

Opportunities and Challenges in Scaling Child Club in Rural Community schools of Nepal

This infographic presents findings from the study **“LIKE Club Initiative in Rural Community Schools of Bhojpur Municipality: Opportunities and Challenges.”** The study examined the institutional readiness of community schools in Bhojpur, Nepal, to establish and scale a student-led club aiming to promote values of gender equality, social inclusion, and child participation.

The study was conducted as a part of a research-for-development project, **“Promoting Gender Equality and Social Inclusion in Schools, Building on What Children Want to Do and Be,”** implemented by the Learning, Innovation, and Knowledge-Exchange (LIKE) Lab, Kathmandu University School of Arts, with support from the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX) and the International Development Research Centre (IDRC).

Child Clubs: Scaling for Impact

“National policies in Nepal recognize child clubs as safe spaces for participation, learning, and inclusion. However, many schools lack clear operational guidance, trained mentors, and adequate resources, leaving girls and marginalized children underrepresented. **Development initiatives often fail when implemented without first assessing local capacity, availability of resources, and institutional readiness.** Conducting an institutional readiness assessment is therefore essential to ensure sustainable scaling of child clubs aligned with GESI principles.



STUDY OVERVIEW:

Methodology: Mixed-methods

Sample Size: 58 respondents from 13 community schools

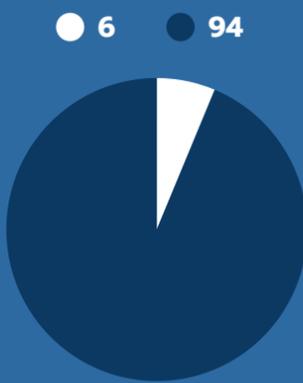
- **Quantitative:** Institutionalization Tracker (readiness scale 1–4)
- **Quantitative (Institutionalization Tracker):** 26 school staff; 13 headteachers + 13 Gender Equality and Social Inclusion (GESI) focal persons)

- **Qualitative:** Structured interviews & field observations
- **Qualitative (Interviews & Observations):** 32 students (grades 5–10, 5 schools)



OPPORTUNITIES

Students show a high willingness (93.8%) to join and lead clubs, making it favorable to establish child clubs with proper training and support.



Headteachers and GESI focal persons show high readiness in leadership, coordination, and fostering inclusive environments. Their support creates favorable conditions to embed clubs within regular school systems.

Existing policies and curricula support child participation and GESI, providing a strong foundation to strengthen clubs and promote equitable involvement.



CHALLENGES

Many students have limited awareness of GESI and unclear understanding of child club roles. Without targeted training, participation and decision-making remain low, and clubs risk staying symbolic.



Schools lack clear guidelines and monitoring for student-led clubs, and limited familiarity with club manuals hinders consistent activities and readiness to institutionalize them.

Parental discouragement, academic pressure, gender norms, and low confidence limit students' participation. These barriers especially affect girls and marginalized students, risking their exclusion from meaningful club activities.



Please refer to the full [report](#) for more information.

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