

# EDUCATION FOR ALL BEFORE AND BEYOND 2015

Civil Society Perspectives





## FOREWORD



National Campaign for Education - Nepal (NCE-Nepal) a coalition of civil society organizations ranging from grassroots to national level including media, teacher unions and national/International organizations engaging themselves in the field of education, has been advocating for ensuring the educational right of the children. It critically supports the government for ensuring equitable quality education and monitors the status of implementation of government's commitments to education. As the signatory of Darker Framework of Action, Nepal committed to achieve all the Education for All goals by 2015. Besides, Nepal has the special recognition to add one more goal which ensures the rights of linguistic minority groups by providing the education in mother tongue. State as duty bearer needs to be accountable towards the people for participatory policy making and its implementation. Being a civil society organization, NCE-Nepal carries out evidence based policy advocacy to make the government responsible for ensuring rights to education for all.

We are at the juncture of the final year of EFA, with the earnest efforts by government, civil society organizations and private sectors, Nepal's achievement in access and gender parity in school is notable. Speed needs to be accelerated for other remaining unachieved goals. NCE-Nepal undertook an independent EFA assessment through desk review, stakeholders' consultation at the various levels and successful and challenging cases of EFA implementation. This report consists of the goal wise assessment, strategic priorities and the level of unfinished agenda from the eyes of civil society that will be potential education agenda for post 2015. Moreover, the report also includes the people's recommendations

to shape the education in the journey of post-2015. NCE -Nepal is in the process of making its stand on post 2015 agenda through the consultation of most vulnerable, marginalized groups and other stakeholders at the imminent future.

In preparation and finalization of this report would not have been completed without the contribution of experts, member organizations, government and other partners. Therefore, I would like to extend my sincere gratitude towards the officials of Ministry of Education and Department of Education for jointly conducting regional and central level consultations. Mr. Bala Nanda Paudel and Dr. Rajendra Dhoj Joshi are the key personalities to be thanked who supported NCE-Nepal from the very beginning of this report preparation and taking part in consultations. Similarly, the ASPABAE, UNICEF, UNESCO and Voluntary Service Overseas (VSO) Nepal are also adorable for their technical and financial support for this endeavor. I would also like to express my sincere appreciation to the Editorial team of NCE-Nepal, the coalition members, board members, advisors, secretariats and volunteers for their advice, efforts and active involvement to bring this report in this form.

*Thank You*

**Babu Kaji Shrestha**

President

National Campaign for Education-Nepal

# ACRONYMS

<b>CBS</b>	Central Bureau of Statistics
<b>DEO</b>	District Education Office
<b>DFA</b>	Dakar Framework for Action
<b>DHS</b>	Demographic and Health Survey
<b>DOE</b>	Department of Education
<b>ECCE</b>	Early Childhood Care and Education
<b>ECD</b>	Early Childhood Development
<b>EFA</b>	Education for ALL
<b>EGRA</b>	Early Grade Reading Assessment
<b>EGMA</b>	Early Grade Mathematics Assessment
<b>GER</b>	Gross enrolment rate
<b>MOE</b>	Ministry of Education
<b>NAR</b>	Net attendance rate
<b>NASA</b>	National Assessment of Student Achievement
<b>NASAU</b>	National Assessment of Student Achievement Unit
<b>NER</b>	Net enrolment rate
<b>NCE</b>	National Campaign for Education
<b>NLSS</b>	Nepal Living Standards Survey
<b>NPA</b>	National Plan of Action
<b>SFAFDB</b>	Student Financial Assistance Fund Development Board
<b>SLC</b>	School Leaving Certificate
<b>SMC</b>	School Management Committee
<b>SSRP</b>	School Sector Reform Program
<b>UNICEF</b>	United Nations Children's Fund
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VSO</b>	Voluntary Service Overseas
<b>WEF</b>	World Education Forum

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# INTRODUCTION

In April 2000, The World Education Forum (WEF) meeting in Dakar adopted the Dakar Framework for Action (DFA): Education for All: Meeting our Collective Commitments. Among others, WEF re-affirmed the vision of the World Declaration on Education for All (Jomtein, 1990) that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs

in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be" (UNESCO, 2000). WEF committed to attain the following six Education for all goals: i. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; ii. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality; iii. ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs; iv. achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; v. eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and vi. improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. To achieve the above goals participants of WEF pledged, among others, to "ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for education development".

Following the adoption of the Dakar Framework of Action, the Government of Nepal, as a signatory to the DFA, developed Education of All National Plan of Action (EFA NPA) to contribute towards meeting the above EFA Goals. EFA NPA was prepared in broad consultation with stakeholders including civil society. Underscoring the importance of ensuring the rights of minorities and indigenous peoples, the Government added the following seventh goal to the six international EFA goals: ensuring the rights of indigenous people and linguistic minorities to quality basic and primary education through their mother tongue.

True to the spirit of DFA commitments, the Government launched Education for All Program (2004-

2009) following sector wide approach and employing pooled funding arrangement, which was generously supported by eight development partners – ADB, AUSAID, Denmark, DFID, Finland, Norway, UNICEF and World Bank. Upon completion of the EFA Program, the Government with support from development partners and Global Partnership for Education launched School Sector Reform Program (SSRP, 2009-2014), which was a constituent part of Government's seven year SSRP (2009-2016), following the same modality as EFA. The program for two-year extension of SSRP is under preparation. Some of the donors have already committed funds for the planned extension. Government's EFA and SSRP program were also supported by a number of other development partners and I/NGOs outside the pooled funding framework.

As 2015 is approaching, the time has come to assess the progress made in achievement of EFA goals. The Government has shared with the National Campaign for Education (NCE) an early draft copy of the Government's assessment. As NCE-Nepal has been closely involved in implementation and monitoring of Education for All National Plan of Action, on behalf the civil society, it has decided to conduct its own independent assessment of EFA achievements. In this context, it jointly with Ministry of Education (MOE), UNICEF, UNESCO and VSO Nepal, organized regional consultations with the theme of "EFA Before and Beyond 2015" in Biratnagar, Pokhara and Nepalgunj to collect the perception of the civil society on the achievement of EFA goals, and possible agenda beyond 2015 to pursue further the any unfinished agenda and new relevant agenda. In these consultations, main participants were stakeholders directly related to the education sector. Subsequently, a central level consultation was organized to collect perception of broader range of stakeholders including organization representing indigenous groups, disabled groups, third gender people, journalists, guardians, NGOs, actors<sup>1</sup> etc. This report builds on findings of those consultations as well as expert analysis of secondary materials available.

This report does not constitute comments on the Government assessment. This report assesses achievement of Goals set in EFANPA. It identifies the unfinished agenda based on the assessment results. Further, it explores potential new agenda based on the current development context of the country. Based on the identified agenda beyond 2015, it proposes priority policies for the period beyond 2015. The report begins with introduction followed by assessment of each EFA goal, and concludes with presentation of summary and conclusions.

## 1. EARLY CHILDHOOD CARE AND EDUCATION

### 1.1.1. Outcomes

The Dakar Framework for Action (DFA) articulates the goal related to early childhood care and education (ECCE) as "Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children". This section includes assessment of overall coverage of ECCE including that of most vulnerable and disadvantaged children, the status of use of mother tongue medium and comprehensiveness of the ECCE program.

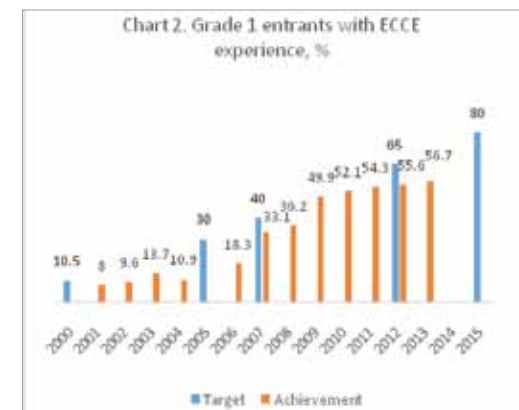
**ECCE coverage:** The DFA does not set a target with respect to coverage of ECCE. This may have been reflected in the debate, ongoing at the time of adoption of DFA, about the extent of government responsibility for ECCE. Many countries continue to accord lower priority to ECCE compared to primary education in terms of allocation of public resources. Nepal, in its EFA NPA, boldly adopted a target of expanding coverage of ECCE to 80% by 2015 from 13% in 2000. Nepal has exceeded the target by increasing GER to 93.5% in 2013 (see chart 1). Nepal set a target of increasing the percentage of grade 1 entrants with ECCE experience from 10.5% in 2000 to 80% in 2015. It has reached 56.7% in 2013 (see chart 2). Given the significant progress made in expanding ECCE coverage in recent years, Nepal may be close to attaining the target set. As expected, the increase in share of students in grade 1 with ECCE experience has helped to reduce repetition and dropout rates. From 2007 to 2013 grade 1 repetition rate has decreased from 29.4% to 17.5%, and dropout rate from 16.1% to 7.1%.

**Access for most vulnerable and disadvantaged, and girls:** The EFA goal underscores the importance of expanding access to ECCE for most vulnerable and disadvantaged children. Nepal has been monitoring access to ECCE for dalit and janajati as a proxy for access for vulnerable and disadvantaged children. In 2004, GER for dalit and janajati were 39.5% and 38.6% respectively compared to 40% of the national average. This implies that dalit and janajati were not disadvantaged in terms of access to ECCE at the time when EFA NPA was launched. This is further confirmed by the access rate of 2013. Since GER of 2013 for dalit and janajati are not available, shares of dalit and janajati enrolment in the total ECCE enrolment is used for assessing the status of access to ECCE by dalit and janajati. The shares of dalit and janajati enrolment in the total

ECCE enrolments were 18.1% and 38.7% respectively. Since these shares are close to shares of dalit and janajati in the total population, they have the same level of access as the rest of the population. Therefore, new indicators need to be used for monitoring access to ECCE for



Source: DOE Flash Reports; Target numbers are in bold.



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most vulnerable and disadvantaged children.

Good progress has been made in improving access to ECCE for girls. GPI based on GER increased from 0.86 in 2004 to 0.96 in 2014.

**Mother tongue medium:** DFA recommends providing ECCE in child's mother tongue. EFA NPA has not articulated concrete target or policy in this respect. But MOE's EFA Assessment 2015 and Way Forward (MOE, 2014) state that the MOE has adopted policy of delivering ECCE in mother tongue. EFA consultations held indicate that mother tongue instruction has been introduced in some ECCEs. But the extent of use of mother tongue is not clear.

**Comprehensiveness of ECCE:** MOE, Ministry of Health and Ministry of Women, Children and Social Welfare are engaged in delivery of ECCE. This concerted action has helped to deliver comprehensive ECCE. Education for All Global Monitoring Report, 2012 uses ECCE Index<sup>2</sup> to measure success in delivery of comprehensive ECCE program. ECCE Index for Nepal equals 0.826<sup>3</sup>, which is comparable to that of Vietnam (0.830, UNESCO, 2012). This shows that Nepal has successfully delivered comprehensive ECCE.

<sup>1</sup>List to be expanded and modified.

<sup>2</sup>ECCE index is average of percentage of children who will survive beyond their fifth birthday, percentage of children under five who do not suffer from moderate or severe stunting, and percentage of children aged 3 to 7 who are enrolled either in preprimary or primary school.

<sup>3</sup>Assuming percentage of children aged 3 to 7 who are enrolled in pre-primary or primary school of 93.5%, which is equal to ECCE GER. Percentage of children who will survive beyond their fifth birthday, percentage of children under five who do not suffer from moderate or severe stunting are equal to 95.4% and 59% respectively (DHS, 2011).



## THE ASSESSMENT OF PARTICIPANTS ON ECCE FROM THE STAKEHOLDERS' CONSULTATION

### Success

From the perception of participants, it shows that aligning with one of the goals of EFA, the government of Nepal has given emphasis to implementing Early Childhood Development (ECD) program. Introducing ECD was to provide early learning opportunities to develop physical, cognitive, emotional, and language skills of children of the age group of 3-5 years. As a result, access to ECD centers has been enhanced and they have been established to provide children safe and supportive environment to play and learn. Participants in the consultation viewed that the strategic approach of the government has contributed to improve the health of ECD children and a number of positive changes in them. Besides, children are developing inter-personal and social behaviors, and creativity and acquiring important schooling behaviors.

The participants in all regional consultations perceived that the ECD program also consists of a parenting education for sensitizing them on the importance of enrolling their children in the centers as well as supporting their children at homes. This programme resulted in increasing the attraction of parents towards ECD centers. The centers also have been coordinating with local health facilities for providing basic health services to the ECD children.

## THE ASSESSMENT OF PARTICIPANTS ON ECCE FROM THE STAKEHOLDERS' CONSULTATION

### Gaps

Participants stated, despite a number of successes, there was inadequate supply of instructional materials and classrooms. The participants also stressed the need for increasing the investment of government in the ECD centers and suggested for increasing the remuneration of ECD facilitators which could be helpful in creating more conducive environment and child friendly learning environment inside the ECD centers, and motivating facilitators.

Besides, participants viewed that hygienic and nutritious food is intrinsically important to provide in the ECD centers that will have direct impact on children's learning and creativity. Further, participants suggested that modern methods of pedagogy as envisaged by Maria Montessori should be introduced and practiced in ECD centers. They also strongly highlighted the need to make ECD centers free and compulsory before every child starts schooling. In addition, the participants emphasized the need of increasing the accessibility to ECD centers. However, according to them, the ECD centers are not easily accessible to children with disability and therefore they are still out of ECD centers

### 1.1.2. Unfinished agenda and beyond 2015

**Access:** There is no unfinished agenda left from EFA NPA. Discussions here constitute the needs of efforts to articulate agenda beyond 2015. Given the high coverage of ECCE, the left out group may mainly consist most vulnerable and disadvantaged children. Failure to ensure access to ECCE for these groups would widen the social divide further because children from these groups would lag significantly behind other children in terms of preparedness for grade 1, and as a result, their chances of dropping out of primary school would be high. Therefore, whether Nepal should aim at universalizing access to ECCE becomes a serious agenda.

**Access for most vulnerable and disadvantaged:** Since last few years, Department of Education (DOE) has been monitoring access to primary education for 22 most disadvantaged janajati. It would make sense to include the same category along with other appropriate ones for monitoring access to ECCE for most vulnerable and dis-

advantaged children. Recognizing that, ECCE enrolment could be a strategy for ensuring primary enrolment. So, it is important to identify children not served by ECCE at the ward level of VDCs.

The information available from MOE is not adequate to judge the effectiveness of targeting vulnerable and disadvantaged children. A UNICEF evaluation (UNICEF, 2011) states: "the case study team found no evidence that Nepal is targeting funding for ECD centers to the most disadvantaged VDCs". Similar is the conclusion of EFA Completion Report (Cambridge Education, 2009): "Study informants from a number of districts pointed out that ECD has not been reached to the more marginalized and remote communities, except in cases where NGOs have been available and are willing to take the full costs."

**Mother tongue medium:** Nepal's Interim Constitution mandates delivery of primary education in mother

tongue. Therefore, it is only logical to deliver ECCE using mother tongue as a medium of instruction. There is also convincing international evidence that mother tongue instruction provides better learning opportunities to children. Therefore, delivery of ECCE in mother tongue should be promoted, and using mother tongue for delivery of ECCE could potentially be an important agenda beyond 2015. But, before adopting this agenda, challenges associated with its implementation need to be considered.

Medium of instruction in ECCE has not become an issue of public debate. Despite janajati organizations continue to campaign the cause of instruction in mother tongue in primary schools, many parents continue to prefer instruction in English medium thinking that this will provide their children with better opportunities in future. Therefore, without solid national evidence on the ground, the demand for mother tongue instruction may not be there. It is encouraging to note that during the central level consultations on EFA Assessment, it was reported that over 100 private primary schools have introduced Newari as a medium of instruction. With assistance from the Finnish Government, mother tongue instruction was piloted in eight languages in seven schools (Finnish Consulting Group, 2009). Apparently this initiative has not been followed up. In this context, it would be appropriate to focus first on piloting mother tongue as a medium of instruction with a long term view of using only mother tongue medium for ECCE.

**Nepali as a second language:** About half of Nepali children's mother tongue is not Nepali. Non-Nepali speakers encounter serious challenges at the ECCE and primary levels to adopt the Nepali as a medium of instruction. Addressing these challenges can contribute to enhancing learning opportunities for non-Nepali speakers. This hints the need of seriously examining, if it would make sense to introduce Nepali as a second language for non-Nepali speakers at the ECCE level. Some ground work was done in this direction by the "Multilingual Education Program for Non-Nepali Speaking Students of Primary Schools in Nepal" (Finnish Consulting, 2009). But, this work apparently has not been followed up. Introduction of Nepali as a second language in ECCE could be a potential agenda beyond 2015.

### 1.1.3. Strategic priorities

It is critical to create conducive policy environment for achievement of EFA goals. Government policies related to ECCE are reviewed below in light of inputs from stakeholder consultations to identify strategic priorities for achieving the ECCE Goal. The Government policies listed by MOE, 2014 are as follows: i. mobilizing NGOs, INGOs, and communities to launch ECD programs; ii. emphasizing the need for integrating child-related services following an inter-sectoral approach; iii. emphasizing the need for community participation in the implementation of ECD programs; iv. stressing the need for mobilizing resources from the local communities and/or external

agencies, v. delegating the rights and responsibilities to establish ECD centers and issuing permissions to establish ECD centers in the VDCs and Municipalities; vi. adopting the mother tongue of the children as the medium of instruction; and vii. recruiting teachers/facilitators from among the local community. All above policies remain valid beyond 2015. The identified strategic priorities elaborated below are as follows: i. reaching out to most vulnerable and disadvantaged children; ii. mother tongue as a medium of instruction; iii. introduction of Nepali as a second language; and iv. financing; and v. monitoring.

**Reaching out to the most vulnerable and disadvantaged children:** The government has a policy of establishing ECD centers in poor and vulnerable communities of category D and C (least developed) districts (MOE, 2014). MOE's EFA Assessment (MOE, 2014) recognizes the need for "developing criteria at the district level to implement ECD program at the needy areas and communities". Prioritizing funding of least developed districts would raise chances of reaching out to most vulnerable and disadvantaged children. However, developing district level criteria would be critically important but not enough for reaching them. Owing to the policy requiring community contribution in district funding is more likely to be absorbed by well-to-do-communities than disadvantaged ones. Therefore, at the district level funding for ECCE needs to be prioritized to less affluent VDCs and within VDCs to less affluent wards. For this purpose, criteria for prioritizing VDC and ward level funding should be developed at the district level in coordination with district development committees (DDC). At the ward level, approximately 25% of the sanctioned ECCE centers should serve disadvantaged and poverty ridden pockets, which should receive funding as per the existing ECCE funding policy (MOE, 2014), which envisages government bearing the major portion of ECCE costs.

While the government's aim of reaching out to the most vulnerable and disadvantaged children is laudable, it would be difficult to serve them first leaving out some of the more affluent children. Therefore, it would be wise to explore, if ECCE could be made universal by adopting an appropriate financing modality.

**Mother tongue as a medium of instruction:** Use of mother-tongue as a medium in primary schools would be critical for enhancing learning outcomes. The use of this medium has to start from ECCE. A serious preparatory work will be required for introduction/expansion of mother-tongue medium at ECCE. Work already completed under the Multilingual Education Program for all non-Nepali Speaking Students of Primary Schools in Nepal (Finnish Consulting, 2009) could prove to be valuable resource for starting the preparatory work. It is not only there is not enough demand for mother tongue as a medium of instruction from the side of parents but also the teachers and education officials do not seem to have fully realized the potential of this initiative for enhancing



learning opportunities for children. Therefore, the first important step toward promotion of mother tongue as a medium of instruction would be broad-based stakeholder dialogue to build consensus on the importance of this initiative, which should be followed by adoption of required legislation, policies and procedures. Then, a detailed work plan for introduction/expansion of mother-tongue medium needs to be prepared, which should, among others, include sensitization of parents, dissemination of the policy, preparation of instructional materials and teacher training.

Nepali as a second language: "The concept of Nepali as second language is new in Nepal and it was clearly noted that there is an urgent need to clarify the concept, to create Nepali L2 guidelines and to start preparations to teach Nepali as subject to non-Nepali mother tongue children" (Finnish Consulting, 2009). Finnish Consulting Group (2009) and Santwona (2012) recommend introduction of Nepali as a second language from grade 1. For a single language non-Nepali speaking communities', introduction of Nepali as a second language at ECCE may not be necessary. But for multilingual communities, which are prevalent in the country, communication in a second language may be required starting from ECCE. Therefore, it is suggested that careful consideration to be given to this issue.

**Financing:** The Government provides remuneration to ECD facilitators, matching fund, material cost, establishment cost and training cost. Community contribution is used towards the community portion of matching funds, and other operating and capital costs. ECCE centers mobilize external resources, including foreign funding and resources. The quality of centers is also influenced by the ability of communities to raise funds. In spite of this, the existing financing mechanism has proved to be robust in terms of its ability to expand the coverage.

There is strong demand from stakeholders to increase the remuneration rate of facilitators to Rs. 3,000 per month. In addition, there is demand for increased financing for teaching and other materials. These demands are genuine given the poverty of many communities, which limits their ability to co-finance. Most countries including developed ones are still unable to bear the full cost of ECCE programs. Careful analysis will be needed to find out if Nepal would be in position to bear significantly greater share of ECCE costs. If Nepal is able to increase

the share of ECCE in education financing, the following two options should be considered for channeling additional resources available: i. increasing financing for all ECCEs at the same rate; and ii. targeting additional resources for reaching out to most vulnerable and disadvantaged children specially children with disability. Given the inclusion focus of EFA goals, the second should be preferred.

**Monitoring:** For enhancing quality of ECCE, ensuring effective utilization of available resources is as important as making more public resources available. Monitoring the large number of Early Childhood Development (ECD) centers spread across the country including some rugged terrain (34,622 in 2013, of which 5,087 are institutional<sup>4</sup>) is not easy. But, given the recently reported existence of ghost schools, it is important to make sure that all resources available for ECCE are used for the purpose. For successful monitoring, it is important to adopt twin approach – from the top (from District Education Office (DEO)) as well as from the bottom (from parents). Credibility of ECD centers in the eye of parents would also help raise more community contribution, which is critical for delivery of quality ECCE. The stakeholders in the consultation suggested building the capacity of parents and involving them to monitor the local level ECCE.

## 2. ENSURING THAT ALL CHILDREN COMPLETE PRIMARY EDUCATION

### 2.1.1. Outcomes

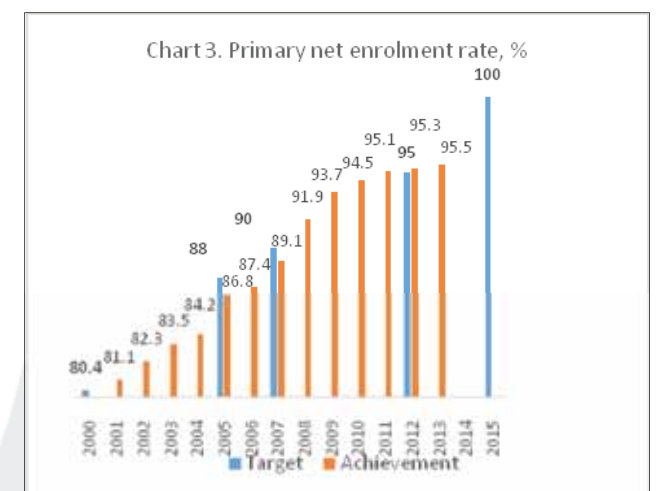
"Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality" is the second EFA Goal. The following aspects of the outcome are assessed below:

**Access:** The progress with respect to enrolment of children at the primary level is illustrated in charts 3 and 4. From 2000 to 2011, primary net enrolment rate increased steadily, after which, it has been more or less stagnated. Net intake rate (NIR) at grade 1 also shows the same pattern. The above indicate that the policies for increasing access started to be ineffective from around 2011. Since these policies have not been changed after 2011, the likelihood of attaining the EFA NPA target for NER of 100% by 2015 is remote.

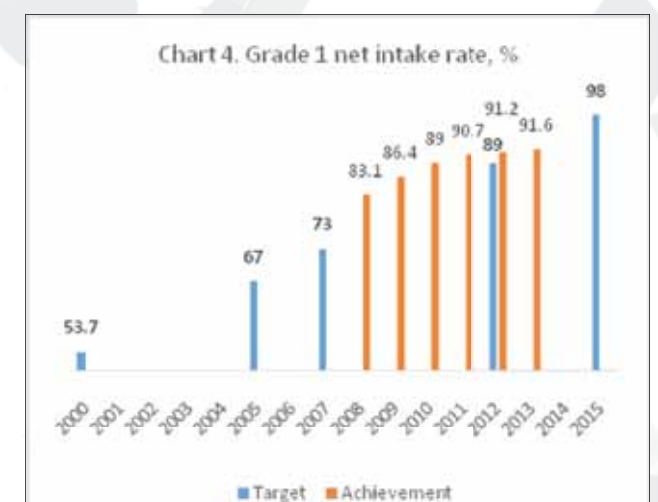


The above analysis is based on results from EMIS data of Department of Education (DOE). These results are compared below with that of household surveys conducted independently. According to National Living Standard Survey, 2011, primary NER was 78.4% in 2010/11 (CBS, 2011) compared to 94.5% in 2010 according to DOE, and the primary net attendance rate was 68.8%. The results from NLSS are very different from that of Demographic Health Survey (DHS). According to DHS 2006, the primary NAR was 86.6% (MOHP et al, 2007). This does not seem to be credible as according to DOE Flash Report NER for 2006 was 87.4% only, whereas NAR should be less than NER owing to dropout and school non-attendance at the time of the survey. NAR is not available from DHS, 2011, since education module was discontinued. Due to the significant divergence between DHS and NLSS figures, it would not be proper to comment on the accuracy of DOE results. But, DOE needs to clarify the appreciable divergence between NLSS and DOE results.

**Completion:** Nepal has made good progress towards the target of survival rate to grade 5 of 90% (see chart 5). But a survival rate of 90% by 2015 is not enough to meet the EFA Goal of ensuring that all children complete primary education by 2015. In order to achieve the EFA Goal, both NIR and survival rate should have reached 100% by 2011. Since EFA NPA targets are much lower as it appears that EFA NPA did not aim at ensuring that all children complete primary education by 2015. The intention of EFA Goal 2 that every child needs to complete primary education does not seem to have been realized in Nepal based on the discourse related to EFA.



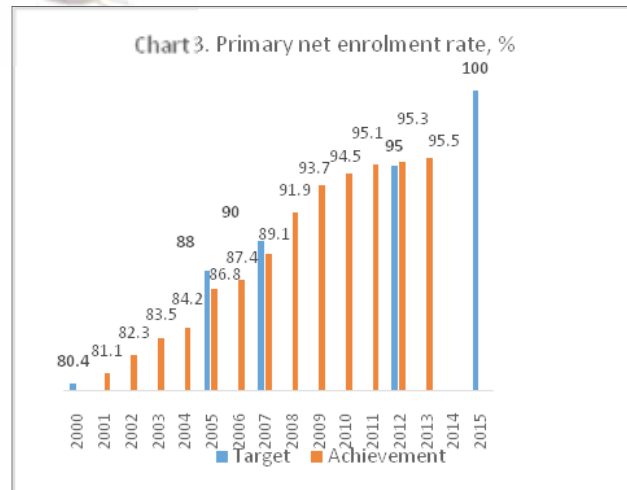
Source: DOE Flash Reports. Target number are in bold.



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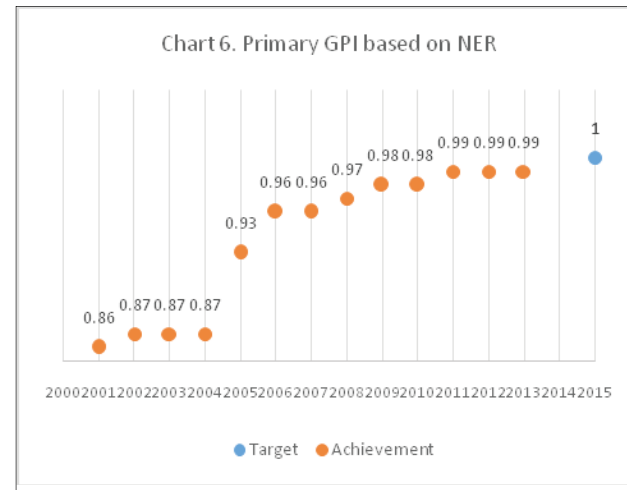
<sup>4</sup>In private schools.





Source: DOE Flash Reports. Target number are in bold.

Equity: Nepal has practically achieved equitable access for girls to primary education (see chart 6). Gender Parity Index (GPI) based on NER has increased from 0.86 in 2001 to 0.99 in 2011. Similarly, good progress has been made towards increasing access to disabled children. In 2011, primary GER for disabled children was 78%<sup>5</sup>. Since last few years, DOE has started to monitor enrolment of 22 extremely disadvantaged janajati, which is an important initiative in terms of ensuring access to



Source: DOE Flash Reports. Target number are in bold.

primary education for children in difficult circumstances and of ethnic minorities. Using population data from 2011 census and enrolment from Flash 2011, gross enrolment rate for 16 out of 22 extremely disadvantaged janajati was estimated. According to these estimates, GER equals 77%<sup>6</sup>. Based on the above the efforts made by the Government to make equitable access to primary education for girls and children in difficult circumstances should be appreciated.

## ASSESSMENT OF PARTICIPANTS ON FREE AND COMPULSORY EDUCATION FROM THE STAKEHOLDERS' CONSULTATION

### Success

With regard to free and compulsory education, participants perceived increased accessibility to schools. They opined that increased inclusiveness in education contributed remarkably to improve gender parity. Further, the participants felt that improved infrastructure including sanitation has created minimum learning environment in schools. Moreover, the sense of belongingness of community people towards schools increased from the government's policy of handing over public schools to community for the better management and monitoring by community. According to them, all these actions have contributed to increase the access of children to schools.



<sup>5</sup>Computed by the author based on DOE, 2011 and CBS, 2011.

<sup>6</sup>GER was calculated only for 16 janajati because population for 6 janajati was not available. The estimated value needs to be treated with caution since some of the data used were inconsistent.

## THE ASSESSMENT OF PARTICIPANTS ON ECCD FROM THE STAKEHOLDERS' CONSULTATION

### Gaps

Participants in the consultation viewed that regardless of free and compulsory primary education policy, this policy has not been implemented fully. According to them, guardians are compelled to pay the fee in different forms. Besides, they inherently recommended to adopt the policy of compulsory education. The participants' dissatisfaction was on the rhetorically announcement of free education by the government without any preparation. Moreover, public education couldn't be free to the children with disability as existing school's infrastructures, curriculum, textbooks and instructional materials are not disabled friendly and they are more expensive and not easily available. According to them, the pervasive situation is due to mindsets of policy makers and insufficient policies to respond the needs of the children. Some of the participants also noted that difficult geographical feature of Nepal has become a barrier to the children.

In addition, they perceived school dropout is associated with unavailability of schools in proximity, which is more pervasive among economically poor people and dalit community. They viewed that the current scholarship distribution mechanisms couldn't address the people whom it was targeted. Based on their opinion, it was because of lack of good governance practice in school administration and accountability. Thus, the participants seemed to prefer distribution of scholarships on the basis of financial hardship.

Participants expressed their concern about ineffectual implementation of CAS in schools by teachers. According to them, weak implementation of CAS system has adversely affected quality of education in schools.

### 2.1.2 Unfinished agenda and beyond 2015

The goal of ensuring that by 2015 all children have access to and complete primary education has not been met. DFA states, "all children must have the opportunity to fulfill their right to quality education in schools or alternate programs at whatever level of education considered basic". The concept of basic education consisting grade one to eight was introduced after adoption of the EFA NPA. Hence, technically the scope of EFA Goal 2 for Nepal may be limited to primary education. But, beyond 2015 the scope of this goal should expand to grades one to eight.

In 2013, NER for grade 1-8 was 86.3% and survival rate to grade eight was 72.1%. This shows that adopting a goal of education for all up to grade 8 seems to be realistic. This goal is also in line with the aim of the Interim Constitution of Nepal which aims to establish right to free education up to grade 10. (GON, 2063) Universal education up to grade 8 makes sense also from the perspective of Nepal's competitiveness in the global economy as more and more countries aim at universal education up to grade 10. Therefore, ensuring that all children complete basic education (grade 8) with quality should be an agenda beyond 2015.

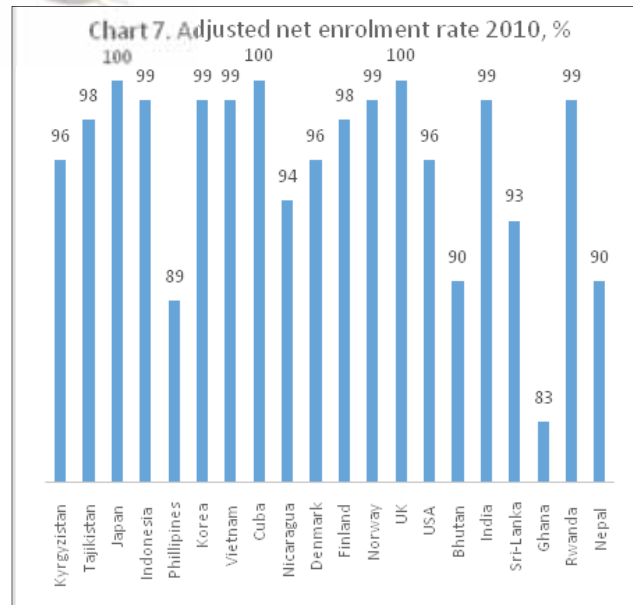
For successful accomplishment of the goal of education for all, stakeholders need to develop a common understanding of the rationale and definition of education for

all. Adequate discussion on this issue does not seem to have taken place in Nepal. Education for all commitment appears to be an agenda driven by the international movement - Jomtien Declaration rather than a home grown movement. It appears that education for all in operational terms has been interpreted largely as free primary education. It seems there is no commitment to ensure that every child completes primary education.

For developing a shared understanding of the goal of education for all, a few issues related to this are discussed below.

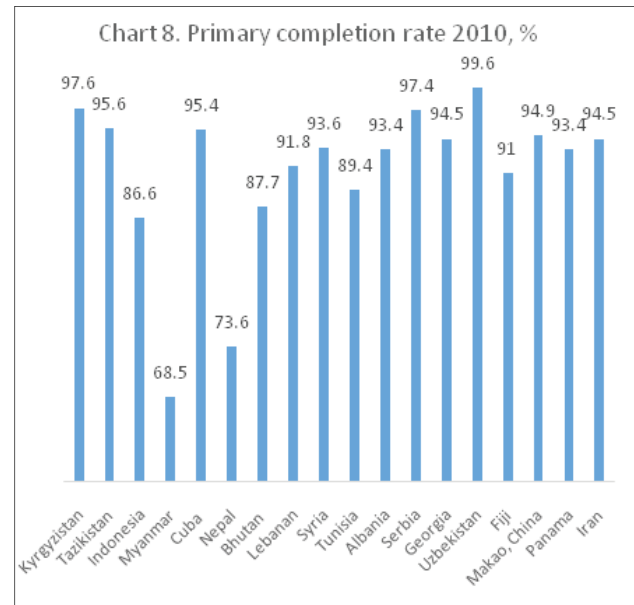
*Does education for all really mean ensuring that every child completes primary education?* The way EFA Goal 2 is formulated, it is clear beyond doubt that it is meant to ensure that every child completes primary education.

*Is it feasible for every child to complete primary education?* Adjusted NER and primary cohort completion rate for selected countries are presented in charts 7 and 8 to illustrate how close the other countries are towards achieving the goal of universal primary education. The charts show that countries belonging to different income groups have been successful in achieving ANER and Completion Rate much higher than that of Nepal. Therefore, the ability to ensure universal completion of primary education should not be an impossible goal.



Source: UNESCO, 2014

Why should a state ensure that every child completes primary? The primary reasons for ensuring primary completion by every child are ensuring social inclusion and increasing productivity of labor force. If social inclusion



Source: DOE Flash 2011 for Nepal and UNESCO, 2014 for the rest.

is critical for stable and peaceful political environment, increasing productivity is important for competitiveness of country's economy, both of which are prerequisites for accelerated economic growth.

### SUGGESTION OF PEOPLE FOR POST 2015 EDUCATION AGENDAS ON FREE AND COMPULSORY EDUCATION

According to participants schools do not have adequate learning materials/reference materials. Thus, they suggested providing one library to each school so that students will have opportunity to enhance their creativity in learning. They also underlined the need for managing disabled friendly library and other school infrastructure including toilets and safe drinking water. The participants also stressed a need of establishing separate schools to the juvenile delinquent. Further, as the participants viewed, emphasis should be given to adopting the policy of reward and punishment for implementing the code of conduct effectively to ensure professional ethics, de-politization and culture of impunity to assure the quality education in public schools.

Moreover, the pattern of migration has been increasing because of the development. The people have started to live in relatively well off places where they can consume all means of development evolved from science and technology. Together with their parents, even the school aged children have migrated towards rural to urban areas and therefore, the education should address their needs. Besides, participants suggested to emphasize 'Learning for All (LFA)' in post 2015 rather than 'Education for All (EFA)'. Their argument is that EFA focused more on the access but the quality education during this period remained in question and debate. But if it could be stated as LFA, according to them, it will lay foundation for better learning in classroom situation that can support more for quality education for all.

They were in favor of effective and frequent monitoring of schools. In doing so, the local governmental bodies like; Village Development Committee, Municipality and District Development Committee can be activated. They have also given more emphasis on contemporarity of legal arrangements such as education act and regulation and their effective implementation. As they have underlined the local government bodies including SMCs and PTAs needed to be more responsible, accountable and functional for monitoring and evaluation of school education which can contribute to enhance the learning achievement of the children.

In the consultation, the participants suggested to adopt computer based education system for post 2015. In doing so, participants focused on compulsory computer education in all public schools though some of the public schools have practiced it from their own initiatives. Besides, they suggested providing one library to each school so that students will have opportunity to enhance their creativity in learning. They also underlined the need for managing disabled friendly library and other school infrastructure including toilets and safe drinking water. The participants also stressed a need of establishing separate schools to the juvenile delinquent. Further, as the participants viewed, emphasis should be given to adopting the policy of reward and punishment for implementing the code of conduct effectively to ensure professional ethics, de-politicization and culture of impunity to assure the quality education in public schools.

### 2.1.3. Strategic priorities

Key Government policies pertaining to ensuring primary education for all are as follows: i. ensuring that a school is within easy walking distance for a child, not more than 20 minutes; ii. Free education - No charges for registration, tuition or school operation, and free textbooks; iii. Incentives to the needy students – school dress and scholarships; iv. school improvement to attract and retain students; v. school feeding programme in food deficit areas to attract students; v. alternative schooling programs to facilitate children in difficult circumstances - school outreach for the children in remote and difficult areas, flexible school for working and disadvantaged children, and out of school programs for children who are not enrolled in a school, or who are school dropouts; and vi. mainstreaming the educational provisions of the traditional religious institutions like Madrasa, Gumba and Gurukul.

Remarkable progress has been made in implementation of the policy of making school facilities available within a short walking distance. According to NLSS, 2011, 94.7% of children can access primary schools within

30 minutes of walk, 4.4% within one hour; 0.9% within two hours, and 0.1% walking for more than three hours<sup>7</sup> (CBS, 2011).

There are a lot of confusions with respect to free education policy. Schools are forced to raise some funds from students since schools do not get adequate public funding for school operation. At times, this policy has led to serious disputes in schools negatively affecting their operation. During consultations, stakeholders underlined the need for clarifying this policy.

Scholarships constitute the main incentive for attracting needy students to school. Scholarship is provided to all dalit students, 50% of girls, students with disabilities and children from marginalized groups. While there is little doubt about contribution of these scholarships in increasing access to primary education for target groups as they are not proved to be enough for bringing all the needy children to schools. According to NLSS, 2010, children from poor families continue to lag behind richer peers in access to primary education (see table 1).

**Table 1. Primary net attendance rate by consumption quintile**

Consumption quintile	Primary net attendance rate 2010, %		
	Boys	Girls	Total
Poorest	65.1	66.2	65.7
Second	64.8	70.9	67.8
Third	63.9	68.6	66.5
Fourth	71.7	74.1	72.9
Richest	75.5	77.3	76.4
All	67.2	70.2	68.8

According to Annual Strategic Implementation Plan 2013/14, the allocation of scholarship at the basic education level was around one and half billion rupees, which is around 3.2% of basic education budget. The pertinent question is whether more money should be spent on scholarships to attract remaining out-of-school children or scholarship should be increased in tandem with more effective utilization of existing resources by better targeting of resources available.

Other policies outlined above but not discussed are generally adequate for ensuring access to primary education. Strategic policy priorities for ensuring that every child completes basic education are: free and compulsory primary education; assigning responsibility for ensuring that all children attend school; and increasing effectiveness of incentives.

Free and compulsory primary education: 2015 is approaching but primary education is not yet compulsory. This is an absolute pre-requisite for ensuring that every child completes primary education. In spite of the Government's commitment to DFA, discussion on making primary education compulsory may have just started according to a recent press reporting. According to the reporting, the Government appears to be working on legislation for making primary education compulsory. This is indeed a very welcoming initiative. Nepal's success in meeting EFA Goal 2 would largely depend upon how this law is formulated. Therefore some discussion on what should this law include, need to follow.

Compulsory education should entail the Government taking responsibility for a child completing primary education even if parents fail in this duty for whatsoever rea-

<sup>7</sup>The total is more than 100% due to a rounding error.



son. The main strategy for making every child attend a school is to encourage, help and even force as a last resort, and parents to send their children to school. If this strategy fails then the Government should make its own arrangement for sending children to school and keeping them in school.

DFA states, "no one should be denied the opportunity to complete a good quality primary education because it is unaffordable" (UNESCO, 2000). DFA envisaged free and compulsory education as a strategy for attaining EFA Goal 2. As a follow up to Dakar initiative, international campaign to make primary education free was launched. Most developing countries declared primary education free but not compulsory. Free education was to help making it affordable to everyone and thus help making primary education compulsory. But, once the goal of compulsory education was differed, free education itself turned into a goal with no real commitment for making sure that every child completes primary education with good quality.

Free primary education enshrined in the Interim Constitution of Nepal as a goal and backed by the Education Act continues to trigger debate in the society. This debate has distracted the society from a discourse about compulsory education. Hence, it is important to interpret the policy of free primary education in the context of making it compulsory.

It is obvious that free primary education has made it affordable to more parents and hence contributed to increase enrolment. But, free primary education was not only enough for every parent to send their children to school but also contributed to decline in quality of education because the Government was not able to allocate to schools minimum required resources for delivery of quality education. Most community schools in Nepal, as public schools elsewhere in the world, continue to seek parental contribution out of dire needs. Evidence on the ground suggests that only those community schools which have been able to supplement government funding by parental and/or other contribution have managed to meet parents' expectation on quality education.

The policy of free primary education has at times served as a pretext for activists to dispute about the parental contribution very often leading to decline of well-functioning community schools. Parental dissatisfaction with community schools associated, among others, with lack of bare minimum required funding has led to flight of students from community schools to institutional schools. The share of primary enrolment in institutional schools continues to increase. It increased from 15.1% in 2012 to 15.4% in 2013. Even parents who can barely afford institutional school fees are opting for institutional school leading to segregation of schooling along with wealth lines, which is bound to have negative social consequences. Implementation of the free education policy

without addressing this pitfall is not in the interest of the country.

It would be helpful to initiate a public dialogue on feasibility of replacing the policy of "free education for all" by the policy of "free education for all who cannot pay" unless Nepal can meet obligations for financing minimum costs required for delivery of quality primary education. Evidence elsewhere suggests that Nepal is unlikely to be able to do so. In this context, it would be interesting to note that school meals in UK are free only for those students who cannot afford it. If a wealthy nation like UK is unable to provide free meals to all students, it would not be surprising if Nepal is not able to afford free primary education to all.

"Free education for all who cannot pay" would mean that community schools may levy fee from students who agree to pay and would not be allowed to deny admission to students who are not able to pay. The Government financing would have to take into account the share of students getting free education. Such community schools already exist in practice. Such schools are referred to as "cheap boarding schools".

Assigning responsibility for ensuring that all children attend school: To make education for all campaign successful, it should become a program of highest priority and as such should be monitored at the Cabinet level. The responsibility for achieving the goal should lie with the Ministry of Education entrusted with education for all resources. Since MOE is the budget holder for education for all activities, the natural agencies for executing this program at sub-national levels would be district education offices (DEOs) and schools. But, such an important and difficult program would hardly be possible to implement without political support at the local level. Ideally, VDCs would have been the best agencies for bringing out-of-school children to school but until such time elected VDCs are in place and they are mandated to take this responsibility, multiple agencies may be entrusted with this responsibility. Based on assessment of situation on the ground, DEOs in cooperation with DDCs may assign responsibility for enrolling all primary age children in a particular VDC or wards to VDCs, schools, community organizations or NGOs.

Agencies assigned to enroll all primary age children (to begin with children of age 5 and 6) will begin with identification of children to be enrolled in the coming school year well in advance. From this group, children in risk of non-enrollment will be identified. The possible criteria for identifying households where children are at risk are as follows: i. households that have primary age out-of-school siblings of age 7-9; ii. households from which no one has ever attended school; and iii. households where all are illiterate. Assigned agencies will receive funds based on predefined criteria. These agencies will be responsible for making sure that all target group chil-

dren are enrolled in and attend schools regularly. This monitoring will continue till children complete primary education. Assigned agencies will have freedom to use funds as per their discretion towards meeting costs of goods and activities that help getting children enrolled in schools and keep them there.

Increasing effectiveness of incentives: School incentives are designed to encourage children to enroll in schools and keep attending. With introduction of agencies responsible for enrolling and keeping in schools for the children who are at risk, incentives need to be administered in coordination with assigned agencies except when the same school is responsible for both for administering scholarships and enrolling children to the school. If the current arrangement of blanket approach of incentives does not become the best possible option for managing incentives, then, school should be allowed to change the allocation criteria in the interest of increasing effectiveness of incentives.

### 3. APPROPRIATE LEARNING AND LIFE SKILLS

#### 3.1.1. Outcomes

DFA Goal Three reads, "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs". Three thrust areas of the goal are: i. expansions of secondary education; ii. protecting young people from risks; and iii. opportunity for on-going education.

EFA NPA did not include a plan to expand secondary education. But, the government and donors were investing

on secondary education albeit outside the framework of EFA. In 2009, secondary education was included in School Sector Reform Program (SSRP) and it became an integral part of education for all program. SSRP aimed at increasing NER for secondary education (grade 9-12) from 21% in 2008 to 27% in 2013. The target has been exceeded – NER reached 33.2% in 2013. The corresponding GER was 51.7% with lower secondary<sup>8</sup> grade (9-10) GER of 71.7%. Nepal's achievement in lower secondary education is impressive as it has reached GER comparable to lower middle income countries<sup>9</sup> (Joshi et al. 2013). Nepal's upper (higher) secondary GER also has crossed the lower bounds of upper secondary GER for lower middle income countries (GER for Morocco is 38%).

Introduction of vocational programs from grade 9 represents an important initiative aimed at meeting this goal. Among other initiatives in this direction are expansion and diversification of vocational programs after grade 10, the provision for assigning 20% weightage in the curriculum for local content and revision of health curriculum for grades 1-10 to integrate life skills.

Design and dissemination of programs to prevent and combat HIV/AIDS is the main step taken for protection of youth from risks under the EFA NPA.

Establishment of new community learning centers (CLC) and post literacy programs are the key initiatives aimed at providing opportunity life-long learning opportunities for youth and adults.

Based on the above, the goal of ensuring the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs was met satisfactorily.



<sup>8</sup> International terminology for classifying secondary education is used here. It is different from the definition of lower secondary in Nepal consisting of grades 6-8. In Nepal grade 9-10 is referred to as secondary education.

<sup>9</sup> The average lower secondary GER for selected lower middle income countries is 72%.



## ASSESSMENT OF PARTICIPANTS ON APPROPRIATE LEARNING & LIFE SKILLS FROM THE CONSULTATION

### Success

The participants in the consultation perceived that the government's policy of developing life skills is appropriate. They hailed the introduction of technical education and vocational training programs like Enhanced Vocational Education and Training (EVENT) as success. Further, participants categorically stressed out the need of career counseling, self reliant activities and career plan as parts of appropriate learning and life skill.



## ASSESSMENT OF PARTICIPANTS ON APPROPRIATE LEARNING & LIFE SKILLS FROM THE CONSULTATION

### Gaps

Most of the participants in almost all consultations viewed that lack of effective implementation of the policy of life skill development has created unemployed mass of human resource in the market. Nepal as agricultural country to enhance the economic growth, the government should give priority to agriculture and needs to have agriculture as a compulsory subject. Participants raised the issues with government to address the problem of unemployment which could be addressed through revising the school curriculum as per the needs.

### 3.1.2. Unfinished agenda and beyond 2015

There is no substantive unfinished agenda from EFA NPA. Some potential agenda related to secondary education for the period beyond 2015 are discussed below.

**Secondary curriculum:** More and more basic education graduates are entering into secondary education every year. This rising demand is associated with increasing job market demand for secondary graduates, increased earning potential of secondary graduates compared to that of basic education graduates, and the social prestige that the School Leaving Certificate (SLC) holders carry in Nepal. Based on international experience, the participation rate at secondary level, especially at grade 9-10, is bound to increase even further. This will make the abilities of students entering into secondary education more and more diverse. Similarly, the diversity of aspirations of secondary entrants will increase. The challenge ahead is designing a secondary education system that serves the diverse abilities and aspirations of secondary students.

In spite of successive changes in the secondary (grade 9-10) curriculum, it continues to largely retain the original goal of secondary education – preparation for higher education, whereas, at present, only around a quarter of secondary entrants continue higher education. The current curriculum is ill-suited for majority of youths who join the job market upon completion of secondary education. And the current academic curriculum is designed to serve requirements of aspirants for higher education, and not the majority of students with weaker academic

aptitude. The flawed secondary curriculum is one of the major reasons behind the high failure rates in SLC examinations.

The high failure rates in SLC severely constraints the learning opportunities for youth unduly restricting their access to further education. Similarly, the curriculum, unsuited for the job market, makes their learning experience at the secondary level little meaningful for their further career. All developed countries have reformed their secondary education to take into account the change in the purpose of secondary education from one of preparation for higher education to one for the job market and higher education. Reform in secondary curriculum to cater for secondary entrants with diverse abilities and aspirations can be a potential big agenda beyond 2015.

**Examination reform:** Secondary curriculum reform should be accompanied by examination reforms. Pass and fail in SLC examinations do not make sense since a single examination cannot evaluate whether secondary completers are qualified for a variety of jobs requiring different competencies and variety of further education requiring different academic abilities. Therefore, a new examination system should certify the knowledge and competencies that secondary completers have achieved rather than declaring them pass and fail.

**Integration of secondary education:** One of the objectives of SSRP is to restructure school education by combining primary and lower secondary education to form basic education, and secondary education (grade 9-10)

and higher secondary education (grade 11-12) to form (integrated) secondary education (grades 9-12). The integration of secondary education is still to be accomplished. As a part of assessment of EFA, there is compelling rationale for reviewing, if integration of secondary education is timely for Nepal's stage of development.

In developed countries, typically secondary education consists of a single level and is designed for universal access. The duration of schooling needed for completion of secondary education is typically twelve – thirteen years. But, in most developing countries, secondary education continues to be offered at two levels – lower and upper secondary. Developing countries are moving towards universalizing lower secondary but not upper secondary. The planned integration of secondary education may have to be reviewed because of the following

considerations: i. there are no plans for universalization or high participation in integrated secondary education. Hence, after the integration of secondary education, larger share of youths than at present will have to be contained with basic education. This is neither socially acceptable nor matches with the job market trend of decreasing job opportunities for basic education graduates; and ii. historically higher secondary education was established outside the school system, and it is operating under a system significantly different from the school system under the Department of Education. Integrating secondary education does present a serious organizational and operational challenge that may not be upset by other advantages, and may potentially destabilize the secondary education system for considerable time. Hence, review of the planned integration of secondary education could be an agenda beyond 2015.

## SUGGESTIONS FROM PARTICIPANTS IN STAKEHOLDERS' CONSULTATION FOR THE POST-2015 EDUCATION AGENDA

The message from the participants was that the education beyond 2015 needs to emphasize more on contextualized human capital formation so as to contribute to generate employment. The education needs to set the priorities of imparting behavioral knowledge and life skills. Further participants suggested, paying emphasis on imparting skill-based practical education that can promote entrepreneurship skills. In doing so, there needs to be a center of attention to practical education towards promoting natural resources and foster the development possibilities such as in the areas of agriculture, tourism and hydropower.

Another aspect the participants raised was the livelihoods and poverty issues. Livelihoods and poverty are closely interrelated. Nepal has made significant efforts on poverty reduction through planned development procedures for five decades (Central Bureau of Statistics [CBS], 2010). But still 23% of people are still under the poverty line (NPC, 2013). In this context, the participants were in favor of practical education so that the people (with special focus on marginalized and deprived communities) will have more livelihood opportunities and support for their children's education.

Another focus of the participants was to adopt information technology based education as it has become the global trend. They also stressed to promote the functional literacy. According to them, the literacy doesn't mean only to acquire basic skills of reading, writing, speaking, and listening, but also to utilize the skills and knowledge gained as part of literacy so that people can enhance their quality of life. Besides, participants also suggested that the Nepalese education needs to give priorities to produce skilled human resources so that they are sellable in the global market. Further, the education system of Nepal needs to focus on vocational education which fits best in the job market. Thus the participants' intrinsic focus was in favor of the education system that helps to promote knowledge economy.

Stressing on the need of practical education, participants' voiced their disagreement with the education system of Nepal that has given less importance in protecting and promoting indigenous knowledge as there are slowly disappearing because of the preference given to modern instrumental forms of knowledge. Therefore, they stressed on the need for adopting the indigenous/local knowledge in the school curriculum. This is because this corpus of knowledge is not only significant to promote sustainability of livelihood but, also, it has its significance in formal education ultimately achieves resilient livelihood. This knowledge arises directly out of the children's real life experiences, its incorporation into school-work can serve to motivate students. Thus as George says the inclusion of students' prior knowledge in the school curriculum fits squarely into the learner's abstract understanding from experience (George, 1999).

In addition, participants opined that indigenous knowledge/local knowledge is a form of culture; therefore, they were in line of promoting multiculturalism of diverse caste and ethnic groups of Nepal through education. The participants were advocating on culturally contextualized school curriculum that promotes the identity of individual, society and nation. As per their voices the culturally relevant curriculum could be more meaningful to promote the sense of belongingness of education system in Nepal.



### 3.1.3. Strategic policy priorities

Key government policies related to this goal are: i. strengthening and expanding CLCs; ii. introducing local context in the curriculum; iii. expanding access to secondary education; iv. introducing vocational education from grade 9; v. integrating life skills into the curriculum, particularly in the health curriculum; and vi. Sensitizing student about HIV/AIDS risks. These policies remain valid beyond 2015. Strategic policy priorities beyond 2015 are as follows: i. revision of secondary curriculum and examinations to enhance learning opportunities for youth; and ii. revisiting the planned integration of secondary education. The proposed curriculum revision is further elaborated below.

**Revision of secondary curriculum:** The transition of secondary education from one catering to select academically inclined students aspiring for higher education to one serving the needs of diverse student population from those aspiring for higher education to immediately joining labor market on graduation is a big change. This change cannot be managed efficiently without a major overhaul of the curriculum. Since this change has already taken place in Nepal some time back, a major overhaul of the curriculum is overdue.

#### The next cycle of curriculum revision needs to take into account the following:

- Knowledge and skills that entrants to secondary education would have acquired vary in a wide range. It would be hardly practical for all of them not only to master the same curriculum within the same stretch of time but also not all of them will be able to master the current curriculum in full. Therefore, instead of forcing academically weaker students to learn the difficult content, which they are not likely to learn, and thus humiliate and frustrate them, it is better to offer them an alternate curriculum that they can master. For example, subjects like mathematics that require sequential learning cannot be efficiently taught to a group, if the members of the group have mastered the prerequisite knowledge at different levels. In Singapore, duration of primary education is six years. But, at the fifth grade students are offered some courses including mathematics of two levels difficulty so that all students can learn the course meaningfully. Therefore, while revising the secondary curriculum feasibility of offering subjects like mathematics and science of different difficulty levels should be explored. This approach would not disadvantage students with weaker academic abilities because for someone entering the job market after grade ten, the current content of compulsory mathematics and physics curriculum is simply too high and not much of use for the job. Whatever time is saved by offering Mathematics and Science of lower

level of difficulty can be used to offer a course useful for the job market like say communication skills. And the Mathematics and Science of lower level of difficulty can be made more useful and easier to understand by offering them in more applied manner. If students taking Mathematics of lower level of difficulty decides to pursue higher education at some stage their wishes can be fulfilled by making provision for bridging modules that lead to more academic stream.

- Current secondary curriculum includes five compulsory subjects and two optional subjects with wide range of choices within them. The flexibility of secondary education can be enhanced by reducing the number of compulsory subjects, which will give more scope for the curriculum to respond to aptitude and aspirations of students.
- Over four million Nepalese are in temporary migration for job. Their working conditions are very difficult. They face inhuman exploitation and many other risks leading to injuries and even death. Since bulk of secondary graduates end up migrating for job, the secondary curriculum should prepare them for such adversities.
- As per the policy of the Government, life skills should be integrated into the curriculum and local content accommodated so as to make learning more meaningful.

## 4. ADULT LITERACY AND CONTINUING EDUCATION

### 4.1.1. Outcomes

"Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults", is the fourth EFA Goal. EFA NPA aimed at improving literacy rate from 48%<sup>10</sup> in 2001 to 75% in 2015. Because of the inconsistency of literacy data in EFA NPA and unavailability of literacy rate for year 2000 and 2013, literacy rates for 1995/96 to 2010/11 are used to assess progress in literacy rate improvement. Adult literacy rates based on three consecutive household surveys (NLSS) are presented in Table 2 (CBS, 2011). Within 15 years from 1995/96, the overall literacy rate improved by 58.7%, and literacy rate for women and men increased by 129.4% and 33.8% respectively. Both targets for improvement in overall and women's literacy rates were over achieved but the target for improvement in men's literacy rate was not achieved. It can be observed from the data in the table that the pace of improvement in literacy rate is significantly slower between 2003/04 to 2010/11 compared to that between 1995/96 to 2003/04. Considering the slow pace of literacy rate improvement between 2003/04 to 2010/11, the EFA target may not be met. However, Nepal deserves to be commended for a rapid pace of increase in the women's literacy rate.

**Table 2. Adult literacy rate (+15 yr), %**

	All	Female	Male
1995/96	35.6	19.4	53.5
2003/04	48	33.8	64.5
2010/11	56.5	44.5	71.6
why not update with the recent figure			
% increase in literacy rate between 1995/96-2010/11	58.7	129.4	33.8
% increase in literacy rate between 1995/96-2003/04	34.8	74.2	20.6
% increase in literacy rate between 2003/04-2010/11	17.7	31.7	11.0

Source: CBS, 2012

### ASSESSMENT OF PARTICIPANTS ON ADULT LITERACY AND CONTINUING EDUCATION FROM THE CONSULTATION

#### Success

Aligning with one of the EFA goals of achieving 50% improvement in adult literacy, the government of Nepal has made efforts through 'vision 2015'-non-formal education program to achieve the goal. They perceived that the government's strategic direction of educating parents through literacy program has contributed to the retention of their children in schools. In almost all consultations, participants perceived that the state has accorded a high priority to increase the literacy rate.



### ASSESSMENT OF PARTICIPANTS ON APPROPRIATE LEARNING & LIFE SKILLS FROM THE CONSULTATION

#### Gaps

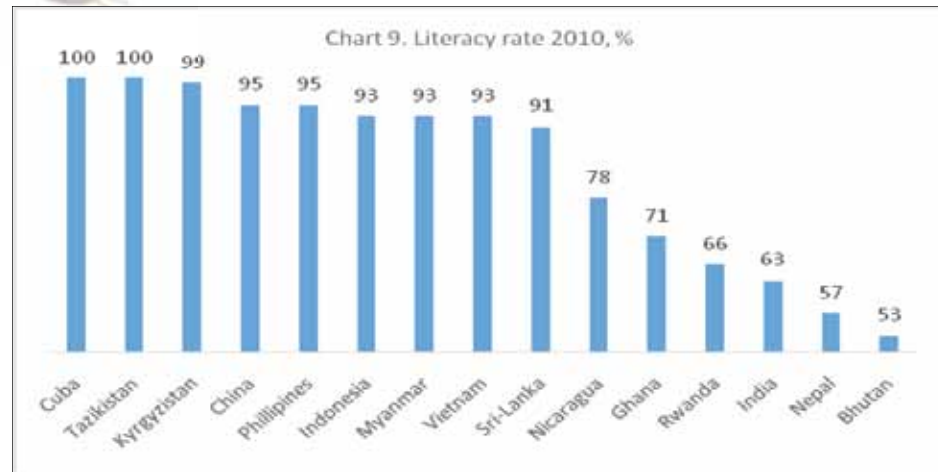
Despite the successes the participants highlighted, a number of things yet to be worked out by the government and other concerned stakeholders. They intrinsically pointed out the lack of continuous monitoring and follow up of adult literacy programs. There has been no follow up and no learning opportunities after the completion of adult literacy classes. Therefore, the participants viewed that there are number of cases that people stopped thinking about what they learnt. Their stress was towards the timing of the adult literacy classes. They suggested not to impose the time by the government but to let them select what fit to them locally. Their understanding is that if the classes have been conducted as locally available and appropriate time, this could increase number of learners in literacy classes. Besides, lack of disabled friendly infrastructures and educational materials have prevented access of people with disability to literacy classes.

### 4.1.2. Unfinished agenda and beyond 2015

Everyone in the work force needs to be literate to enhance productivity and compete in the global economy. Beyond 2015, Nepal needs put a bold agenda of eradicating adult illiteracy say 2025-2030.

To give some idea about whether such a goal will be realistic, literacy rate of selected countries is presented in chart 9. The chart shows that some low income countries like Myanmar and Rwanda have made greater progress. This indicates that Nepal adopting an agenda of universal literacy should be feasible.

<sup>10</sup>According to NLSS, 1995/96 the overall literacy rate was 48% in 1995/96.



Source: UNESCO, 2014.

Urban rural divide and male female divide in literacy remains large in spite of the improvement in literacy rate. In 2010/11, urban adult literacy rate was 72.8% compared to 42.7% rural, and male literacy rate was 71.6% compared to 44.5% female. Disparity between literacy rates of ethnic groups is very high with literacy of Hill Brahmins of 75% and 7% for Musahars (Tarai Dalit). Narrowing the urban-rural, male-female and inter-ethnic divide should be a major focus while striving for universal literacy.

One of the serious challenges for improving adult literacy is lack of data for monitoring progress made and effect appropriate changes in the strategies adopted on a timely basis. Therefore, the feasibility of collection of literacy data complementary to household survey should be explored. Since individual illiterates would have to be targeted for eradication of illiteracy, identification of illiterates by wards and devising plans to offer literacy programs at that level may make sense. Detailed analysis of ways to collect periodic data on literacy and micro-planning for eradication of illiteracy would be needed for formulating credible plans for literacy improvement.

Numerous agencies other than MOE are engaged in delivery of literacy programs. It does not appear that programs of agencies working in the same area are co-ordinated to avoid duplicating efforts on the same illiterates. To ensure efficiency of use of scarce resources, developing data base of illiterates by ward and monitoring progress in reduction of illiteracy by ward would be very important.

**Table 3. Gender parity index for basic education, Flash Report, 2013/14**

Level	GER		GPI by GER	NER		GPI by NER
	Girls	Boys		Girls	Boys	
Primary (G1-5)	142.4	131.6	1.08	95	96.2	0.99
Lower secondary (G6-8)	86.2	82.4	1.05	73.5	71.7	1.03
Basic (G1-8)	119.6	111.9	1.07	86.3	86.4	1.00

Source: DOE, 20xx

#### 4.1.3. Strategic priorities

Strategic priorities related to this goal are: i. developing a credible plan for reduction of illiteracy engaging broad cross section of society including agencies involved in literacy programs; ii. creating database of illiterates by ward and VDCs, and engaging VDCs in coordination of literacy programs; iii. targeting literacy programs to lagging groups – rural, females, poor and lagging ethnic groups.

### 5. ENSURING SOCIAL EQUALITY AND GENDER PARITY

#### 5.1.1. Outcomes

DFA Goal 5 states that "Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in, basic education of good quality". While the focus of DFA is gender equity EFA NPA scope which includes both gender and social equity. But, EFA NPA does not have indicators for social equity. Therefore, the assessment here covers only gender equity.

*Primary education:* GPI based on GER and NER for basic education computed based on DOE Flash Reports (DOE, 2013) is presented in table 3. And GPI calculated from NLSS, 2010/11 is presented in tables 4.

**Table 4. Gender parity index for primary education, NLSS 2010/11**

Level	GER		GPI by GER	NER		GPI by NER
	Girls	Boys		Girls	Boys	
Primary (G1-5)	119.4	121.7	0.98	80	76.6	1.04
Lower secondary (G6-8)	89.6	85.2	1.05	41.4	42.5	0.97

Source: CBS, 2011

Flash Reports show that gender parity has been achieved for basic education, which comprise primary education and lower secondary education. NLSS results show under achievement in gender parity for primary education based on GER and overachievement based on NER and vice versa for lower secondary education. Considering that NLSS data are three years older than data from

Flash Reports, it may be concluded that gender parity has been achieved in primary education.

Secondary education: GPI based on GER and NER for secondary education computed based on DOE Flash Reports (DOE, 202013) is presented in table 5. And GPI calculated from NLSS, 2010/11 is presented in tables 6 (CBS, 2011).

**Table 5. Gender parity index for secondary education, Flash Report 2013/14**

Level	GER		GPI by GER	NER		GPI by NER
	Girls	Boys		Girls	Boys	
Secondary (G9-10)	69	68.3	1.01	54.6	55.1	0.99
Higher secondary (G11-12)	32.3	31.7	1.02	11.6	11.4	1.02
Secondary (G9-12)	50.7	50.1	1.01	33.2	33.3	1.00

Source: DOE, 20xx

**Table 6. Gender parity index for secondary education, NLSS 2010/11**

Level	GER		GPI by GER
	Girls	Boys	
Secondary (G9-10)	69	68.3	1.01
Higher secondary (G11-12)	32.3	31.7	1.02
Secondary (G9-12)	50.7	50.1	1.01

Source: CBS, 2011

DOE Flash Reports show that gender parity has been achieved for secondary education, which comprise secondary education and higher secondary education. NLSS results, based on GER, show significant under achievement in gender parity for secondary education and small underachievement for higher secondary education. NLSS results show higher GPI for higher secondary than that of secondary. This is in principle possible given that a bulk of students at the higher secondary level belongs to more affluent families that do not discriminate girls. But, since this is opposite to the trend NLSS results may need further verification.

Higher education: According to Higher Education Management Information System of the University Grants Commission (UGC), in 2011, gender parity index for higher education (covering bachelors and above programs)

has reached 0.82 from 0.63 in 2007. But according to NLSS, 2010/11, it has reached only 0.59 in 2011. Given that GPI for higher secondary has reached 0.97. It may not be credible for GPI to drop to 0.59 for higher education. Notwithstanding this discrepancy, gender parity in higher education is not likely to be achieved by 2015.

Promotion rate can be served as a proxy for quality of learning. To assess where girls stand in terms learning in comparison to the whole class promotion rates of girls in primary education is compared with that for the whole class (see table 7). In 2005, girls' promotion rates in grade 1-5 were slightly less than that of boys. But in 2012, girls are doing slightly better than boys. This indicates that at the primary level there is not only equitable access for girls but also enjoy equal learning opportunities compared to boys.



**Table 7. Promotion rate in primary education**

Grade	Promotion rate, %			
	2005		2012	
	Total	Girls	Total	Girls
1	59	58.1	72.5	73.1
2	78.6	78.1	87.8	88.1
3	81	80.9	89.4	89.6
4	79.7	79.9	89.4	89.4
5	78.1	77.6	88.7	88.9

Source: DOE, 20xx.

NASA for grade 8 conducted in 2011 (Metasamuuronen, J., Kafle B.R. 2013) concludes that "There are no remarkable differences between boys and girls, urban and rural schools, and across ecological zones". This is another confirmation that learning in basic education is equitable.

### ASSESSMENT OF PARTICIPANTS ON ADULT LITERACY AND CONTINUING EDUCATION FROM THE CONSULTATION

#### Success

Nepal has made noticeable progress in access and gender equality in schools. The Flash Report of Department of Education (2013) clearly shows that there is 95% NER of girls in primary education which is 86.3% in basic education. Therefore, consistent with the commitment made to EFA goals and MDGs, Nepal has continued to strive to meet its national goals of achieving gender parity in education, despite gender discrimination rooted in the socio-economic, cultural and political system of a country. The emphasis has been given to gender equity and equality in education. In this regard, the participants in all regional consultations viewed that the gender parity has been demonstratively improved and girls' scholarship programs contributed to this success. Moreover, along with a decrease in gender-based discrimination, the legally prohibited social practices such as child marriage and discrimination against the children on the basis of caste/ethnicity have also been reduced in the communities.

Further they viewed that out of a number of gender related interventions, the provision of female teachers in school has contributed to remarkable progress in gender equity and it has improved learning environment in schools. Participants highlighted that the presence of female teachers in schools can have a number of positive impacts on promotion of girls' education such as enhanced intake, retention, regularity, and reduced dropouts, sexual abuses and exploitation against girls in schools.

### ASSESSMENT FROM PEOPLE'S PERCEPTION ON GENDER EQUALITY AND SOCIAL INCLUSION FROM STAKEHOLDERS' CONSULTATION

#### Gaps

Together with notable attainments in gender parity, the participants felt that there is still issue of mainstreaming children from marginalized/deprived communities and children with multiple disabilities into the formal education system. It is because of stereotype thinking in the society towards such group of children. Participants' thinking is that the government is unable to provide learning materials and develop curriculum and textbooks for children with disability like blind and deaf. They also claimed that children from certain hard core groups have not been able to access scholarships or incentives though scholarships are critical to mainstream them into the education system.

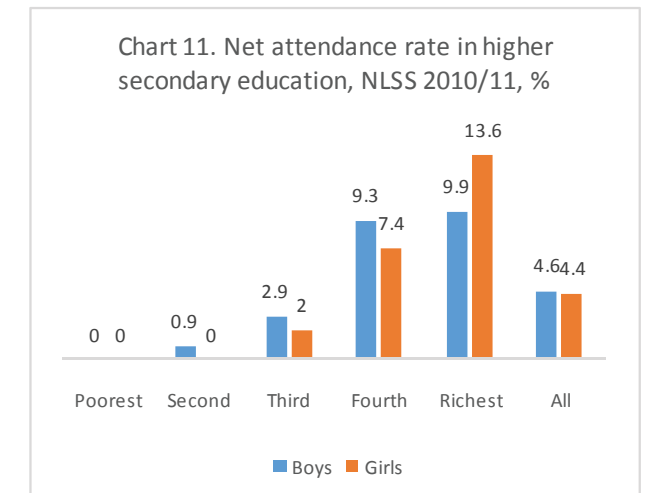
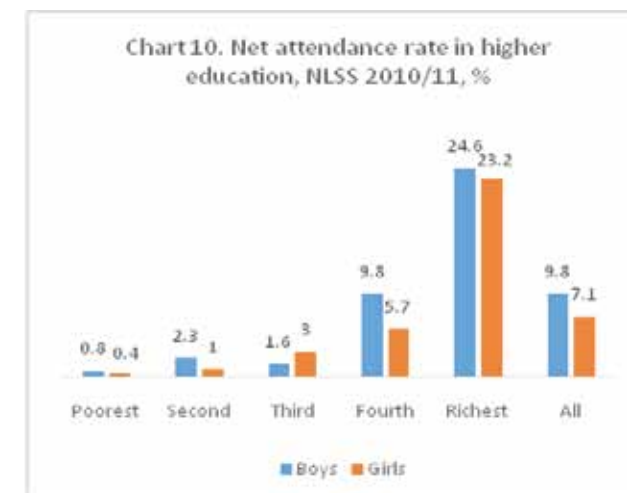
On the other hand, as envisaged by the national and international legal frameworks, the education is the fundamental rights of children. However, they have viewed that still many children are deprived of this basic rights of getting access to quality education. They have the perception that the discrimination against dalit in participation in children clubs still exists. In this context, the people from other caste groups perceived that discrimination has been somehow reduced in schools. However, people from dalit community opined that there is a need of conducting several interventions to reduce the caste based discrimination in schools. They also perceived that discrimination against dalit is prevalent in the community level and this sort of discrimination has impacted learning achievement of dalit children in schools.

### 5.1.2. Unfinished agenda and beyond 2015

The main unfinished agenda is achieving gender parity in higher education. Chart 10 shows that the net attendance rate (NAR) for poorest two quintiles is more skewed in favor of boys compared to richest two quintiles (CBS, 2011). Therefore, as more students from bottom quintiles enroll into higher education, there is a risk that gender parity may not increase. The same tendency may be observed in higher secondary education (Chart 11). NLSS results show that the richer section of the population treat girls at par with boys while the poorer section not. This is also confirmed by the higher girls NAR compared to boys in higher secondary education (CBS, 2011). Based on the above financial support targeted to girls from bottom quintiles would be critical for accelerated achievement of gender parity in higher education

and maintaining gender parity in higher secondary education.

There are various scholarship programs to support girls attending higher education and higher secondary education. Among them the student assistance programs implemented by Student Financial Assistance Fund Development Board (SFAFDB) has been relatively more successful in targeting needy girls. It provides grants for students from bottom two quintiles, identified based on proxy means testing, who secure admission to higher education and higher secondary education programs. For accelerated progress towards gender equity, SFAFDB program should be scaled up and other programs should also consider employing targeting instruments developed by SFAFDB.



### SUGGESTIONS OF PARTICIPANTS FOR THE POST 2015 EDUCATION AGENDA IN THE STAKEHOLDER'S CONSULTATION

The government of Nepal has introduced equity interventions with a view to achieve equality. Equity is to make just society and to emancipate the oppressed and deprived children by mainstreaming them into the education system. Efforts have been made to mainstream the marginalized and deprived children including girls and children with disability. Scholarships/incentives have been provided to the students from underprivileged, marginalized, and deprived communities to mainstream them into formal schooling.

However, the data of government shows that the net enrollment rate is 95.7% (DoE, 2013). This depicts that there are still a large number of school age children who have not been able to join the school. The children who belong to the disadvantaged and the deprived communities and girls constitute a larger proportion of this population. One of the key issues the participants raised for the post 2015 education agenda was the opportunity cost to be provided to the poor families whose children are still out of school. Further, they raised the issue of engaging the parents in income generating activities so that they could contribute in their children's education. Some of the participants raised the issue of providing financial support to mainstream the out of children.

Further, some of the participants were in favor of inclusive education for indigenous peoples as envisaged by International Labor Organization Convention 169, and United Nations Declaration of the Rights of Indigenous Peoples 2007. Besides, participants emphasized promoting the third gender friendly learning environment in schools. They suggested the government to provide teacher from third gender group to teach those students. In doing so, attention should be given to gender friendly environment in schools such as infrastructures and toilets.

### 5.1.3. Strategic priorities

Strategic priorities related to this goal are: i. scaling up financial assistance from SFAFDB to higher education and higher secondary education students; and ii. using poverty targeting instruments developed by SFAFDB for other girls' scholarship programs.



## 6. IMPROVING QUALITY OF PRIMARY EDUCATION

### 6.1.1. Outcomes

The sixth DFA Goal is, "Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". EFA NPA set the target of increasing learning achievement at grade 5 to 80% in 2015 from 40% in 2000.

**National assessments:** The first national learning assessment took place in 1997. It was grade 3 assessment. Since then a number of assessment for grade 3 and 5 took place. The first national assessment for grade 8 took place in 2008. All these assessments were carried out by consulting firms and these assessments did not contribute to building in-house capacity for national assessments in the MOE. In 2010, National Assessment of Student Achievement Unit (NASAU) was established under MOE with a view to create in-house capacity for national assessments. The first assessment under this unit was carried out in 2011 for grade 8 (Metasamuuronen, J., Kafle B.R. 2013). Subsequently in 2012, NASA for grade 3 and 5 were administered (report yet to be published). Though learning assessments are taking

place, DOE Flash Reports do not report on the outcomes of these assessments.

With reference to comparison of student achievements over time, Metasamuuronen, J., Kafle B.R. 2013 states that, "... no basis was found to compare achievements of one study with others. The only meaningful comparison able to be made was between the 2008 and 2011 studies; ..". Metasamuuronen, J., Kafle B.R. 2013 also states that national assessment conducted by NASAU is based on much larger sample and more rigorous methodology. Therefore, at present there is no sound basis for tracking quality improvement since the beginning of EFA NPA – year 2000.

NASA, 2011 for the first time gives an opportunity to compare achievement of students between 2008 and 2011, and make international comparison. NASA, 2011 tested Grade 8 students in Mathematics, Nepali and Social Studies. Some of the findings of NASA, 2011 are as follows (Metasamuuronen, J., Kafle B.R. 2013):

- In mathematics the mean score in 2011 decreased to 42.8% from 46.9% in 2008. And in Nepali it increased to 48.6% in 2011 from 46.8% in 2008.
- Students are apt in tasks related to memorization and recall, but are not effective in skills requiring application or ability at higher cognitive level.

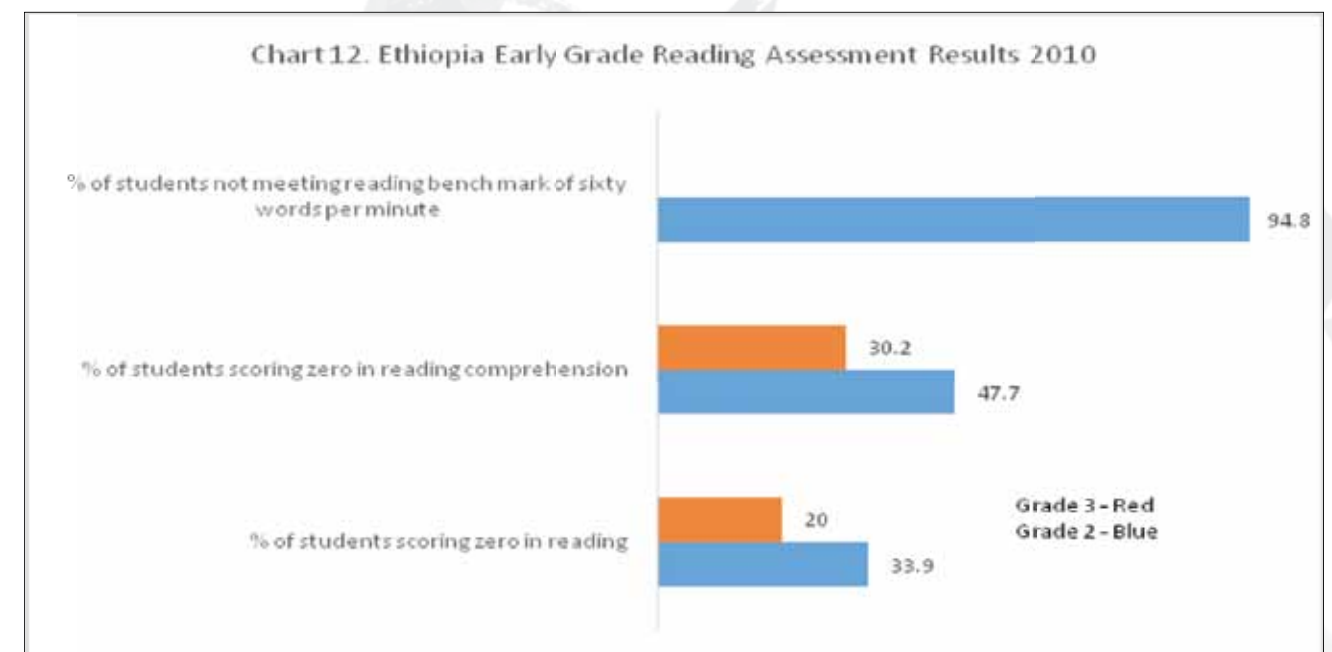
- In Nepali, achievement in reading and writing is low in absolute terms – an average student of grade 8 cannot read and write sufficiently well to manage higher studies for example.
- Reading skills in Nepal are lower than at the international level.
- There are no remarkable differences between boys and girls, urban and rural schools, and across ecological zones.
- The students in institutional schools perform well. Within community schools, there is a wide range in average student achievement. The difference between the low and high performing community schools is significant.
- The average achievement in institutional schools (63%) is remarkably higher than in community schools (44%). The comparison is nevertheless unfair because the average socio-economic status is more than twice as high in private schools (74%) compared to students in the community schools (34%).

Based on the above, there is no evidence that learning achievement improved overall. In addition, Grade 8 graduates are seriously handicapped because of poor reading and writing abilities in Nepali, and weak application and higher cognitive skills. NASA, 2011 while recognizing the superior performance of institutional schools compared to that of community schools tend to attribute this superiority squarely to the higher socioeconomic status of students in institutional schools. This may not be fair as there is no basis to assume that socio-economic

status is the only determinant of inferior performance of community schools.

**Early grade reading:** NASA 2011 revealed very poor Nepali reading and writing ability of grade 8 students. This hints at serious problems at the early grades. Early grade reading problems have been detected in many countries. Many countries have started to administer early grade reading assessment (EGRA) with a view to track early grade reading abilities of children and address their difficulties. Nepal has not initiated national EGRA. But, Save the Children, Room to Read, VSO Nepal and other organizations have administered EGRA in a few schools. The results of the assessment in Nepal is discussed below in context of EGRA in other countries.

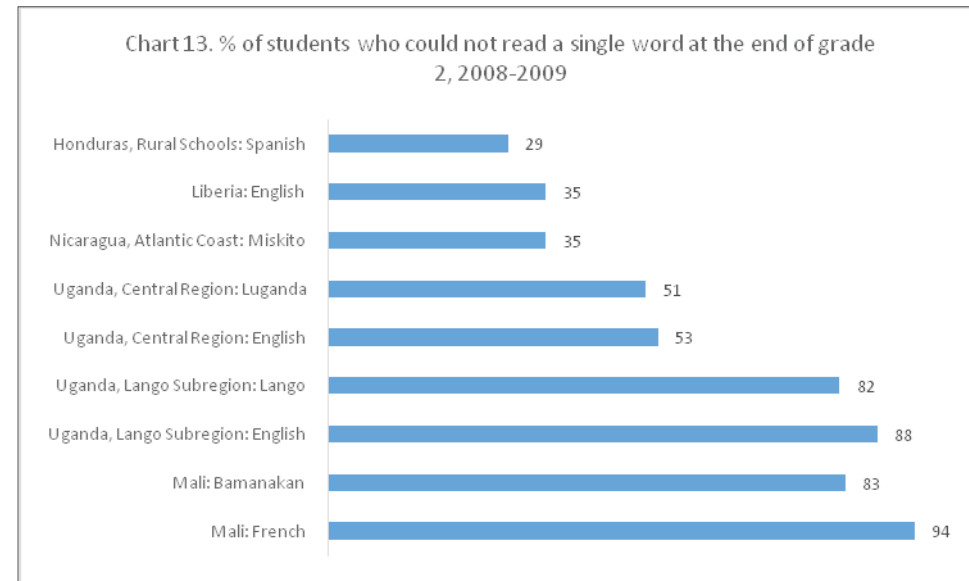
National Assessment Chart 12 presents results of EGRA in Ethiopia (Piper B., 2010). In Ethiopia, where over 90% of students use mother-tongue medium at primary level, tests were conducted for mother tongue. At grade 2, 33.9% of students were not able to read a single word, 47.7% of students were not able to understand what they read, and 94.8% could not read fluently that is 60 words per minute. Similarly, at grade 3, 20% of students were not able to read a single word, and 30.2% of students were not able to understand what they read. Children should at least acquire basic literacy, numeracy and essential life skills from primary education. The above results show that many children fail to do so. The failure to acquire minimum literacy makes their school attendance no purpose and hence many children dropout of school before completing primary education.



Source: Piper B., 2010.

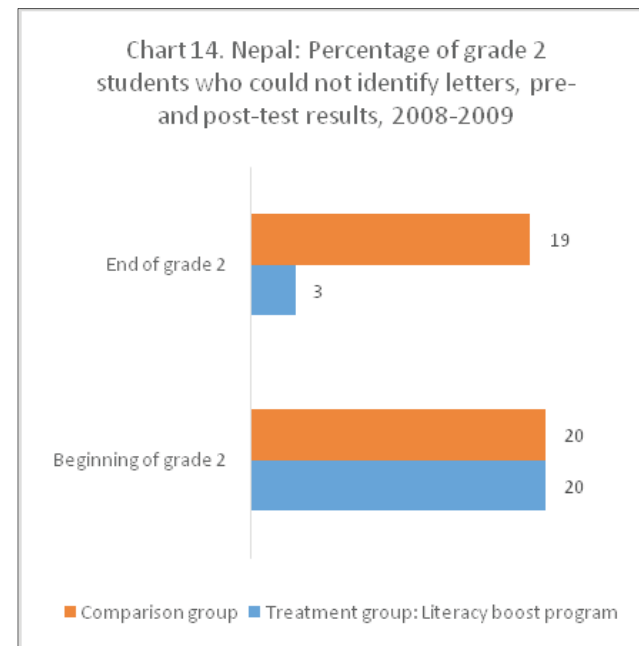


To get an international perspective of early grade abilities the percentage of students who could not read a single word at the end of grade 2 for selected countries is illustrated in chart 13 (Gove A. and P. Cvelich. 2010). The chart shows that the gravity of problem is worse off than in Ethiopia in a number of countries.

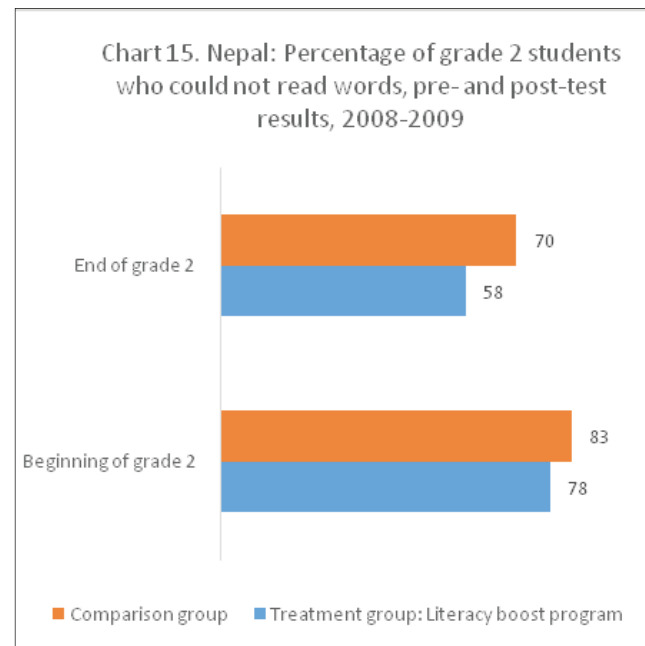


Source: Gove A. and P. Cvelich. 2010

The status of early grade reading in Nepal is presented in chart 14 and 15 (Gove A. and P. Cvelich. 2010). It is not possible to generalize the finding presented in the chart for whole of Nepal since the assessment was conducted only in 23 schools as a part of literacy boost pilot by Save the Children. The results are alarming 70% of students could not read words at the end of grade 2 in comparator schools and 58% in the treatment schools though only 19% of students in comparator schools and 3% in the treatment schools were not able to identify letters.



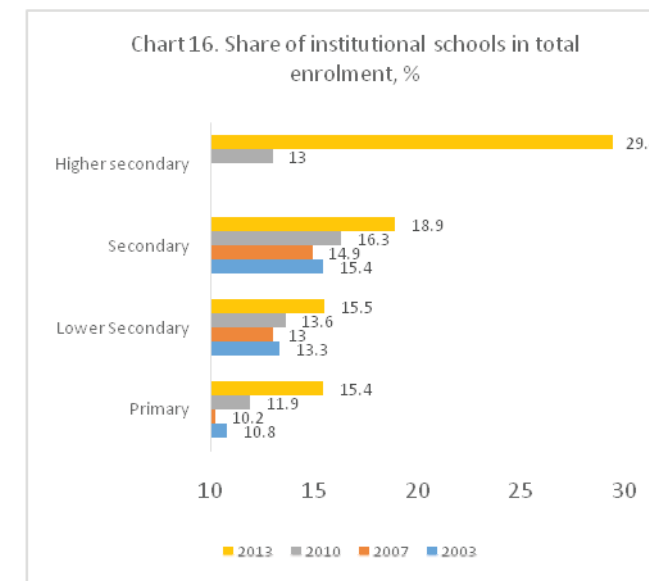
Source: Gove A. and P. Cvelich. 2010



Source: Gove A. and P. Cvelich. 2010

Following the introduction of EGRA, to address the concern related to numeracy achievement of children Early Grade Mathematics Assessment (EGMA) has also been introduced. EGMA is yet to be introduced in Nepal.

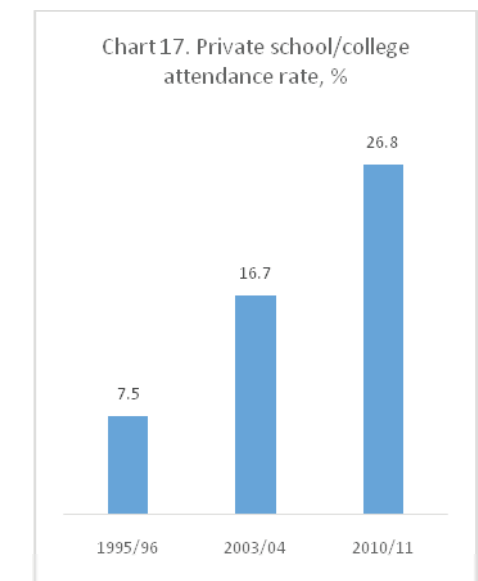
Stakeholder perception of quality: During consultations on EFA assessment, stakeholders expressed deep dissatisfaction with the quality of education community schools are delivering. This dissatisfaction has led to more and more parents sending their children to institutional schools. Chart 16 indicates at the fast pace increase in the share of institutional schools in the total enrolment as reported in DOE Flash Reports. The pace of increase is especially high during recent years. For example, between 2010 and 2013, the share of institutional schools in the total primary enrolment increased



Source: DOE, 20xx

by 29%. This is in spite of the very good accessibility of community primary school as noted earlier in the report. The share of institutional schools at the higher secondary level increased by staggering 129% during the same period.

NLSS, 2010/11 also confirms the high share of private provision in education – reached 26.8% in 2010/11 (see chart 17). Since the enrolment in higher education is only a small fraction of the school enrolment, the share of institutional schools in school enrolment would not be significantly less than 26.8%. It is noteworthy that 6.4% of students from poorest quintile attend institutional/private schools/colleges see table 8. This represents a strong indication of dissatisfaction of parents with the quality of community schools.



Source: CBS, 2011

Table 8. Share of students attending institutional/private schools/colleges by consumption quintile

Consumption quintile	Poorest	Second	Third	Fourth	Richest	Overall
Share of students, %	6.4	11.2	19.8	34.7	60.1	26.8

## ASSESSMENT ON QUALITY EDUCATION FROM PEOPLE'S PERCEPTION IN THE STAKEHOLDERS' CONSULTATION

### Success

Since Nepal signed the Darker Framework of Action (DFA) in 2000, Nepal has been steadily making efforts towards improving the quality of teachers. It introduced the license system to enter into the teaching profession. All these efforts were aimed at recruiting qualified teachers in schools. The government has been providing on-the-job training to the teachers. As a result, more than 98% teachers at all levels in public schools are trained (DoE, 2012). Besides, teachers' quality criteria for entering into teaching has positively impacted in better classroom management and improved learning environment.



## ASSESSMENT ON QUALITY EDUCATION FROM PEOPLE'S PERCEPTION IN THE STAKEHOLDERS' CONSULTATION

### Gaps

The perception of participants is government is prompt in prioritizing the training needs of teachers in raising the competency and qualification of teachers, however, the participants found the gaps in other strategies like improving learning environment in classrooms and providing school-based autonomous monitoring and supervision. They sought for transfer of knowledge and skills gained from teachers' training to classrooms. They also highlighted those teachers not using instructional materials for meaningful learning. There is lack of educational materials such as audio-visuals and other reference materials. These all have impacted the children's learning.

Further, their focus was on making teachers more accountable/responsive towards parents and other stakeholders especially in student's learning achievement. Participants viewed that most of the teachers of public schools are unlikely to deliver the content in English. In this reference, they emphasized the need of enhancing competency of teachers in English language before the government introduces the policy of English medium instruction.

In their perspective, there are SMC and PTA members without ability to guide schools towards overall development including to create conducive learning environment. More importantly, they raised the issue of expensive learning materials for learners with disability, due to which those children's access and rights to education have been penalized. Moreover, they have emphasized the conduction of regular classes in schools compatible with the local cultural context.

### 6.1.2. Unfinished agenda and beyond 2015

NER for primary education has reached 95.5% and for basic education 86.3%. Though access agenda, especially for most vulnerable and disadvantaged children will remain an important agenda beyond 2015, the phase of rapid expansion of enrolment in primary and secondary education is behind. The total enrolment at primary level decreased to 4.40 million in 2013 from 4.57 million in 2012. Similarly, the total enrolment at the basic level decreased to 6.23 million in 2013 from 6.40 million in 2012. In this context, Nepal should be able to afford to direct more resources and attention to quality

improvement. This should also help to improve retention of students, which is critical for achieving universal primary completion. Therefore, quality improvement should become as important agenda as access.

Key government strategies for improvement of quality of education are: i. raising the competence/ qualification of the teachers; ii. improving learning environment in classroom; iii. enhancing the quality of curricula and textbooks and ensuring their timely distribution; iv. developing school-based autonomous supervision and monitoring; and v. ensuring decentralized management

of schools (MOE, 2009). In spite of the fact that the Government has been pursuing these strategies more or less since the beginning of EFA NPA, there is virtually no evidence of tangible improvement in quality of education.

It is well known that there are community schools delivering very good results. And their performance is not worse off than that of institutional schools serving students from comparable socio-economic background. This is confirmed also by Metasamuuronen, J., Kalle B.R. 2013. From time to time media has been reporting cases of movement of students from institutional schools to community schools. But, good community schools are few and far between. The number of good community schools are not increasing as parents would have wished.

Undoubtedly quality improvement is not an easy task. It needs sustained efforts over a considerable period of time. The disenchantment of parents and the civil society with the quality of school education lies not so much with the failure in achieving the target set for learning achievement but with the lack of confidence that current strategies and policies alone will lead to desired quality improvement. Improvement of quality of education needs collaborative efforts of stakeholders including school management committees (SMC), parents, students, teachers, teachers unions, Community School National Network (CSNN), civil society, political leaders, DEO, DOE and MOE. Such collaborative efforts to be sustainable have to be based upon robust strategies for transforming poorly performing schools into well performing schools. Serious dialogue between stakeholders would be required to develop a robust and shared strategy for transforming non-performing schools into performing schools. This should be done in the earnest. To facilitate dialogue on transformation of non-performing schools to performing schools and thus improve quality of education, the following issues pertinent to quality improvement are discussed below: i. relevance; ii. governance; iii. improving non-performing schools; iv. accountability; and v. financing.

**Relevance:** During stakeholder consultations, a bulk of participants expressed the view that, what is being taught in schools is largely not relevant. Their observations included: teaching is detached from problems of daily life and as such students are not able to relate what they learned to life; schools fail to instill in students good values; education is producing white color workers only while society does need blue color workers too; and what is taught is not relevant to local context. The above observations were made forcefully hinting that stakeholders are keen to participate in broad discussion of school curriculum. Very often subject expert teachers take the center stage in curriculum revision. This approach has inherent risk of curriculum not responding to needs of the society. Therefore, during the next

cycle of curriculum revision, curriculum structure and content should be guided by social needs, and teacher/curriculum experts should focus more on interpreting social needs than taking responsibility for defining social needs. Curriculum consultation should include a wide variety of stakeholders including but not limited to parents, employers, civil society, political leaders, students and teachers. Curriculum revision should be one of the agenda beyond 2015.

**The key role of governance:** To develop a robust strategy for school transformation, it would be helpful to visualize non-performing schools. Some attributes of non-performing schools are: irregular classes; irregular teachers; teachers not teaching even when they are in school, absentee teachers, sub-contracting teaching, teachers coming to classes late and leaving classes early; untrained teachers; untidy classrooms and school compound; inactive head teacher, delinquent head teacher; inactive SMC; indifferent parents; conflict within SMC; conflict between teachers, conflict between SMC and teachers; corruption; no social and financial audit, rare teachers and SMC meetings, dilapidated school facilities; poor ability to raise local and other funds; shortage of teaching materials and supplies; no home work for students, no home work checking and irregular students. There are many schools with many of the above attributes. And there are even ghost schools as reported by press. Whose responsibility is fixing such schools? How such schools can be fixed?

The above attributes can be classified into problems related to governance, resources and capacity. Governance problems in turn can be classified into teacher related, head teacher related, SMC related and student related. Teacher delinquency related problems are wide spread. While the responsibility of initiating disciplinary action lies with the head teacher and SMC, the authority for final decision making lies with DEO and above. Virtually there are no instances of any serious disciplinary action for delinquency. The main hurdle for actions against delinquency is political protection that delinquent teachers enjoy. The same is true in case of delinquent head teachers. Without a robust and shared strategy for addressing delinquency of teachers and head teachers, it would hardly be possible improve performance of schools in any significant way.

SMC related problems more often than not are associated with local politics. The responsibility for sorting out such problems lies with DEO. Since in the existing political environment, the ability of DEOs to exercise administrative authority is severely constrained such problems require intricate political skills from DEOs. Only very committed to the cause of schools, DEOs will venture to resolve such problems. Hence often such problems persist and schools continue to suffer until such problems are addressed locally. Clear and robust procedures need to be agreed to address this problem.



Student related problems are much lower order of difficulty compared to teacher and SMC related. They can be handled by head teachers and SMCs.

Resource related problems are not binding constraints for quality improvement except for extremely poor communities. SMCs that enjoy trust of community are able to mobilize some resources from the community and other sources. The problem of extremely poor communities cannot be addressed without targeted support for poor communities. But very often richer communities get more public resources compare to poorer communities. Clear procedures to ensure due resources for poorer communities are critical for improvement of performance of schools.

Capacity related problems do not constitute a serious problem. They can be addressed where governance is not a major issue.

**Improving non-performing schools:** Given there are no robust strategies for addressing school problems, the natural question that arises is how some schools manage to perform. Schools manage to perform when someone – a SMC chair person or a member, a head teacher or a teacher - is committed and takes initiative, and delinquent teachers are not there or they are minority. Such schools rely for order more on moral strength than bureaucratic strength. And delinquent teachers are brought under control through peer and social pressure.

The above discussion shows that meaningful improvement of non-performing schools is hardly possible without addressing governance problems such schools are facing. Further, it also shows that in the prevailing environment, schools have to rely on local solutions to such problems than solutions coming from administrative bureaucracy due to impracticality of rule-based resolution of such problems. Local communities headed by SMC are able to improve non-performing schools only when delinquent teachers do not have strong political ties or represent a small minority. Since SMCs have no say in selection and assignment of permanent teachers, and the share of delinquent teachers is not small, it is simply a matter of chance not to have delinquent teachers in a school. As such not all non-performing schools can be improved through local initiative alone.

The above discussion relates to a situation when a local community can act together that is SMC is cohesive and eager to take initiative for school improvement. Experience shows that there are instances when a local community cannot act together leading to formation of a fractured SMC or SMC being captured by a group that does not represent parents. Because of such possibility, there exists a provision in law for DEO to dismiss SMC. But due to the vagueness of this provision, it has not helped much in improving non-performing schools.

The above analysis shows that the existing strategies are not adequate to improve schools with significant influence of delinquent teachers. They would work only for improving schools where SMCs are cohesive and there are no delinquent teachers or they do not have strong influence. Because of realization of this reality, decentralized management of schools has been the central agenda of the Government. But, existing provisions for decentralization are neither fully adequate to operate schools locally nor fully implemented. The most serious anomaly from the management perspective is that school management committees are accountable for performance of schools but they do not have control over human resources. And they also do not have control over the bulk of funds since they are spent on salaries of teachers whose accountability to SMCs is very thin. Renewed dialogue on decentralized management of schools is of critical importance for delivery of quality education through improved performance of schools.

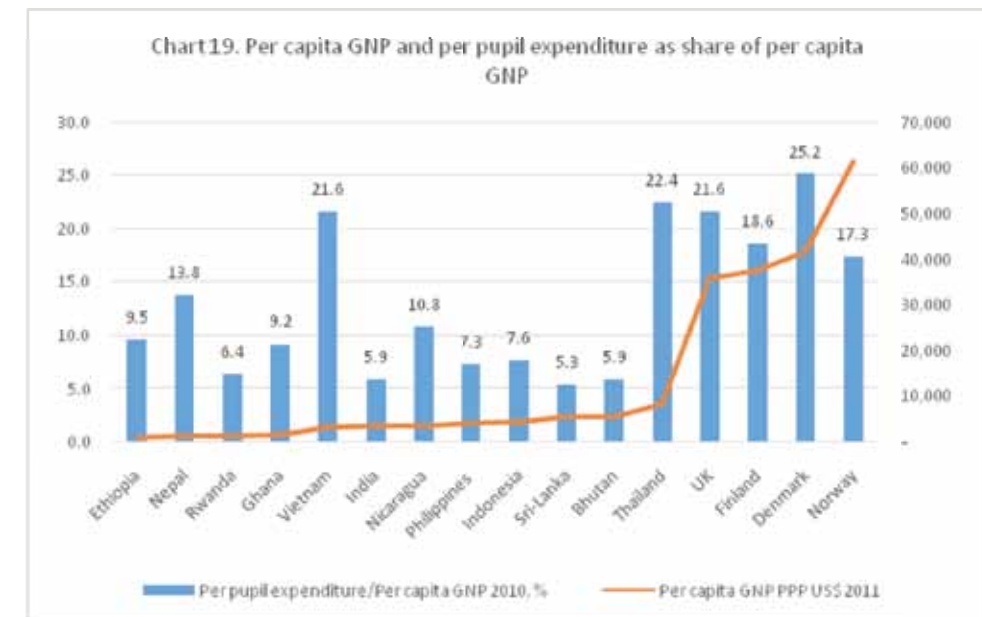
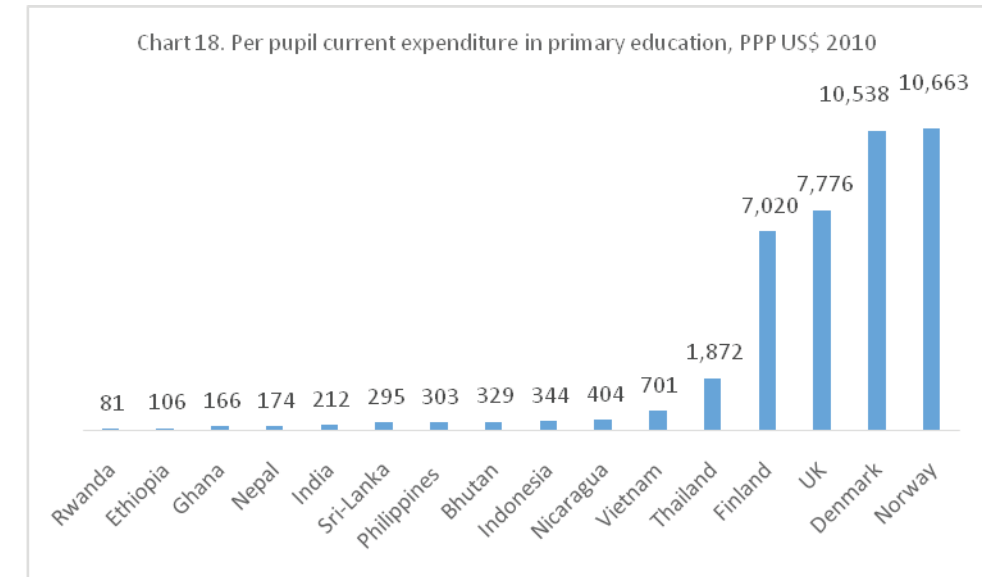
With a view to prevent schools from sliding below a minimum level of performance such a level of performance needs to be defined, and there should be a mandatory requirement that schools report on their performance on periodic basis. Those schools which do not disclose their performance as required or perform below the stipulated minimum level should be subjected to take over by DEO or NGO or civil society or by other eligible agencies or individuals (to be defined). Defining a minimum threshold of acceptable performance and defining remedies in case schools drop below the threshold would be critical for not allowing low performing schools to continue and thus waste precious resources, and play with life of children.

**Accountability:** The fact that a large proportion of children enrolled to primary schools leave them without acquiring literacy skills raises an accountability issue. Similarly, perpetuating low pass rates in SLC indicates that there is no accountability. Continued delay in delivery of free textbooks for decades is another stark example of lack of accountability. This list can be added on and on. Who is accountable for such results? Why no one ever gets held to books for such results? Without resolving these accountability issues hardly Nepal will be able to address the quality issue or any other serious issue.

Overall accountability provisions are vague in regulations. And whatever provisions are there remains practically unimplemented due to political interference and nepotism. Therefore, the accountability problem can hardly be fixed within bureaucracy. The best bate for addressing this problem lies with an initiative from the civil society, parents and other stakeholders. One simple example of bringing external accountability to schools could be participation of parents in early grade assessment.

**Financing:** During stakeholder consultations, participants expressed categorical opinion that the current level of public financing is not adequate to deliver quality education. The MOE holds the same opinion based on the financing gap shown in EFA Core Document (MOE, 2009). Per pupil expenditure of selected countries is presented in chart 18 to compare Nepal's per pupil expenditure with other countries. Nepal's per pupil expenditure is higher than that of two low

income countries – Rwanda and Ethiopia, and Nepal's per pupil expenditures are in between that of two lower middle income countries – Ghana and India. Though Nepal's per pupil expenditures are low, overall they are respectable from affordability perspective. An attempt is made below to assess the scope for increasing public funding for primary education based on a comparison of the financing level in Nepal and selected countries (see chart 19).



Nepal (US\$ PPP 1220) compares with Ethiopia (US\$ PPP 1110) and Rwanda (US\$ PPP 1270) in terms of per capita GNP. Among these countries, the share of per pupil expenditures in GNP per capita is highest for Nepal (13.8%) followed by Ethiopia (9.5%) and Rwanda (6.4%). Among countries with per capita GNP between US\$1,110 PPP (Ethiopia) and US\$ PPP 5,570 (Bhutan) only Vietnam with per capita GNP of US\$ PPP 3,250 has higher share of per pupil expenditure as share of GNP per capita – 21.6%. Other countries spending more on primary education as a share of GNP has significantly higher GNP per capita – from US\$ PPP 8,360 for Thailand to US\$ PPP 61,460 for Norway. Based on the above, it is clear that Nepal is among the countries allocating high share of GNP per capita on primary education.

Allocating more resources to primary education with a view to enhance quality is challenging given that Nepal is among the countries with very high share of public recurrent expenditures on primary education in public

recurrent expenditures on education (see chart 19). Similarly, Nepal is among the low and lower middle income countries with high public expenditures on education as share GNP (see chart 19). Given the expanding secondary education, the scope for further increasing the share of primary education recurrent expenditures in education recurring expenditures is very low. The only possible way to increase expenditures in primary education is to increase the public expenditures on education as share of GNP. Vietnam has significantly higher share of public expenditures on education in GNP of 6.8% than that of Nepal (4.7%). Nicaragua (4.8%), Rwanda (4.8%) and Bhutan (4.9%) have slightly higher share than Nepal. Sudden significant changes in the inter-sector allocations are rare, and inter-sector allocations should take place considering tradeoffs involved. In this case, the tradeoff between allocation of greater share of GNP to education and mobilization of private resources for primary education should be analyzed. This could be agenda for beyond 2015 consultations.

### SUGGESTIONS FROM STAKEHOLDER'S CONSULTATION FOR POST-2015 EDUCATIONAL AGENDA ON QUALITY EDUCATION

Participants in the consultation suggested being in favor of education that helps to build peace, social harmony, and social cohesion in the society in post-2015. In doing so, they focused on moral and spiritual education as compulsory in schools which can contribute to build well-civilized citizens, reduce corruption, stop criminality and conflict. Moreover, they emphasized educating children to foster their inborn capabilities and creativity. Participants' perception is that the quality of public education is decreasing because of over politicization in schools. Therefore, they suggested paying the attention for creating fearless environment in schools.

One of the key concerns raised by the participants for the post 2015 education agenda was the issue related to teacher training and provision of teacher quotas in each school. The government has provided training to teachers frequently. However, the transfer of such knowledge and skills in real classroom situation has become a challenge. The participants pointed out the lack of teacher trainings on mother tongue. Thus training for teachers for promoting multilingual education is necessary aspect to be addressed by the education system of Nepal. As they voiced, the teacher trainings need to enhance their professionalism. Another issue they raised was the inadequate teacher quotas in the schools of Nepal. The inadequate teacher quotas may have led to the low quality education. Despite lot of facts, there are teachers without students in public schools as students are diverting towards private schools in urban areas to seek quality education.

### 6.1.3. Strategic priorities

Strategic priorities for beyond 2015 period are: i. to introduce of EGRA and EGMA at the national level and at the school level with participation of parents in the later; ii. to ensure that the curriculum responds social needs by organizing stakeholder consultations; iii. to review of governance and management framework of schools to devolve to schools authorities compatible with their responsibility; iv. to build under the leadership of civil society external accountability system for schools and the education system as a whole taking into consideration existing political interference; (v) to define minimum acceptable level of performance of schools and remedies in case performance of schools falls below the threshold.

## 7. INDIGENOUS PEOPLE AND LINGUISTIC MINORITIES

### 7.1.1. Outcomes

"Ensuring the rights of indigenous people and linguistic minorities to quality basic and primary education through their mother tongue" is the national goal added to the six EFA Goals. According to Population Census, 2011 (CBS, 2012), Nepal has over 125 ethnic groups and over 123 mother tongues. Nepali, the national language and medium of instruction in schools, is used as mother tongue by 45.6% of the country's population. Only four languages other than Nepali are used as mother tongue by more than 1 million people. Eighteen languages serve

as mother tongue for more than 100,000 to one million people, and twenty six for more than 10,000 to 100,000.

EFA NPA does not set a target for introducing or expanding use of mother tongue as medium of instruction. But SSRP has set a target of providing transitional support to children in 23 mother tongues. It does not set a target for introduction of mother tongue teaching.

With assistance from the Finnish Government delivery of primary education in mother tongue was piloted in seven schools in eight languages (Finnish Consulting, 2009). This appears to be the only effort from the Government to promote instruction in mother tongue. However, during EFA consultations, it was reported that 100 private schools are using Newari language<sup>11</sup> (used as mother tongue by a population of 846,557) as medium of instruction. The DOE introduced transitional language support in 33 languages exceeding the target.

### ASSESSMENT FROM PEOPLE'S PERCEPTION IN THE STAKEHOLDERS' CONSULTATION

#### Success

Ensuring the rights of indigenous communities and linguistic minorities is the national goal of Nepal. In this national goal, the perception of participants is that government has the policy for providing opportunities of multilingual education at primary level to the children of indigenous peoples and linguistic minorities.

### ASSESSMENT FROM PEOPLE'S PERCEPTION IN THE STAKEHOLDERS' CONSULTATION

#### Gaps

However, there are a number of gaps to ensure quality education through multilingual education. As per the voices of participants, there is lack of teachers to teach the subjects of mother tongue and also training modalities have not been developed yet. Similarly, there is lack of teaching learning materials and infrastructure for promoting multilingual education. They pointed out the lack of special curriculum for mainstreaming Madarsha and Gumba into education system. Besides, the government has developed textbooks in twenty two languages but still there is lack of textbooks in many of the mother tongues.

### 7.1.2. Unfinished agenda and beyond 2015

Although the Interim Constitution of Nepal establishes the right for getting primary education in mother tongue, this has not found traction in Nepal. The Federation of Indigenous Communities has been the main proponent of mother tongue instruction. But, there has not been a concerted effort to introduce mother tongue instruction, which would be critical for providing equitable learning opportunities to all children. Expansion of mother tongue instruction could be one of the major agenda beyond 2015.

Although, there is solid international evidence that mother tongue instruction enhances learning opportunities for children, most parents in Nepal do not seem to be aware of this. More and more parents want their children to be taught in English medium thinking that this would enhance their career opportunities. Responding to demand of parents, most private schools use English as medium of instruction and even some community schools have proudly switched over to English medium. English medium instruction for children who have not mastered English is detrimental to their learning. There is an acute need for sensitization in this issue. This is a potential agenda beyond 2015.

English proficiency of teachers as well as students is a serious issue in Nepal. Poor proficiency in English does compromise learning and career opportunities of students. Hence, improving English language learning could also be an agenda beyond 2015.

At present, children with mother tongue other than Nepali do not get equitable learning opportunity in schools. First, because they have to adopt Nepali as a medium of instruction without having opportunity to learn Nepali language, and as a result they face greater difficulty in understanding the content compared to their peers whose mother tongue is Nepali. Second, they are not getting level playing field with their Nepali speaking peers for learning Nepali language as a subject. In spite of this, being an obvious issue little attention is being paid to it. This issue was discussed technically for the first time within the framework of the project "Multilingual Education Program for all non-Nepali Speaking Students of Primary Schools in Nepal" assisted by the Government of Finland. But, there was no follow up on this issue after the project was completed. Introduction of Nepali as a second language for non-Nepali mother tongue children could be another major agenda beyond 2015.

<sup>11</sup> Primarily spoken by inhabitants of Kathmandu Valley. Newari language has rich oral and written tradition. Tribhuvan University offers academic courses of up to Ph. D. in Newari language, culture and literature.





### SUGGESTIONS FOR POST-2015 EDUCATIONAL AGENDA FROM THE STAKEHOLDER'S CONSULTATION

In the consultation, people envisaged that linguistic rights of indigenous people can be promoted through the multilingual learning. They suggested the government should not adopt the education system that can contribute in assimilation, restriction and homogenization of indigenous peoples to the contrary it should aim at preserving their unique feature of culture, language, traditions and way of life. But their assessment is that modern education system has become the means of assimilation, restriction, and homogenization of indigenous peoples by destructing their unique feature of culture, language, traditions and way of life. Therefore, they were in favor of effective mother tongue based multilingual education to ensure their linguistic rights and to preserve their culture. Not only this, they were in support of proper management of religious schools namely Gumba, Madarsha, and Gurukul and mainstreaming them into national educational system. They also suggested to research in the knowledge of eastern culture (related with Hindu religion) and mainstreaming its arts and literature in school curriculum.

#### 7.1.3. Strategic priorities

Government policies with respect to this goal are: i. the right of non-Nepali mother tongue children to get primary education in mother tongue; ii. to offer mother tongue as an optional subject; iii. introduction of bilingual education; iii. mother tongue teacher recruitment,

training and development; and iv. special programs for endangered languages and cultures. Strategic priorities identified are as follows: i. introduction and expansion of instruction in mother tongue at the primary level; ii. and introduction of Nepali as a second language for non-Nepali speakers.

## 8. KEY AGENDA AND PRIORITIES FOR THE PERIOD BEYOND 2015

This section summarizes key agenda identified for the period beyond 2015, and key priority policies and actions that should help to further the agenda identified. The targets set here are intuitive and they are for the time horizon of ten years that is for year 2025.

### Expanding early childhood care and education

GER for ECCE has reached 93.5% exceeding the target of 80% set for 2015. This expansion was achieved with minimal public funding because of the keen interest of parents, which was instrumental in mobilization of community contribution. It should be possible and affordable to achieve universal access to ECCE by 2025 following the same funding modality complemented by targeted support for most vulnerable and disadvantaged children. At present, there is no effective mechanism for targeting most vulnerable and disadvantaged children. Such a system needs to be developed with participation of stakeholders.

Over 54% of the population have mother tongue other than Nepali, which is the de-facto medium of instruction in ECCE though the Government policy is to deliver ECCE in mother tongue. For enhancing learning opportunities for children, expansion of the use of mother tongue instruction is of paramount importance. High priority should be accorded to expansion of the use of mother tongue in ECCE with an aim of exclusive use of mother tongue in ECCE by 2020.

Children with non-Nepali mother tongue are seriously handicapped because they have to adopt Nepali as a medium of instruction without an opportunity to learn Nepali. The feasibility of introducing Nepali as a second language to children with non-Nepali mother tongue should be conducted on an urgent basis.

### Ensuring that all children complete basic education

In spite of the remarkable success in increasing access to primary education – with NER of 95.5% in 2013 – the goal of ensuring that all children complete primary education has not been met. Existing strategies have not ensured access to all children to school, and primary completion by all enrolled children. According to UNESCO database primary completion in 2010 was 73.6%<sup>12</sup> (UNESCO, 2014).

Beyond 2015, Nepal should continue to pursue the goal of ensuring that all children complete primary education. But this alone may not be enough. Since the Interim Constitution establishes the right of individuals to get basic education, the goal of education for all should be interpreted as ensuring that all children complete basic education. Given that NER for basic education has already reached 86.3%, it should be feasible to ensure basic education completion by all by 2025 to 2030.

In Nepal, primary/basic education is free but not compulsory. Free primary/basic education is a key strategy to make it compulsory that is for ensuring that all children complete primary/basic education. Since primary/basic education was not made compulsory, a full set of strategies required for ensuring that all children complete primary education was never developed. Primary/basic education should be made compulsory at the earnest and a complete set of strategies to achieve this goal must be developed.

Free basic education implementation is facing problem. Public financing to schools is not adequate even to meet basic operating costs. Mobilization of financial resources is one among the responsibilities assigned to school management committees (SMCs) by the Education Act. Practically all schools have to raise funds for meeting some of the operating costs and bulk of capital costs. Declaration of free education without duly financing it on the one hand has created social tension, and on the other hand led to deterioration of school environment due to the lack of funds. The Government should either fully fund school costs, if free education policy is to be implemented or it should commit to fund free education only for all those who cannot pay. Promising free education for all children enrolled in community schools without properly funding is detrimental to delivery of quality education.

Free education is not enough to implement compulsory education. Compulsory education should entail the state helping parents to enroll and keep in school every child by addressing difficulties that they may face in doing so, and taking on itself the responsibility for doing so even if parents fail in this duty for whatsoever reason. Implementation of compulsory education would require identification of all children at risk of not getting enrolled well ahead of the school year, and assigning the responsibility for enrolling and keeping in school each of them to an agency – individual, community groups, NGOs, schools, VDCs or any other available agency. Successful implementation of compulsory education is a difficult task. Before scaling it further, piloting may be needed building on the experience of earlier compulsory primary education pilots like in Banepa, Ratnanagar VDC etc.

### Appropriate learning and life skills

Reforming secondary education constitutes a most important agenda for ensuring that the learning needs of all young people and adults addressed. GER for secondary education (grade 9-10) has already reached 71.7% in 2013. Academic abilities and aspirations of grade 9 entrants are diverse but secondary curriculum remains largely traditional aimed at catering the needs of selected students aspiring to get higher education. Since majority of secondary graduates enter the world of work, the curriculum should respond to the needs of those entering the job market as well as opting for further education.

One of the major reasons behind low pass rates in SLC examinations is the faulty curriculum. Curricular chang-

<sup>12</sup> Completion rates are not available in Flash Reports.



es should be accompanied by commensurate changes in the examination system. Grading students sitting for SLC examinations into pass and fail is irrelevant because a single examination cannot establish, if someone is suitable for the whole range of jobs open to SLC graduates and diverse further education opportunities that are open to them. The purpose of SLC examination should shift from categorizing students into pass and fail into certifying the competencies they have attained.

#### Adult literacy and continuing education

Literate work force or workers who can follow written instruction is a prerequisite for Nepal's competitiveness in the global economy. An adult literacy rate of 57% (2010) puts Nepal into serious disadvantage in terms of global competitiveness. Nepal should aim at universal literacy of the work force by 2025- 2030.

Policies and strategies for attaining universal literacy of the work force should be formulated, and these need to be piloted in selected VDCs before scaling up. Drawing upon experience of pilots, a program for attaining universal literacy should be designed. For successful progress towards universal literacy, leadership of VDCs would be critical. Hence, it is important to establish an effective mechanism for coordination between MOE and Ministry of Federal Affairs and Local Development (MOFALD).

#### Social equality and gender parity

Nepal has achieved gender parity in school education. But, it is important that the agenda of gender parity in school education is retained further because households belonging to poorest quintiles may choose to enroll more boys than girls owing to the fact that gender discrimination is more pronounced in the poorer households.

Bulk of students in higher secondary education belongs to households from three richest quintiles. For maintaining gender parity in higher secondary education and accelerated progress towards gender parity in higher education, it is important to support girls from poorest households to enroll into higher secondary program as well as higher education program.

Among the programs supporting enrolment of girls in higher education and higher secondary education, financial assistance program of the Student Financial Assistance Fund Development Board (SFAFDB) is most effective in terms of targeting needy girls. In the interest of efficient use of resources available for promoting girls enrolment in higher and higher secondary education, it would be desirable to scale up SFAFDB program and side by side encourage other programs to use proxy means testing instrument developed by SFAFDB to targeted needy students.

#### Improving quality

Good literacy and numeracy skills are prerequisites for satisfactory progress in further learning. Recent early

grade reading assessments (EGRA) have shown that a large proportion of students in developing countries do not acquire these skills in early grades. EGRA in a few schools in Nepal also showed that the situation is not much different in Nepal. Hence, it is important to initiate EGRA in Nepal. To test numeracy skills, it would be good to introduce early grade reading assessment (EGMA) as well. To direct the focus of schools towards literacy and numeracy and strengthening external accountability of schools, it would be helpful to institute the practice of early grade reading and mathematics assessment at the school level with participation of parents.

Participants of stakeholder consultations held a strong view that there is a mismatch between the skills and knowledge that students acquire and the needs of the society. In the next round of curriculum revision while determining the social demand for knowledge and skills, the users of school output should be at the center stage and not the curriculum specialist teachers. The later should concentrate on interpreting the social demand and designing a curriculum responsive to the demand.

Ensuring good governance in schools would be critical for enhancing quality of education. While school management committees (SMCs) hold the main responsibility for ensuring quality, they do not have compatible authority. Particularly they do not have adequate authority to manage teachers without which their ability to manage schools is seriously compromised. For creating conducive environment for enhancing quality of education, revisiting current decentralization provisions and practice should be of utmost priority.

A major reason for poor quality of education is that the system tolerates high level of non-performance schools. In fact, a minimum level of performance of schools is not defined by the law. It would be absolutely important to do so, and prescribe remedies for dealing with such schools. There needs to be a provision for taking over the management of those schools by designated agencies which do not disclose their performance or the performance of schools fall below the minimum threshold.

Internal accountability is weak in the school education system. While strengthening internal accountability, it is important building a system of external accountability that can help improve the governance. It would be important to design a robust system of external accountability with participation of the civil society.

#### Indigenous people and linguistic minorities

The rights to get basic education in mother tongue enshrined in the Interim Constitution remains to be established for non-Nepali mother tongue students comprising over half of the total students. International experience shows that mother tongue medium of instruction in early year of schooling enhance learn-

ing opportunities for children. Serious dialogue on this issue is yet to start. The experience gained from "Multilingual Education Program for all non-Nepali Speaking Students of Primary Schools in Nepal" could be a good basis for preparing a plan to introduce mother-tongue as a medium of instruction in primary schools.

Non-Nepali mother tongue students face serious disadvantage in schools since they have to adopt Nepali as a medium of instruction without getting an opportunity to learn Nepali language. This seriously compromises their learning ability. Hence, steps should be taken on an urgent basis to introduce Nepali as a second language for non-Nepali mother tongue students.

### SUGGESTIONS FOR POST-2015 EDUCATIONAL AGENDA ON OTHER KEY AREAS FROM THE STAKEHOLDER'S CONSULTATION

Participants suggested to delegate the power to schools and community in managing schools ranging from teacher recruitment to fund raising and utilization. They opined that delegated power contribute to enhance the ownership of community towards schools and education. Further, they suggested in introducing public private partnerships modality in education to enhance the financing in school. In doing so, the government has to work collaboratively with the civil society organizations and private sectors. Involvement of private sectors could be crucial to produce skilled and capable human resources.

Other suggestion of participants was to emphasis should in adopting the policy of reward and punishment by assessing the results and performance of schools. They were in favor of effective and frequent monitoring of schools. In doing so, the local governmental bodies like; Village Development Committee, Municipality and District Development Committee can be activated. As recommended by the participants in the consultation, there is an urgent need to train School Management Committee and Parent Teacher Association's members to enhance their capability of managing and developing schools in a planned way. If they are trained and capacitated, they can play the role for improving the school's governance. Therefore, they realized the necessity of parent education and their meaningful participation in school management and overall development. Their participation is crucial to develop the sense of belongingness towards schools. Participants focused on culturally contextualized curriculum so that the children could relate the prior knowledge and experiences and could grasp abstract concepts. Such a contextualized teaching learning journey could lead to meaningful learning contributing to better achievement and that can ultimately contribute to national economic development.





## 9. PERCEPTIONS OF STAKEHOLDERS IN EFA ASSESSMENT AND SUGGESTIONS FOR POST-2015 EDUCATION AGENDA

### 1. Perception of stakeholders on Success and Gaps in EFA Implementation

#### Early Childhood Development

The participants of the consultation provided their assessments on 'Early Childhood Development' are as follows:

##### Successes

1. Increased access to ECD
2. Enhanced child's schooling habit
3. Improved child health
4. Increased creativity of children in learning
5. Increased attraction of parents to ECD centers
6. Provided feeling of maternal care to the children in schools/ECD centers
7. Initiated practice of community handover of ECD centers
8. Developed child friendly environment in classrooms/schools

##### Gaps

1. Lack of teaching aid and child friendly classroom in ECD centers
2. Low remuneration of ECD facilitators
3. Lack of hygienic and nutritious food for children
4. Still there is a focus on teaching to child rather than learning by child
5. Lack of adaptation of the Montessori concept in ECD centers
6. Lack of free and compulsory ECD centers and lack of government investment to promote quality ECD centers
7. Lack of access to ECD by the children with disabilities
8. Lack of curriculum for functional education

#### Free and compulsory education

The perceptions of participants on the implementation of free and compulsory education are as follows:

##### Successes

1. Improved school infrastructures like building, classroom, play ground, toilet etc
2. Increased investment for the program of government's free education
3. Increased ownership of the parents towards schools receiving public funds as the government introduced the concept of community handover
4. Increased inclusiveness in access to schools
5. Improved sanitation in the school
6. Increased access of children to schools

##### Gaps

1. Low or no access of free and compulsory education by the children with disability
2. No practice of totally free education

3. Lack of practice of providing scholarship based on marginalization and poverty
4. Two forms of education - public and private - has created disparity in the society
5. Lack of disabled friendly school infrastructure such as classrooms, toilets and playground
6. Not availability of schools in proximity
7. Lack of proper implementation of continuous assessment system in schools
8. High dropouts because of poverty and caste/ethnic-based discrimination in schools

#### Appropriate learning and life skill

Following successes and gaps were mentioned by the participants while assessing the outcomes related to appropriate learning and life skills:

##### Successes

1. Policy regarding technical and vocational education is good. For instance technical education and vocational training programs like Technical School Leaving Certificate are under implementation
2. There is provision of soft skills in the school curriculum
3. The practice of vocational education has been started

##### Gaps

1. Lack of policy implementation
2. Still there is no compulsory agriculture subject
3. Lack of real practice of vocational education at the school level (basic)

#### Adult literacy and continuous learning

The participants in the consultation found the following successes and gaps in relation to EFA goal on adult literacy and continuous learning:

##### Success

1. Increased literacy rate
2. Literacy campaign launched by the government
3. Increased children retention in school due to increased literacy of the parents

##### Gaps

1. Lack of continuous monitoring
2. Lack of classes conducted in locally appropriate time
3. Lack of access of people with disability to literacy classes and continuous learning

#### Social inclusion and gender equality

The participants' perceptions on social inclusion and gender equality are as follows:

##### Successes

1. Improved gender parity in schools
2. Increased women's literacy rate
3. Increased the number of female teachers in school
4. Formed and expanded gender network
5. Provision of scholarship to the girl students

6. Decreased incidence of child marriage
7. Reduced social discrimination such as discrimination based on caste/ethnicity

##### Gaps

Despite the numbers of positive changes on gender equity and social inclusion in school education, the participants listed out the following gaps:

1. There is still gender disparity in marginalized community
2. People with disability are still out of education system
3. Lack of curriculum in Brail and sign language (for children with disability)
4. Scholarship has not been provided to the children from poor families
5. Existing education system has not been able to address the needs of migrant children
6. Lack of commitment of government to child rights to education
7. Discrimination against dalit children in schools including barrier for participation of dalit children in children's clubs

#### Improving Quality education

Participants while assessing the strategies, policies, plan and programs related to the goal of improving quality of education provided the following account of successes and gaps:

##### Successes

1. Teachers in schools are qualified and trained
2. Classroom management has been improved

##### Gaps

1. Knowledge and skills acquired in trainings have not been used in classrooms
2. Teaching learning activities without any use of educational materials
3. Lack of accountability/responsiveness of teachers towards parents and lack of monitoring
4. The government policy of introducing English medium in community schools without capacity building plan and all the existing teachers cannot teach in English
5. Lack of coordination between SMC/PTA and teachers especially in teaching learning activities
6. Textbooks for children with disability are more expensive
7. There is no provision of conducting classes in locally appropriate time. For example the time of classes suitable for Hindu religious people may not be suitable for the Muslims

#### Education in mother tongue

##### Success

1. Opportunity to study in mother tongue

##### Gaps

1. Lack of teachers in schools capable of using mother tongue as a medium of instruction

2. Lack of trained human resource on mother tongue curriculum
3. Lack of special curriculum for mainstreaming Madarsha and Gumba
4. Lack of multi-lingual classroom

### 2. Suggestions for Post-2015 educational agenda

In addition to the assessment of Education for All goals through perception of participants, the suggestions for post 2015 educational agenda were also collated. The suggestions from participants were collected through Meta cards and they were categorized into different headings. Besides, group exercise was done to identify 'activities to be continued for existing EFA programs and activities to be added for post 2015 educational agenda'. From the group exercise participants suggested the following as activities to be continued.

#### a. Activities/programs to be continued for the existing EFA program

1. Free and compulsory education
2. Literacy and adult education
3. Professional development of teachers
4. Issue of gender equity/equality
5. Continuous Assessment System
6. Day meal for school children
7. Alternative schooling/classes
8. Child friendly classroom
9. Social Audit in schools
10. Arrangement of Resource Person
11. Education in mother tongue
12. Welcome to school campaign

#### b. Activities/programs to be added for Post 2015 educational agenda

In the stakeholders' consultation, the suggestions of participants were collected through individual and group work. The suggestions of the participants were clustered in the likely group of issues as follows:

##### Literacy and Basic Life Skills Related

1. Practical and skill oriented education should be provided as per the needs of geographical areas
2. Schools should provide knowledge and skill to the students which is sellable in the market
3. Education should be compatible with international employment market
4. Agriculture should be a compulsory subject
5. Provision of soft skills oriented education such as technical and vocational education
6. Participatory, practical and lifelong learning compatible with geographical areas should be promoted in schools
7. Indigenous skills and knowledge should be included in the curriculum
8. Tailor made practical education to widows
9. Practical and functional literacy classes should be provided to the remote parts where illiteracy is still prevalent



10. Education should focus more on sectors like agriculture, tourism and hydropower
11. Local and religious culture friendly curriculum should be introduced
12. School curriculum should include indigenous/local knowledge

#### Teacher Management and Training Related

1. Each school should be provided extra teachers for ensuring quality education
2. Teachers should be capacitated in multi-lingual teaching
3. Content-based training should be provided for teachers
4. Teachers should be more professional rather than being an agent of political party.
5. Teachers should be capacitated and motivated to use educational materials while conducting teaching learning activities inside classroom

#### Information, Communication & Technology Related

1. The Education should be based on ICT
2. Paper pencil-less learning should be promoted in classroom
3. Access to information technology should be given to all school aged children
4. School curriculum should incorporate computer education as a compulsory subject

#### Social Equality and equity related

1. Education should be equal, just, quality and lifelong and without any discrimination against caste/ethnicity, class, religion and culture
2. Education should be free and compulsory up to university level
3. Opportunity cost should be provided to the poor family whose children are still out of school
4. State should own responsibility to provide education for poor and deprived community
5. Income generating opportunities should be provided to the children who are at risk/displaced due to conflict
6. Parents should be provided additional financial supports to mainstream the out of school children
7. Scholarships/incentives to students from underprivileged, marginalized and deprived communities to mainstream in formal schooling
8. Inclusive education for indigenous peoples taking the references of ILO Convention 169, and UNDRIP, 2007.
9. Third gender friendly learning environment should be created while teaching those children possibly with the teachers of same group
10. Separate toilet should be constructed for girls and children with disability

#### Parent Education Related

1. Training should be carried out to SMC and PTA representatives
2. Parents' representation and participation should be ensured in school governance
3. Education to the widow should be provided for maximizing the retention and performance of the children

#### Physical Infrastructure Related

1. One school should have one library
2. Government should manage separate schools to the juvenile delinquent to ensure their rights to education
3. Disabled friendly infrastructure like classrooms, library and teaching aid should be managed

#### Monitoring and Evaluation Related

1. Schools should be assessed on the basis of result and performance and the budget for schools should be provided accordingly
2. Local bodies such as village development committee, municipality and district development committee should be activated in school monitoring
3. Alternative option for student evaluation should be adopted (since only few hours' of examination system can't evaluate students' overall performance)
4. Parents should be given the roles and responsibilities in monitoring schools
5. Continuous Assessment System should be made more effective and functional for monitoring teaching and learning activities

#### Education Financing and Good Governance Related

1. Power should be delegated to schools to improve the performance
2. The key principles of good governance (transparency, responsiveness, accountability and so on) should be adopted in education system of Nepal
3. The concept of PPP in education should be introduced in close coordination among civil society organizations and the government should adopt private public partnership (PPP) modality in education
4. Schools should be autonomous to determine its educational goals

#### Peace and Moral Education Related

1. Peace, moral and religious education should be introduced in school
2. Education should be depoliticized
3. The declaration of School as Zone of Peace should be implemented properly

#### Education in Mother Tongue Related

1. Mother tongue based multilingual education (MLE) should be adopted to ensure the linguistic rights
2. Government should mainstream Gumba, Madarasa and Gurukul into education system
3. Government should not adopt the education system aimed at assimilation, restriction and homogenization of indigenous peoples but should adopt one aimed at preserving their unique feature of culture, language, traditions and way of life.
4. Knowledge and skills of Hindu philosophy should be included in the school curriculum

#### Others

1. Education that can contribute for national economic development
2. The medium of the school education should be in English

3. Education should address the needs of the seasonal migrants
4. Contextualization of education as the unique nature or feature of Nepal

5. Such education should be provided that promote and develop volunteerism
6. Principle should be 'learning for all' rather than 'education for all'





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# ANNEX I

## Types of participants in the stakeholder consultation:

- SMC representatives
- Teachers
- Guardians
- Students
- ECD facilitators
- District Education Officers
- School supervisors
- Resource persons
- Gender equity network
- Inter party women network
- Community based organizations working in education
- Representatives from Madrasa, Gumba and Gurukul
- Parents' Association
- Teacher association
- Journalists
- CTEVT's representatives
- Local mother groups
- Women Organizations
- Organization working on dalit issue
- Differently abled persons
- Representatives from Community Learning Center (CLC)

## ANNEX II

### List of Participants in the stakeholder consultation

S.N	Name of participants	Designation	Organization
<b>Morang</b>			
1	Sundar Sakya	Director	Eastern Region Education Directorate
2	Sabur Lal Ram	Education Consultant	UNICEF
3	Tap Raj Pant	National Program Officer, Education	UNESCO
4	Dandi Ram B.K.	Regional Coordinator	UNICEF, Morang
5	Raj Kumar Thapa	Supervisor	District Education Office
6	Lab Raj Oli	Secretary	NCE-Nepal
7	Ram Rajwara		
8	Momad Ishraphi Miya	Vice president	Madarsha Community
9	Dr. Suman Komal Tuladhar	Education Specialist	UNICEF Nepal
10	Lashameshwar Mahato	ADP Manager	World Vision International
11	Sharda Adhikari	Supervisor	Women and Child Welfare Center
12	Krishna Prasad Gautam	Teacher parents Association	Pokhariya Higher Secondary School
13	Sharu K.C	Director and secretary	Seto Gurans Morang
14	Yadab Prasad Dulal	School Supervisor	District Education Office
15	Krishna Prasad Pokharel	District Education Officer	District Education Office
16	Laxmi Prasad Dhimal	Social Development Officer	District Development Committee
17	Maniram Giri	President	Parent Teacher Association
18	Indramani Thapa	Secretary	Nepal Teacher Association
19	Laxmi Rai	Education Officer	UNICEF
20	Nabaraj Niraula	School Supervisor	District Education Office
21	Jitendra Narayan Thakur	Reporter	Gorkha Patra
22	Yagya Adhikari	Reporter	New Shristy Dainik
23	Kumod Adhikari	Reporter	Radio Nepal, Morang
24	Om Bdr. Katuwal	Asst. District Education Office	District Education Office Morang
25	Dibyaraj Kandel	Asst. District Education Officer	District Education Office, Morang
26	Phanindra Khatri	Asst. District Education Officer	District Education Office, Morang
27	Bindu Kumari	Member	Political Parties Representative

28	Punam Kumari Yadav	President	Inter-Party Women Network
29	Ram Balak Shingh	Member	EFA Assessment Team
30	Sunita Raut	Past-President	Shaileja Acharya Polyclinic, Morang
31	Yogendra Chaudhary	Program Coordinator	Child and Women Development Center
32	Premchandra Bhandari	Teacher	Shree Himalaya Higher Secondary School
33	Tara Sharma	Teacher	Teacher Union
34	Mina Bista	Field Officer	Child and Women Development Center
35	Sanjay Chaudhary	Asst. Manager	Youth Development Center
36	Rajendra Budhathoki	Asst. District Education Officer	District Education Office, Morang
37	Dinesh Kumar Yadav	President	HUKUDEK, Saptari
38	Rudra Hari Bhandari	District Education Officer	District Education Office Morang
39	Bisnu Raj Lamichane	Resource Person	Resource Center, Sunsari
40	Ganesh Pd. Dahal	Resource person	Resource Center, Sunsari
41	Gachsekesh Koirala	President	Nepal Teacher Association
42	Mohomad. Samsul Hak	Secretary	Madarsha Teacher Association
43	Pramila Thapa	Secretary	Inter Party Women Network
44	Lok Priya Khanal	Program coordinator	Abhiyan Nepal
45	Hem Khatri	Secretariat	Abhiyan Nepal
46	Bol Ram Khanal	Asst. District Education Officer	District Education Office Morang
47	Mohan Rai	Vice Director	Regional Education Directorate
48	Sakuntala Shrestha	Assistant	Community Learning Center
49	Shova Dhamala	Teacher	Birat Deaf School
50	Aarif ansari	Student	Birat Deaf School
51	Aashish BK	Co-editor	Makalu Television
52	Dilliaram Rimal	Executive Director	NCED
<b>Dhangadhi</b>			
1	Yadav Prasad Joshi	Chief	West Seti College
2	Tej Bdr.Singh	Teacher	Shardha Higher Secondary School
3	Tel Bahadur	Chairman	Nawadurga Higher Secondary School
4	Prem BK	Chairperson (PTA)	Sree Sharada Higher Secondary School
5	Jaya Prakash Misra	Head Teacher	B.P Primary School
6	Ram Narayan Kandel	Head Teacher	Jankalyan Higher Secondary School
7	Priscilla Gomez	Education Management Advisor	Volunteer Service Overseas Nepal
8	Ram Balak Sing	Team Member	EFA Review Team



9	Yogendra Ojha	Planning Officer	District Development Committee, Kailali
10	Lab Raj Oli	Secretary	NCE-Nepal
11	Tika Ram Sunar	Chairman	Fej Goup, Kailali
12	Tek Raj Joshi	Reporter	Kantipur TV
13	Jograj Khadaka	Parents	Dhandadi-2 Kalilali
14	Ram Rasile chaudhary	President	BASE, Kailai
15	Haridwar Tharu	Senior Library facilitator	BASE, Bardiya
16	Rajeshwar Thapamagar	Head Teacher	Yabak Lower Secondary School, Bardiya
17	Lahanu Tharu	Chairperson, SMC	Himalaya L.S.S, Bardiya
18	Dhan Bdr. Singh	Chairman	All Nepal Teacher Association
19	Padam Singh Kuwar	Head Teacher	Pachodaya H.S.S.
20	Puspa Rai		Kailali
21	Monika Thapa		
22	Man Bdr. Saud	President	AESK, Kailali
23	Saru Kumari Chaudhary	Principal	Shree Marsa Primary School, Kailali
24	Madhu Bohara	Head Teacher	
25	Mahendra Shahi	Pro. Coordinator	REDC, Dadeldhura
26	Khem Raj Panday	Chair person	Parchodaya Higher Secondary School
27	Nar Bdr Bohara	President	Nepal National Teacher Association
28	Hari Pd Panta	Chairperson	CDC, Doti
29	Dev Raj Awasthi	Coordinator	CDC Doti
30	Tarak Raj Joshi	Head Teacher	Sarashwoti Secondary School
31	Lal Bdr Chaudhary	Prog. Coordinator	BASE, Kailali
33	Jayaadev Mahara	School supervisor	District Education Office, Kailali
34	Muni Ram Chaulagai		Social Worker
35	Mandira Khanal		Social Worker
36	Binda dewal	Program coordinator	Nepal National Dalit Social Welfare Organization, Kailali
37	Bilasu Rana	Teacher	B.P Higher Secondary School
38	Uma Badi	President	Social Activist
39	Nitu Chaudhary	Student	
40	Sabina Pokhaarel	Student	
41	Deepak Raj Kauni	School Supervisor	District Education Officer Kanchanpur
42	Yam Bahadur	Guardian	
43	Dhanpati Dhungel	Chairperson	FAYA Nepal
44	Hikmat Kuwar	Guardian	
45	Ram hari das Shrestha	DEO	District Education Office Kanchanpur

46	Bhaim Bd. Saud	District Education Officer	District Education Office Kailali
47	Krishna Dhungana	Under secretary	Ministry of Education
48	Tap Raj Panta	National Program Officer, Education	UNESCO
49	Kumar Bhattarai	Vice Chairperson	NCE-Nepal
50	Khagaraj Baral	Joint Secretary	Ministry of Education
51	Praveen Joshi	Asst. Coordinator	AASMAN-Nepal
52	Nirpa Bdr.Sunar	Project Coordinator	AASMAN-Nepal
53	Indra sing Negi		DEO, Kailali
54	Yagya Raj Joshi		AASMAN -Nepal
55	Hari Roka	Teacher	B.P. Primary School
<b>Kaski</b>			
1	Mahasharma Sharma	Spokesperson	Ministry of Education
2	Tara Pokharel		Parents Association
3	Manju Nepali		Women Help Center
4	Goma Dhakal		Child Consortium
5	Pradip Parajuli		Child development
6	Babu Kaji Shrestha	President	NCE-Nepal
7	Ramesh Paudel	Reporter	Radio Barahi
8	Tap Raj Pant	Education Specialist	UNESCO
9	Kedar Kumar Giri	Kaski	Educational Training Center
10	Ram Chandra Paudel	Executive Director	Children Nepal
11	Khim Lal Adhikari	Head Teacher	Bindabasini Higher Secondary School
12	Arjun Neupane		District Development Member Batule Chaur
13	Narayan Prasad Aryal	Teacher	Sree Manokamaana School Syangaja
14	Sharda Sharma	Member	Children Nepal
15	Hirdaya Badracharya	Team Advisor	EFA Assessment Team
16	Suman Kamal Tuladhar	Education Specialist	UNICEF
17	Balanand Poudel		Expert
18	Dilli Prasad Sharma		Children Nepal
19	Shiv Ram Neupane		Children Nepal
20	Top Bdr Shrestha		Regional Education Directorate
21	Giridhari Subedi		Pahar Trust
22	Chandra Narayan Gurung		The Pahar Trust
23	Ser ali Miya	Kaski	Muslim Samaj
24	Chirinjibi Acharya		Shree Sanskriti Ma vi Bagar
25	Sangita Adhikari		Shree Satyabati Higher Secondary School
26	Hemraj Baral		Radio Nepal Abhibhabhal Sangha
27	Nim Data Subedi		RSS Pokhara

28	Tribhuvan Poudel	Pokhara	NTV
29	Laxmi Raj Poudel		Gorkhapatra
30	Rudra Sharma	Tanhu	DEO
31	Ganga Sharma	Gandaki	CLC Parbat
32	Prem Songmen	Pokhara	CWIN-Nepal
33	Lekha Nath lamichane	Kaski	DEO
34	Tambin Chiring		
35	Manibhadra Sharma Kandel		Teacher
36	Dil kamal Kshetri	Baglung	GYC
37	Amrita Karki	Baglung	GYC
38	Rajendra Pahadi	Parbat	SEED-Nepal
39	Ram Prasad Subedi		Guardian
40	Rajesh Shrestha		Student
41	Sreekanta Sapkota	Kaski	Netra Bihin Association/Kaski
42	Bina K. Sharma	Kaski	Youth forum Nepal
43	Sangita Koirala	Kaski	Friend Nepal
44	Mina Bhandari	Pokhara	R.Y.S.H.G
45	Jiwan Prasad Bhandari	Pokhara	PTTC
46	Rabindra Timalsina	Kaski	SPCR
47	Ramesh	Kaski	Apanga Babalbalika Manch
48	Aash Gurung	Lamjung	Redio Chautari
49	Dipak Adhikari	Lamjung	Laxminarayan pustakalaya Lamjung
50	Prem Prasad Parajuli		Shree Shidhi Brah HSS
51	Dum Nath Sharma		Children Nepal

#### CENTRAL LEVEL WORKSHOP KATHMANDU

S.N	Name of Participant	Designation	Organization
1	Ang Kaji Shrestha	Ex. General Secretary	Federation of Indigenous Nationality
2	Deepika Sharma		National Disable Women Association
3	Rajendra Dhoj Joshi	Freelancer	
4	Suman K.Tuladhar	UNICEF	
5	Sarita Lamichhane	Member	National Disable Women Association
6	Kiran Thapa		Child Consortium
7	Hem Lamsal	Education Specialist	World Vision International Nepal
8	Sapana Kandel	Program Coordinator	AASMAN
9	Kritika Dixit		AASMAN
10	Hridaya R. Bjracharya	Team Advisor	National EFA Assessment Team
11	Purna Joshi		Teacher Union
12	Nagma Shreshta	Miss Nepal Earth 2012	Miss Nepal

13	Jagat Baram	Treasurer	NEFIN
14	Laxmi Bhakta Basukala		Educate the Children
15	Hari Lamsal	Under Secretary	Ministry of Education
16	Rishav Ghimire	General Secretary	Baideshik Rojgar Mahasangh
17	Pramila sewan	President	Nursing Association of Nepal
18	Babu Krishna Maharjan		NHRPFDN
19	Ang tshig Sherpa	President	Nepal Mountaineer Association
20	Babu Kaji Shrestha	President	NCE/GAN
21	jimmi Oostrum	Edu. Consultant	UNICEF Nepal
22	Dr. T. shering	Country Director	Childreach Nepal
23	Bala nanda Poudel	Expert	
24	Roshan Shrestha	Project Officer	CHIDREACH Nepal
25	Nibedita Sharma	Communication Officer	Childreach Nepal
26	Tap Raj Panta	Education Specialist	UNESCO
27	Dr. Bhola Dahal		Norwegian Embassy
28	Sheshkanta Pandit	ETN/Gorkhapatra Reporter	Gorkhapatra
29	Basudev Timilsina	General Manager	Education Journalist Group
30	Pilar Aguilar	Chief/Education Section	UNICEF Nepal
31	Pradip Sharma	Reporter	Rajdhani Daily
32	Narayani Shrestha	OA	National Campaign for Education Nepal (NCE-Nepal)
33	Sanju Nepali	PC	NCE-Nepal
34	Ram Gaire	PC	NCE NEPAL
35	Kshitij Sapkota		NCE NEPAL
36	Maya Shrestha	OA	NCE NEPAL
37	Lab Raj Oli	Secretary	NCE-Nepal
38	Mina Regmi Poudel	Section officer	Ministry of Education
39	Shankar Sunar	Program manager	Dalit Welfare Organization
40	Dawa J. Sherpa	Chairman	Mountain Helicopter
41	Purnachandra Lal Rajbhandari	Director	Macro Development Entrepreneur
42	Kunda Sharma	Member	Women for Human Right
43	Dev Raj Bhardawaj	President	Association of Youth Organization Nepal
44	Indra Gurung	Program Coordinator	Embassy of Finland
45	Prakash Ghimire	Director	SFAFDB
46	Ang J P Lama	MD	Guides for All
47	Laxmi Pdr. Sharma	Pro. Director	PTTC
48	Khila Nath Dahal	President	Trade Union Congress
49	Laxmi Poudel	Education Project Manager	Save The Children
50	Raj Kumar Gandharba	Sr. Program Manager	VSO
51	Rekha Tulachan	Member	Didi Bahini
52	Gajendra Sunar	President	Dalit NGO Federation



53	Suprabhat Bhandari	President	Guardian's Association
54	Gopi Kumar Luitel	Staff	Sakti Samuha
55	Bidur Karki	Secretary	GEFONT
56	Padam Sundas	Chairperson	SAMATA Foundation
57	Om Mani Sharma	Coordinator	SARWANM Drama Group
58	Sarwasati Shrestha	Executive Member	Nepal Bar Association
59	Shree Krishna Maharjan	Reporter	Nepal Mountain TV
60	Subas Subedi	Executive Director	UCEF Nepal
61	Kumar Tamang	General Secretary	NAFEA
62	Renuka Roy	Member	NAFEA
63	Madhav Dulal	Editor	Blue Diamond Society
64	Shailendra Bhajracharya	Chief Executive Officer	Times College
65	Amrita Shrestha	Media Head	CWIN-Nepal
66	Ganesh Singh	Camera Person	CWIN-Nepal
67	Swagatraj Pandya	Program Officer	Alliance for Social Dialogue
68	Indra Mani Rai	Freelancer	Kathmandu University
69	Sudrasan Sigdel	President	Education Journalist Group
70	Yadav Mainali	PC	Save the Children
71	Prakash Silwal	Immediate past President	Education Journalist Group
72	Shila Sayami	Reporter	Sandhayakalin Times
73	Hansa Ram Pandey	Director	Federation of Nepalese Chamber of Commerce and Industry
74	Subash Bhandari	President	Guardian' Association Nepal
75	Roshana Subba	General Secretary	Education Journalist Group
76	Wisdom Pandey	Teacher	Johan Dewey School
77	Durga Kandel	Under Secretary	Department of Education
78	Swastika Lama	Program Officer	Blue Diamond Society

#### Preliminary Report Sharing Program, Kathmandu

S.N	Name of Participate	Organization
1	Dophne De Souza	Ministry of education
2	Narottam Pd. Dhimal	Resource Center for Rehabilitation and Development
3	Lakman sharma	Nepal National Teacher Association
4	Mina Regmi	Ministry of Education
5	Babu Nepal	Professional Development and Resource Center
6	Ratna Upreti	Child Nepal
7	Yadav Prasad Sharma	National Guardians Association Nepal
8	Deelipa Adhikari	Sagarmatha Television
9	Ram Chitrakar	Sagarmatha Television
10	Dev Kumari Guragai	Director, National Center for Education Development
11	Smita Gyawali	Asian Development Bank
12	Goma Kunwar	Girl Education Network
13	ANG P.Shrestha	JICA
14	Sindhu Jalesa Budhathoki	Constituent Assembly Member

15	Hridaya R.Bajracharya	EFA Assessment Team Coordinator
16	Keshab Lochan	Reach-Nepal
17	Mohan Bhandari	United Mission to Nepal
18	Mr. JH Green MBE	PAHAR Trust Nepal
19	Srijana Shrestha	Student
20	Babu Kaji Shreshta	National Campaign for Education/Global Action Nepal
21	Uddhab Karki	European Union
22	Madhu Raj Bhandari	Embassy of Japan
23	Rreudan M	British Council
24	Jyanti Subba	USAID/Nepal
25	Manuka Gurung	USAID/Nepal
26	Basu Dev Kifle	Tribhuvan University
27	Sharada Kumal	National Campaign for Education
28	P.S Adhikari	Innovative Forum for Research and Development
29	Ujjwal Sundas	SAMATA Foundation
30	Ramesh C.Adhikari	Kantipur Daily
31	Shashi Sharma	
32	Rajendra Dhoj Joshi	Freelancer
33	Sarojbhakta Acharya	
34	Lachhe Bdr KC	PABSON
35	Mukunda Gautam	Institutional Teacher Union
36	Bhokendra Lamichhane	
37	Shree krishna Wenju	UNICEF Nepal
38	Bharat Pathak	CCS Italy
39	Bamber Timalisina	Education Journalist Group
40	Amita Vohra	UNESCO
41	Bashu Dev Timlsina	Education Journalist Group
42	Arjun Subedi	World Vision International Nepal
43	Babu Ram Adhikari	Teacher Union
44	Hari Lamsal	Ministry of Education
45	Laxmi Poudyal	Save the children
46	Laxmi Bhaktabaukala	Educate the Children
47	Kishor Shrestha	Tribhuvan University
48	Amrita Shrestha	CWIN
49	Ganesh Singh	
50	Tap Raj panta	UNESCO
51	Dev Raj Bhardar	AYON
52	Dr. Ram H. Lamichhane	Member Secretary CTEVT
53	Devraj Tamang	
54	K.M. Shah	
55	Dinesh P.shrestha	Room To Read
56	Maheshram sharma	Ministry of Education
57	Chetana Tuladhar	Student

58	Mohan Aryan	World Bank
59	Suman K.Tuladhar	UNICEF
60	S.K.Nepal	National Teacher Association
61	Neeru Pradhan	ERDCN
62	Ramnath Khanal	
63	Krishna Bhattarai	
64	Aseem Devkota	Radio Matri
65	Roshan Gaute	Educational Pages
66	Sant Ram Dangol	Loo Niva
67	Minarvha Rajbhandari	World Education
68	Ishari Pd Pokherel	RED Pokhara
69	Kritika Dixit	AASMAN Nepal
70	Chakraman BK	Dalit Welfare Organization
71	Seema Acharya	World Education
72	B.K Rimal	
73	Anjana Thapa	
74	Hem Bhr. Lamsal	World Vision International Nepal
75	Narayani Shrestha	National Campaign for Education NEPAL
76	Utsab Shakya	BFN Nepal
77	Maya Shrestha	National Campaign for Education NEPAL
78	Bimal Phuyal	Action Aid
79	Adity Manandhar	National Campaign for Education Nepal
80	Gauru Pradhnan	Senior Human Rights Activist
81	Kadar Tamang	Association of INGOs in Nepal/ Education Working Group
82	Resham Shrestha	Association of INGOs in Nepal
83	Siena Fliescher	USAID
84	Yagya Raj Poudel	United Mission to Nepal
85	Babu Ram Poudel	Non-Formal Education Center
86	Amit Raj Shrestha	Consortium Nepal
87	Keshav Niraula	National Teacher Association
88	Gyanandra Rawal	National Teacher Association
89	Helen Sherpa	World Education
90	Ganeshman Pun	Constituent Assembly Member
91	Lokprasad Kharel	Nepal Student Union
92	Devi Prasad Rijal	Lotus LAW
93	Pradip Neupane	Rajdhani Dalily
94	Noor J.Shah	Consortium Nepal
95	Hana Singer	UNICEF
96	Bharat Thakur	Kathmandu Today
97	Durga Kandel	Department of Education
98	Sudarshan Sigdel	Education Journalist Group
99	Ishwori Subedi	Rajdhani Daily
100	Jimi oostrum	UNICEF

101	Sanju Nepali	National Campaign for Education Nepal
102	Ram Gaire	National Campaign for Education Nepal
103	Nabin S.L	Chhahara
104	Anjaly Ramtel	Rastiya Samachar Samiti
105	Sushma Gautam	Rastiya Samachar Samiti
106	Kshitij Sapkota	National Campaign for Education Nepal
107	Dilli Ram Subedi	Gaja Youth Club/NCE Nepal
108	Dr.Bijaya Saiju	Concern-Nepal
109	Anim Dahal	Interpreter





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