

The Role of Social Workers in Improving Teaching Quality and Reducing Disparities in Public Schools in Nepal

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Abstract : School enrollment in Nepal is lower for high school students with marginalized groups such as Dalits experiencing the highest dropout rates. Contributing factors include low learning outcomes compounded by poor teaching quality, economic instability, and social challenges such as early marriage, absentee caregivers, and family substance abuse. Addressing these systemic inequities requires coordinated, community-driven interventions. This study highlights the pivotal role of social workers in improving teaching quality, fostering stakeholder engagement, and promoting equitable educational outcomes in Devdaha municipality, Nepal. Social workers have been instrumental in forming and facilitating diverse groups, including "mentor teacher groups" (MTGs) and child clubs. These MTGs provide peer mentoring and pedagogical support for teachers, while child clubs empower students to actively participate in school governance and mentoring peers. Social workers are also organizing tailored workshops and training sessions for teachers, students, and school management committees, equipping stakeholders to engage meaningfully in the educational process. In collaboration with the Soiya Women's Organization and Skoleliv i Nepal, social workers are facilitating the development of an online platform to centralize teaching resources and ensure long-term sustainability. Early results indicate that this multi-faceted approach is yielding positive outcomes. Teachers report greater confidence and effectiveness in the classroom, students are more actively engaged, and families are beginning to strengthen their ties with schools. This intervention underscores the critical role of social workers in building collaborative networks, improving education quality, and addressing the unique challenges faced by marginalized students, with promising potential for replication across Nepal.

Keywords : public schools, Nepal, teaching, disparities

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