days are affected due to natural hazards; such as landslides, flood, heavy snowfall and cold wave. In addition, seasonal migration of residents, political disturbances, elections and strikes called by the political parties, also causes school closure. To address this, UNICEF promotes the Schools as Zone of Peace (SZOP) principle, engaging with different stakeholders to ensure that schools operate as "safe spaces" for children, especially during political instability and crisis. UNICEF is working closely with all levels of government to make sure schools have more operational days for learning. During the 2016-17 school year, UNICEF project schools had 232 operational days for learning, compared to the national minimum standard of 220 days. The learning environment has also been positively affected, while school management committees are more accountable and involved in keeping schools open and capable of handling threats and managing conflict within to open schools.

FACTS



Nepal is at high risk of **earthquakes, floods and climate change-induced hazards**



60%

schools are not earthquake resistant putting almost

4.8 million children in unsafe classrooms

ACTION



UNICEF will work with the government and directly with schools to ensure that

1.5 million children are in safe learning environments.

3

PREPAREDNESS PAYS

One of the lessons learnt from UNICEF's response to past disasters is that prepositioning of essential supplies in strategic locations in the country can significantly contribute to saving lives during and after disasters. This practice was considered as one of best practices in the 2015 earthquake evaluation report. Based on the analysis of affected population, UNICEF Nepal has decided to keep supplies prepositioned for a minimum of 10,000 households. As Education Cluster Co-Lead UNICEF works on coordination of emergency preparedness and response alongside the government and cluster partners. It has been supporting the government to build ability of School Management Committees, teachers and students to respond during disasters.



“ Our teachers help us to understand risks, teach us safety measures and involve us in preparing plans for our safety to face any emergency or disaster. ”

HOW YOU CAN MAKE A CHANGE IN THE LIVES OF CHILDREN:

Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments

KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
<ul style="list-style-type: none"> 650,000 children learn in environments safe from disasters or political disturbances 	<ul style="list-style-type: none"> Municipal and school Disaster Risk Management Plans Enforcement of Schools as Zone of Peace School safety campaign 	2.8 million	1.2 million





STRONG SYSTEMS FOR SUSTAINABLE OUTCOMES

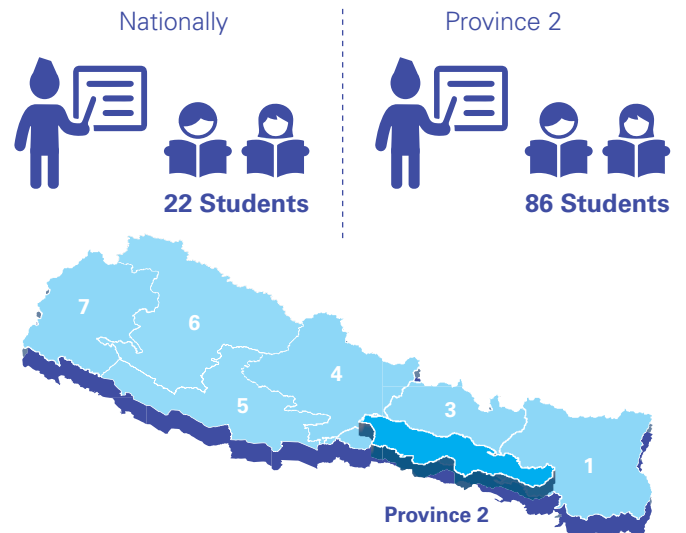
Enabling the Government to continue and upscale programmes

1 EQUITY-BASED LOCAL PLANNING AND IMPLEMENTATION

System strengthening is a key component within all UNICEF's programmes to ensure that every child can access and complete quality education. Supporting the Government to fulfil its commitments towards all children in Nepal, UNICEF focuses on ensuring the Government has sufficient capacity to plan, budget, implement, monitor and evaluate its education programmes. Through this close partnership, UNICEF provides technical assistance to ensure national plans and strategies in the education sector are informed by global best practices, adapted to the context and the needs of Nepal. The 2014 Consolidated Equity Strategy that was developed by the Government with UNICEF's support, guides the Government in understanding which children remain unable to access education, stay in school, and learn effectively.

FACTS

TEACHER AVAILABLE PER AVERAGE NUMBER OF STUDENTS



Large class sizes and absence of sufficient number of teachers are known to be a major barrier to children's learning. Whereas nationally there is a teacher available for every 22 students, schools in province two only have **one teacher for every 86 children** on average.

2 SAFEGUARDING REFORMS AND SERVICE DELIVERY

UNICEF makes sure that the Government commits to mainstreaming and continuing successful programmes such as the Girls Education Network and Suggestion Boxes placed in schools.

Safeguarding child-centred reforms will be a priority in the coming years as Nepal rolls out federalism and power is devolved to new governments as part of the decentralization process. UNICEF will focus on ensuring that expertise and capacity established at the Federal level is transferred to the new Provincial and Municipal levels. This will require both strengthening local governments to undertake child-centred budgeting, planning and monitoring, and working closely with the central government and other development partners to establish coordination between the national and sub-national levels of Government.

“We feel safe and secure, because there is no more incidences of teasing, violence, sexual harassment and discrimination in our school after the suggestion box installed in our school.”



3

KNOWLEDGE MANAGEMENT FOR INFORMED PLANNING

DATA MUST SPEAK:

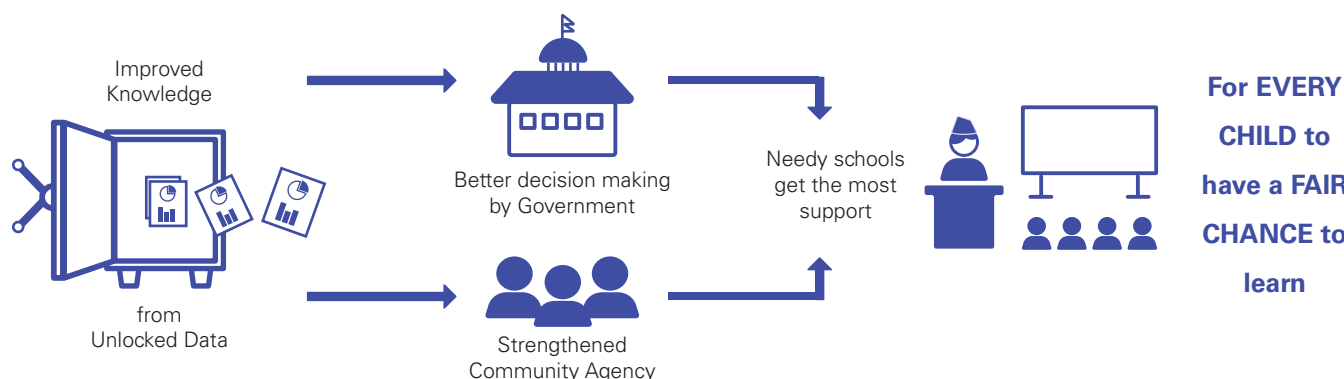
Informed parents and communities increase the demand for needs-based planning in schools. Communities that understand if and how much their children learn in school actively hold schools accountable. This leads to schools improving their practices and results. For this, accurate, accessible and easily understandable data is crucial. At the same time, schools need to understand what the data tells them and how they can use the data in their planning and budgeting. For this, UNICEF is supporting the Government in strengthening its Education Management Information System (EMIS), by capturing components to track individual children and their progress as they move through the education cycle and capturing data on out-of-school children. At the same time, UNICEF is supporting the Government on using an Equity Index to understand what, where and why they remain out of school, not able to stay in school or not learning.



We have the resources, mandate and commitment to provide quality basic education to all children but we don't know how to analyze and use available data for informed decision on priorities and planning budgets.



UNLOCKING DATA TO INFORM COMMUNITIES AND IMPROVE SCHOOL BASED PLANNING



HOW YOU CAN MAKE A CHANGE IN THE LIVES OF CHILDREN:

Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments

KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
<ul style="list-style-type: none"> Local Governments are empowered to achieve the national education sector plan objectives through child-centered budgeting, planning and monitoring of progress. 	<ul style="list-style-type: none"> Strengthening the Education Management Information System (EMIS) Support for government implementation of Equity strategy Supporting establishment of the Gender Education Network Supporting local Government education plans and budget development Participating in the national Sector Wide Approach 	5.1 million	2.2 million

MAJOR RESULTS, PROPOSED INTERVENTIONS AND FUNDING REQUIREMENTS

COMPONENT	KEY RESULT TO BE ACHIEVED BY 2022	MAJOR INTERVENTIONS PLANNED	TOTAL BUDGET REQUIRED (US\$)	FUNDING GAP (US\$)
Goal: By 2022, all children, especially the most disadvantaged, benefit from improved access, participation and learning outcomes in pre-primary and basic education within inclusive, safe and protective environments				
Early Childhood Education and Development	<ul style="list-style-type: none">45,000 children (3 to 4 years) have access to quality pre-primary education and readiness to enroll and retain in basic education.	<ul style="list-style-type: none">Parenting educationIntroduction of Early Learning Development StandardsPlanning community- and school- based ECD services.	4.4 million	1.8 million
Basic Education	<ul style="list-style-type: none">All 5-12-year-old children have access to quality education that provides them with skills and learning outcomes and is sensitive to their needs30,000 children living in scattered and remote communities will have access to schools that provide multi-grade-multi-level education80,000 children with disabilities or from indigenous minorities that are currently not able to stay in school will be able to complete their education in inclusive schools.	<ul style="list-style-type: none">Multi-grade-multi-level modality for small schools in remote communitiesInclusive education for children with disabilities and for children with non-Nepalese mother tongueChild Friendly School (including child-centred teaching methods) planning at municipal level	10.3 million	5.4 million
Adolescent and Non-formal Education	<ul style="list-style-type: none">500,000 children that are out of school are enrolled in basic education at age appropriate levelsAdolescents are equipped with life skills through education	<ul style="list-style-type: none">Equivalency framework for facilitating entry from non-formal to formal educationNon-formal education for out of school adolescentsMainstreaming life-skills in formal and non-formal education systemPromoting participation of adolescents in School Management Committee	10.7 million	6.4 million
School Safety	<ul style="list-style-type: none">650,000 children learn in environments safe from disasters or political disturbances	<ul style="list-style-type: none">Municipal and school Disaster Risk Management PlansEnforcement of Schools as Zone of PeaceSchool safety campaign	2.8 million	1.2 million
Strong Systems for Sustainable Outcomes	<ul style="list-style-type: none">Local Governments are empowered to achieve the national education sector plan objectives through child-centered budgeting, planning and monitoring of progress.	<ul style="list-style-type: none">Strengthening the Education Management Information System (EMIS)Support for government implementation of Equity strategySupporting establishment of the Gender Education NetworkSupporting local Government education plans and budget developmentParticipating in the national Sector Wide Approach	5.1 Million	2.2 Million



Children climbing mountain to reach school.

UNICEF will support 300 small schools in difficult-to-reach areas in Nepal

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The children depicted in this proposal are intended to symbolically represent all children in Nepal. UNICEF respects the rights of all children to privacy, especially the most vulnerable.

April 2019

unicef 
for every child