

B U I L D I N G

UNESCO  
NATIONAL EDUCATION  
SUPPORT STRATEGY  
(UNESS) NEPAL 2008-2013

November 2008



United Nations  
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Cultural Organization



BUILDING  
UNESCO NATIONAL EDUCATION SUPPORT  
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*For more information please contact:*

**UNESCO Office in Kathmandu**

Jawalakhel, Lalitpur, P.O. Box 14391

Kathmandu, NEPAL

E-mail: [kathmandu@unesco.org](mailto:kathmandu@unesco.org)

Tel: +977-1-5554-396/769

Fax: +977-1-5554-450

<http://www.unesco.org/kathmandu>

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The UNESCO National Education Support Strategy (UNESS) 2008-2013 is a major element of the global strategy of UNESCO to play a proactive role in assisting Member States in the implementation of their education plans and programme reforms through harmonized actions with other United Nations agencies at the country level.

The UNESCO Office in Kathmandu prepared the 'UNESCO National Education Support Strategy (UNESS) for Nepal, 2008-2013' with a view to playing a more strategic role in supporting national educational needs and priorities and in strengthening its partnership with other development agencies in conformity with international development goals such as Education for All (EFA) and the Millennium Development Goals (MDGs). Analyzing the national educational challenges, emerging needs, priorities and strategic directions and past as well as present contributions of the UNESCO Office in Kathmandu, overall programmes and strategies for the three consecutive biennia from 2008-2013 have been outlined to support the Government of Nepal in holistic education sector development with particular emphasis on targeted and focused interventions.

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Dr Colin Kaiser  
Head of Office and UNESCO Representative to Nepal  
UNESCO Office in Kathmandu, Nepal  
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# Executive Summary

Building a prosperous, modern and just Nepal that is economically independent and free from poverty is the key priority of the Government of Nepal (GoN). Achieving employment-oriented, pro-poor and broad based economic growth and appropriate human resource development are the key strategies for building an educated and inclusive society. In this context, the GoN is committed to achieving the goals of Education for All (EFA) as well as the Millennium Development Goals (MDGs) and targets by 2015, and it has demonstrated its support by allocating 3.8% of the Gross Domestic Product (GDP) and about 17% of the national budget to the education sector.

The education development programmes in Nepal revolve around achieving the following three objectives: (i) ensuring access and equity in primary/basic education; (ii) enhancing quality and relevance of education; and (iii) improving efficiency and institutional capacity. These objectives are based on the human rights approach to education, which is underpinned in the Education for All National Plan of Action (EFANPA) Nepal 2001-2015 and is also reflected in the Interim Constitution of Nepal 2007.

The Interim Constitution included the right to education and culture in its fundamental rights and committed to providing basic education for all citizens. Regarding the "Education and Cultural Rights", part 3, article 17 of the constitution states:

- i. Each community shall have the right to get basic education in their mother tongue as provided for in the law.
- ii. Every citizen shall have the right to free education from the State up to secondary level as provided for in the law.
- iii. Each community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civility and heritage.

A number of development partners, bilateral and multilateral donors are supporting Nepal in improving

its education system with a view to improving and providing educational services to all, especially girls and the disadvantaged. As a leading EFA partner, UNESCO plays a catalytic and substantive role in furthering and supporting education priorities and objectives. As part of this effort, UNESCO has prepared the UNESCO National Education Support Strategy (UNESS) for Nepal 2008-2013. The document highlights issues and priorities for investment and interventions in the education sector. It is the result of a consultative process, with inputs from the Ministry of Education (MoE), development partners, UN agencies, I/NGOs and civil society organizations (CSOs). The UNESS is a working document designed within a medium-term perspective of six years and it will be updated every two years.

Through UNESS and other initiatives such as the Common Country Assistance (CCA) and the United Nations Development Assistance Framework (UNDAF), UNESCO will continue to play its role, especially in priority areas as EFA monitoring, literacy and non-formal education, gender equality and inclusive education and quality of education. The document will serve as an important tool for guiding UNESCO's participation in and contribution to the School Sector Reform Plan (SSRP 2009-2015), to be implemented beginning in 2009, upon the completion of Education for All Programme 2004-2009.

The predominant focus in this strategic document is on basic education for all children, adolescents and youth within a lifelong learning approach. It uses the Education for All goals as a foundation, with particular reference to the educational rights of children and literacy for all, embracing the perspective of continuing education. It emphasizes that the Government, with the active participation of all EFA partners, including bilateral and multilateral donors, UN agencies, I/NGOS and civil society organizations, should work together to fulfill their obligations to ensure the right to education and intensify their efforts



to achieve the EFA goals and education-related Millennium Development Goals (MDGs) by 2015 through the provision of quality learning environments for all children, adolescents, youth and adults.

The document is divided into five chapters: Chapter One provides a brief overview of the national development challenges and priorities of Nepal especially from the perspectives of the economic, social and human development context – demographic, ethnic, religious and language groups, the economic situation and trends, main aspects of livelihoods, human development indicators and national development challenges. The main challenges of development are laying the foundations for economic and social transformation to build a Prosperous, Modern and Just Nepal. In regards to education, the emphasis is on the Three Year Interim Plan (2007-2010), which aims at achieving the goals of EFA with particular reference to literacy and free and compulsory basic education of equal quality for all. Alternative education (distance education and open learning), pre-primary and early childhood development, secondary education, technical education and vocational training and higher education with quality as an overarching goal are also included. Furthermore, the plan has acknowledged education as a powerful means of reducing poverty, and affirmative actions have been suggested for the quality delivery of the education to the poor, students with disabilities, disadvantaged groups, linguistic minorities, marginalized, conflict-affected people and women.

Chapter Two depicts the educational context and challenges and national priorities. The educational context and challenges deal with the structure of the education system, the legislative framework, management of education, resources, curriculum, language of instruction, teacher development, students assessment, enrolment and gender disparity in enrolment. It also highlights school management, with some of the crosscutting issues and challenges of the comprehensive education sector, including early childhood development and pre-primary education, primary education, secondary education, technical education and vocational training, tertiary education and non-formal education. Inadequate resources for meeting the cost of free education,

limited sources of revenue for education, ineffective and inefficient allocation and management of expenditures, inadequate funding modality for better school performance and lack of transparent mechanisms for school financing are some of the major issues of education sector financing in Nepal.

Moreover, this chapter incorporates the national priorities and strategies in the context of the major initiatives of the government such as Education for All (EFA – 2004-2009), the Secondary Education Support Programme (SESP 2003-2009), the Tenth Plan (2002-2007, the Three Year Interim Plan (TYIP 2007-2010) and the School Sector Reform Plan (SSRP 2009-2015).

Chapter Three addresses the priorities and areas of development partners' interventions. It presents an overview of development partners' support for education in Nepal. It looks at the support given to the Education for All programme, the support received through bilateral aid, the contributions made by UN agencies and development banks, and finally examines some of the support provided by INGOs and NGOs.

Chapter Four analyses the UNESCO Kathmandu Office's past and present support to the development of education in Nepal within the framework of UNESCO's regular and extra-budgetary programmes in education. The analysis serves the purpose of furnishing information for formulating appropriate programmes and strategies for succeeding bienniums from 2008-2013 that would respond to the country's educational policies, needs and priorities. The results of the analysis are anchored in the biennium broader educational strategic directions, priority interventions and tentative budget.

Chapter Five includes UNESCO's programming priorities. Based on the gaps, emerging needs, findings and recommendations presented in the previous chapters, this chapter proposes strategic directions and priority interventions for the period from 2008-2013. It is expected that these strategies and programmes would inform UNESCO Kathmandu in assisting Nepal in providing basic education of good quality to all its citizens and in carrying out its overall efforts for the school sector reform (SSR) and development of the education sector. The emerging

needs and ways forward are suggested in the area of ECD and pre-primary education, primary/basic education, secondary education, technical and vocational education and training (TVET), literacy and NFE, teacher education, tertiary education, EFA and SSR financing and monitoring and the linkage between federalism and education.

### ECD and Pre-primary Education

There is a need for a formal programme for children less than five years of age. This requires the recognition that ECD and Pre-primary constitute the foundation (starting point) of education. Once this has been achieved, a huge physical infrastructure development for ECD centers and pre-primary classes, as well as appropriate training for ECD/Pre primary education teachers and facilitators, would be essential. Development of the sub-sector would require an appropriate level of investment, emphasis on increasing remuneration for teachers and facilitators, better coordination, harmonization and networking among ministries and agencies, in particular and most importantly with health related activities.

### Primary/Basic Education

The most urgent gap in the provision of primary education is the guaranteeing of universal access and completion of primary/basic education. Over 11% of primary school children, from marginalized and disadvantaged groups, are still out of school. Their enrollment in the conventional schools would be extremely difficult. The availability of primary and lower secondary schools within a reasonable distance is an issue for the disadvantaged and marginalized population groups. It is thus important that primary/basic education is made free and compulsory in order to bring all children into school and achieve universal completion of quality primary/basic education. Other needs are to enhance the internal efficiency of primary education and transition to upper levels of education, and to take immediate action for expanding and strengthening lower secondary education. Moreover, it is important that the quality of the teaching and learning process is enhanced through the improvement of teachers' competencies and performance through both in-service training and pre-service training.

### Secondary Education

There is high wastage in secondary education, which requires improvement in the quality of public secondary schools. The transition to higher education level, which is strikingly low, is another major issue. These issues require intensive attention to enhancing the performance and effectiveness of secondary schools, especially in rural and remote areas.

### Technical and Vocational Education & Training (TVET)

There are needs to expand the coverage and the development of TVET in the context of annex schools and the SSR, establish a mechanism for quality assurance within the national and regional framework, and ensure synergy among institutions and improve coordination between those institutions providing skills training and vocational education. Improving public private partnership (PPP) for increasing investment on TVET, especially for targeted groups, should be a policy priority. Furthermore, bridging non-formal education with vocational skills development for marginalized girls by utilizing Community Learning Centers (CLCs) under the broader scheme of Skills for Employment is crucial.

### Literacy and NFE

It is essential to address the issues related to marginalized and disadvantaged population groups which are still deprived of learning opportunities. Equally important is the need to reach the un-reached with livelihood skills and income-generating programmes through targeted interventions for socially excluded and economically marginalized groups, expanding opportunities for life long learning and enabling individuals to continue education for being able to meet their basic needs, mobilizing resources both financial and human for accelerating the progress to achieve the goal of literacy for all.

### Teacher Education

Teacher professional development to improve the teaching and learning process in the classroom is a crucial need. This requires a paradigmatic shift in teacher preparation with emphasis on professional enrichment, and the establishment of rigorous monitoring of teacher performance and linking this to their career development.



## Tertiary Education

Access to higher education has been limited. There is urgent need for increasing the opportunity of higher education to disadvantaged students. This may require the development of various academic programme delivery modalities such as the introduction of distance mode or of expanding access through the Open University of establishing regional universities. The provision of scholarships and soft student loans to targeted groups can also help improve access. Furthermore, quality and relevance of higher education programmes to the world of work are lacking. Hence, policy reformulation along the emerging context of globalization and competitive market situation is equally crucial.

## EFA and SSR Financing and Monitoring

There is a need to increase the national budget for education by the Government and also by development partners, and a mechanism is required for equitable budget allocation, especially for a comprehensive school education (0-12), literacy and non-formal education, and technical and vocational education.

## Federalism and Education

It is crucial to assess how federalism will impact on all levels and domains of education. As a start, sharing research findings on educational issues in a federal state policies and practices with a view to identifying various barriers to federalism education would be most helpful. It would be useful to explore unambiguous boundaries demarcating the policy spheres for central, intermediate and local actors in the education sector. In this respect, decentralizing education policy-making authority, especially as it relates to the basic and secondary education, is crucial.

The results of the analysis are anchored in the broader biennium educational strategic directions, priority interventions and tentative budget, with particular emphasis on assisting national efforts to achieve the EFA goals in the following areas:

- Enhancing early childhood development and pre-primary education as the foundation of education
- Supporting national efforts to achieve inclusive basic education for girls and boys
- Supporting national efforts in NFE to improve literacy rate and strengthen CLCs with special reference to women and excluded groups
- Enhancing policy, planning, monitoring and coordination for achieving EFA
- Understanding federalism and education: Decentralization and management of education in the changed context

The UNESS Nepal 2008-2013 gives a very comprehensive view of education development in Nepal and suggests some priority areas for supporting the national efforts, especially with regards to providing quality basic education to all children, adolescents and youth through both formal and non-formal means of education. Reaching poorer, dalits, and ethnic minorities and socially marginalized and disadvantaged children who usually have less access to basic education is a formidable challenge. Ensuring that the most vulnerable and marginalized children are enrolled, remain in school and complete basic education of good quality requires targeted programmes and interventions aimed at the poorest households and seeking to eliminate gender disparity.

# Acronyms

<b>ADB</b>	Asian Development Bank	<b>IDA</b>	International Development Association
<b>AIDS</b>	Acquired Immune Deficiency Syndrome	<b>IDP</b>	Internally Displaced Persons
<b>ASIP</b>	Annual Strategic Implementation Plan	<b>IIEP</b>	International Institute for Educational Planning
<b>CAS</b>	Continuous Assessment System	<b>INGO</b>	International Non Governmental Organization
<b>CBO</b>	Community Based Organization	<b>JFIT</b>	Japanese Funds In Trust
<b>CBS</b>	Central Bureau of Statistics	<b>MDGs</b>	Millennium Development Goals
<b>CCA</b>	Common Country Assistance	<b>MEP</b>	Municipality Education Plan
<b>CDC</b>	Curriculum Development Center	<b>MLA</b>	Main Line of Action
<b>CLC</b>	Community Learning Center	<b>MLE</b>	Multi Lingual Education
<b>CMR</b>	Child Mortality Rate	<b>MOES</b>	Ministry of Education and Sports
<b>COPE</b>	Community Owned Primary Education	<b>MoF</b>	Ministry of Finance
<b>CTEVT</b>	Council for Technical Education and Vocational Training	<b>MTEF</b>	Medium Term Expenditure Framework
<b>DANIDA</b>	Danish International Development Agency	<b>MTR</b>	Mid Term Review
<b>DDC</b>	District Development Committee	<b>NCC</b>	National Curriculum Council
<b>DEC</b>	Distance Education Center	<b>NCF</b>	National Curriculum Framework
<b>DEP</b>	District Education Plan	<b>NCED</b>	National Center for Educational Development
<b>DFID</b>	Department for International Development	<b>NER</b>	Net Enrolment Ratio
<b>DESD</b>	Decade of Education for Sustainable Development	<b>NFEC</b>	Non Formal Education Center
<b>DoE</b>	Department of Education	<b>NGO</b>	Non Governmental Organization
<b>ECD</b>	Early Childhood Development	<b>NPC</b>	National Planning Commission
<b>ECCE</b>	Early Childhood Care and Development	<b>PCL</b>	Proficiency Certificate Level
<b>EFA</b>	Education for All	<b>PTA</b>	Parent Teacher Association
<b>EFA MDA</b>	Education for All Mid Decade Assessment	<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>EMIS</b>	Educational Management Information System	<b>RP</b>	Regular Programme
<b>GDP</b>	Gross Domestic Product	<b>SEDEC</b>	Secondary Education Development Center
<b>GER</b>	Gross Enrolment Ratio	<b>SESP</b>	Secondary Education Support Programme
<b>GFP</b>	Gender Focal Point	<b>SIP</b>	School Improvement Plan
<b>GENIA</b>	Gender in Education Network in Asia	<b>SLC</b>	School Leaving Certificate
<b>GoN</b>	Government of Nepal	<b>SMC</b>	School Management Committee
<b>GPI</b>	Gender Parity Index	<b>SSA</b>	School Sector-wide Approach
<b>HDI</b>	Human Development Index	<b>SSR</b>	School Sector Reform
<b>HIV</b>	Human Immunodeficiency Virus	<b>TEP</b>	Teacher Education Project
<b>HPI</b>	Human Poverty Index	<b>TEVT</b>	Technical Education and Vocational Training
<b>HSEB</b>	Higher Secondary Education Board		
<b>ICT</b>	Information and Communication Technology		



TOTs	Training of Trainers
TSC	Teacher Service Commission
UBE	Universal Basic Education
UGC	University Grants Commission
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNGEI	United Nations Girls' Education Initiative
UNLD	United Nations Literacy Decade
UPE	Universal Primary Education
UK	United Kingdom
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
US	United States
VDC	Village Development Committee
VEP	Village Education Plan
WFP	World Food Programme

## Chapter One

# National Development Challenges and Priorities

## Economic, Social and Human Development Context

Nepal is a landlocked country, strategically located between China on the north and India on the east, south and west. The country is home to eight of the world's ten highest peaks, including Mount Everest and Kanchenjunga, and spans a territory of 147,181 square kilometers. Geographically, it consists of three layers of distinct ecological zones: (1) the Himalayas, the high mountain range with snow-covered peaks, (2) the hill areas with lush high hills and valleys, and (3) the Terai, a strip of fertile plains. All these geographic belts of Nepal run from east to west.

Nepal is administratively divided into 14 administrative zones and 75 districts, which are grouped into 5 development regions. The nation's capital is Kathmandu, where the central administration is located. Nepal used to be a constitutional monarchy, but after years of political turmoil, the King of Nepal was asked to step down, and the country became a Federal Democratic Republic with the president becoming the head of state. Its unicameral 601-seat Constituent Assembly was first elected in April 2008 and is in the process of drafting a new permanent Constitution. The judicial system consists of several District Courts, Courts of Appeal, and a Supreme Court in Kathmandu.

## Demographic Highlights

The population of Nepal was estimated at around 26.3 million (United Nations (UN), 2005) with a growth rate of 2.1% during 2000-2005. Although this growth rate seems to have decreased only marginally, it still indicates a rising trend of school age children. Approximately 40% of the population was below the age of sixteen years in 2007. This growth has obviously caused an increase in the demand for the expansion of educational opportunities.

The ratio between male and female population is almost equal with women having a slight gain over

men (50.05 per cent vs. 49.95 per cent). The population characteristics vary according to the variation in the geographic settings of the country. The people living in the Terai Belt which is a low lying landscape have the characteristics of the people living in the Indo-Gangetic Plain in India whereas the people living throughout the middle and upper hills as well as in the High Mountain Belts mostly have the Tibeto-Burman speaking Mongoloid people.

## Ethnic, Religious and Language Groups

Nepal is multi cultural, multi linguistic, and multi ethnic; major caste/ethnic groups include the Chhettri (15.8%), Brahman-Hill (12.7%), Magar (7.1%), Tharu (6.6%), and Tamang (5.6%). Although Hindu is the predominant religion that 80.6% of the population practice, Nepal recently became a secular state. Available statistics shows that there are 103 caste/ethnic groups including two "unidentified groups". There are also at least 92 different languages spoken in Nepal with a 93rd category as "unidentified" (Ministry of Population and Environment (MoPE): Nepal Population Report 2004). The caste structure framed along the hierarchical levels in ancient time still prevails in practice in most of the disadvantaged and deprived settings of the country.

According to the 2001 census, 12.9% of population were dalits or so called "untouchables" and these are the people who are vulnerable to a range of social discriminations and oppressive practices. The census also showed that 37.2% of the population consisted of indigenous ethnic groups who spoke around 92 different languages or dialects. While the majority of the population around 81% is Hindu, Buddhist represents 11% of the total population. Nepal also has a number of minority religious groups such as Islam (Muslim) 4.20%, Kirat 3.60%, Christian 0.45%, Jain 0.02% and others 0.39% (MoPE, ibid). Whereas religious harmony appears to be fairly strong, sporadic ethnic conflicts, however, have crawled into some geographic territories of the country, mainly in the



Terai belt where ethnic violence has been budding for some time.

## Economic Situation, Trends and Main Sources of Livelihood

Despite experiencing an encouraging economic growth of 6% in 1999, Nepal's economy experienced considerable slump in subsequent years because of internal political unrest. The Ministry of Finance (MoF) figures for 2007 estimate a 5% growth for 2007/8. Despite its trade deficit, Nepal assumes a balance of payments surplus largely due to remittances from the increasing number of Nepalese people working abroad. In 2005/6 Nepal recorded a balance of payments surplus of \$355 million as compared to \$79 million in 2004/5. Foreign aid accounts for more than half of the country's development budget.

Nepal's principal economic activity is agriculture employing about 80% of the population and providing 36% of Gross Domestic Product (GDP) (MoF: Economic Survey, Fiscal Year 2006-2007). The informal sector engages quite some number of people. Other economic sectors consist of manufacturing, trade, tourism and hospitality services. However, these sectors operate mostly in urban areas in particular the Kathmandu Valley; while in the rural areas where 86% of the population and over 90% of poor people live, agriculture is the primary source of income (Poverty Reduction Strategy Paper (PRSP). In fact, the agriculture sector should have made impressive progress because of the priority given to this sector in terms of budgetary allocation in tune to the Agriculture Perspective Plan. What is found in reality is less than the expected return.

## Human Development Indicators

The Human Development Index (HDI) has improved in Nepal in recent years, bringing the country to the 142nd place in 2005 from its 143rd in 2001 (UNDP Human Development Report, 2003 & 2007). The average life expectancy reached 61.4 (60.9 for males and 61.7 for females) (EFA Global Monitoring Report 2007). The life expectancy for females has slightly increased. At the same time, child survival and child well being have also increased. However, these average figures vary in the context of acute disparities between geographic regions and ethnic groups. Despite some gains in health-related HDI restrictive

influence of poverty, lack of productivity in agriculture, absence of alternative sources of employment, insurgency and lack of good governance have pulled down the overall level of HDI.

Figures on education show that while the net enrollment ratio in primary education has increased from 72% to 84% during the years 1999 -2004, final completion rates are still lower than the majority of the South Asian countries (EFA, 2007). The major challenge in the primary education sector is not only to ensure increased enrollment of children, mainly from deprived and disadvantaged segments of the society, in the school but also to make sure that they get necessary support to complete their primary education cycle. Grade repetition rates in Nepal are also very high. This may be partly due to misreporting of dates of birth of children and consequently even under age children are enrolled well before the actual school enrollment age. The transition from school level to higher level seems to be so low, as EFA figures reveal that only 6% of students (males 8 per cent and females 3 per cent) go to higher education and the GPI in GER is as low as 0.40 (EFA Global Monitoring Report 2008).

## Disparities within the Country

As noted above, disparities in Nepal exist between men and women, between those from different castes, between different ethnic groups, between disabled and non-disabled people and also between geographic regions. These disparities are characterized by: (a) the geographic diversity characterized by topographic variations, some two-thirds of the land mass is mountainous where most of the settlement areas are accessible only by walking, (b) the social structure is basically founded on the caste hierarchy, (c) the benefits of modernization which is limited largely in the urban locations, and (d) the distribution of development opportunities concentrated mainly in the already facilitated zones. In particular, the disparity in terms of the possession of property and access to education as well as of other services enjoyed by those living in the Kathmandu Valley and those living in other areas (specifically the West and far West and remote mountainous regions) seems to be perpetuating (UN, 2004). Geographical disparities seem to be causing difficulties for the children from hard-to-reach

mountainous regions in executing the right of entry to school and the same factor has caused problems in deploying teachers in those difficult contexts, let alone the deployment of female teachers.

The census 2001 revealed that Nepal with a literacy rate of 48.6% is home to over seven million illiterate adults, which make up about 1% of the world's illiteracy rate (Education for All: Global Monitoring Report, 2006). Statistics shows that since 1952 although Nepal has made substantial progress in education as well as in improving the status of literacy, the distribution of achievement has been very uneven across the different social groups, development regions, geographic zones, districts, municipalities, villages; and income/consumption quintiles. These differences are noticeable between males and females with females being more disadvantaged and marginalized. Areas in the far, mid west regions and mountainous, central terai zones have the largest proportions of illiterates.

Disparities are noticed among males and females regarding literacy achievement. In the years between 2000 and 2004, the literacy rate for those over 15 years of age was 49% (63% for the male population and 35% for the female population). Similarly, the literacy rate for those within the age bracket of 15-24 was 70% (81% for the male population and 60% for the female population) (CBS: Women in Nepal Some Statistical Facts, 2004). The existence of 28% male-female differential in literacy rate in spite of the government and INGO's efforts to address female literacy also indicates the inadequacy and the lack of targeted and focused interventions on the part of the education service providers to address the gender gap issue. The government has been implementing special literacy programmes for women aiming to increase their literacy rate and improve their quality of life such as developing different kinds of readers, primers and continuing education materials. The current effort has been focused on connecting the literacy completers to income generation activities.

The recent Nepal Demographic and Health Survey (Ministry of Health and Population, 2006) has demonstrated an increase in the adult literacy rate among 15-49 years age population. However, educational attainment was found very low among

women as compared to men. More than half (53%) of women age 15-49 do not have formal education. Furthermore, 18% of women have only reached primary school, 21% of women have only attended secondary school, and 9% of women have completed school leaving certificate or moved to higher levels of education (the percentages for men are 29%, 31% and 19% respectively). The gap in urban-rural literacy among men (90% versus 79%) is smaller than among women (76% versus 51%) suggesting that men in rural areas are better able to access learning than women. Achieving a 50% improvement in the level of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults as stated in the EFA goals is a hard to achieve objective for a country like Nepal.

Wide discrepancies in literacy rates are also evident among different castes and ethnic groups. The lowest literacy rate is found among the Dalits living in the terai, such as the Musahar and the Dom while the highest rates are found in castes such as the Hill, Terai Brahmins and Chhetris. Some of the Hill Janajatis such as the Thakali, Newar and Rai also have high literacy rates. Available statistics shows that the literacy rate of privileged groups such as Jain, Marwadis, Kayasthas, Brahmins, Newar ranges from 60 % to 94 % whereas the literacy rates of disadvantaged ethnic groups and castes such as Chepang, Chamar, Dom and Musahar are as low as 19.1%, 12.7%, 6.5% and 3.7% respectively (Central Bureau Of Statistics (CBS), 2004: Women in Nepal: Some Statistical Facts). The big gap in the literacy rate among different castes and ethnic groups indicates that the existing literacy programmes have fallen short of reaching out to the disadvantaged and marginalized population groups. Accessibility of these deprived groups to literacy programmes under the government or International Non-Government Organisations' (INGOs) sponsorship needs to be massively increased.

Access to education varies considerably between different groups. For instance, despite the initiatives to promote literacy among dalits their literacy rate has gone up only by 10% in the years between 1991 and 2000. Still two thirds of their populations have remained illiterate (UNDP, 2004). While some indigenous groups' literacy rates have risen above the



national average others are still well below it (UNDP, 2004) and many children still do not have access to a teacher who speaks their language. The current situation of educational exclusion of many people from deprived social castes and the mismatch between the languages spoken by teachers and that spoken by pupils present persistent challenges to the Nepal's education system.

### Causes of Poverty

The 2007 EFA Global Monitoring Report shows that GNP per capita income in the years between 1998 and 2004 has increased from \$220 to \$250. This is by far the lowest increase in the South Asian region. Dependence on agriculture alone for survival is equally critical. Industrial sector has been largely hampered by political instability. Trade and commerce sector has also faced several impediments. Because of the downturn of the economy the prospect for employment has been slender. Lack of pro-people governance, discrepancy in the distribution of economic opportunities, lack of accountability and transparency, etc have enlarged the gulf between the rich and the poor. Distressingly, the widening gulf between the rich and the poor has grossly affected the children from poor family background to get quality education in public schools since the educational performance of public schools is qualitatively poor. Consequently, the return to education for them is not appealing and the human capital formation has desperately suffered leading eventually the poor becoming much poorer. The well off people on the other hand can afford better quality education for their children in private schools and emerge as the dominant segment of society with the power to exploit more opportunities and grab privileges. A social stratification induced by the economic discrepancy leading eventually to educational discrepancy has existed in Nepal persistently.

### HIV and AIDS

Figures in the EFA Global Monitoring Report 2007 show that 0.5% of the populations are under the impact of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). Of these 21.6% are women. Both of these figures are the highest recorded figure for a similar period in any

South Asian country excluding India. Actual figures may well be higher. Also the increase in temporary migration is likely to add some more numbers to these figures.

## National Development Priorities

The latest development effort in Nepal was through the Tenth Plan (2002-07). The major goal of the Tenth Plan was "to bring about a remarkable and sustainable reduction in the poverty level in Nepal over the next five years" (p.37). The Plan is built on four pillars strategy:

- Broad-based economic growth focusing on rural economy
- Social sector development including human development
- Social and economic inclusion of the poor, marginalized groups and backward regions; and
- Good governance both as a means of delivering better development results and ensuring social and economic justice.

The target was to reduce poverty level to 30% from 38%. This has been almost achieved, as indicated by the latest record of the National Planning Commission (NPC) which reported that the proportion of people living below poverty line now stand at 31%. The other indicators for development as stipulated in the Tenth Plan are to raise literacy rate from 49% to 63%, to reduce Child Mortality Rate (CMR) from 64 to 45 per thousand births, to increase life expectancy from 62 years to 65 years, to provide drinking water facility to 85% of the people from the current figure of 72%, to avail electricity access to 55% people from the current figure of 40%, and facility of telephone to all village development committees. Other indicators are to raise primary education Net Enrolment Ratio (NER) to 90% from 82%, reduce population growth from 2.25 to 2.1 (media reported 2.1 on World Population Day in July 2007), HDI from .466 to .517 and Human Poverty Index (HPI) from 39.2 to 34.

The Tenth Plan has already ended on 15th July 2007, so the government has prepared a Three Year Interim Plan (2007-2010). The Plan says that much could not be done during the Tenth Plan because of the internal conflict in the country. The Interim Plan aims at laying

a foundation for economic and social transformation to build a Prosperous, Modern and Just Nepal. It emphasizes to give special emphasis on relief, reconstruction and reintegration; achieve employment-oriented, pro-poor and broad-based economic growth; promote good-governance and effective service delivery; increase investment in physical infrastructures; give emphasis on social development; and adopt an inclusive development process and carry out targeted programmes. In education the plan has put the emphases on achieving the goals of EFA with particular reference to literacy and free and compulsory basic education of equal quality ensured for all. Alternative education (distance education and open learning), pre-primary

and early childhood development, secondary education, technical education and vocational training and higher education with quality as an overarching goal are also included. Education has been acknowledged as a powerful means of reducing poverty, and affirmative actions have been suggested for the quality delivery of education to the poor, students with disabilities, disadvantaged groups, linguistic minorities, marginalized, conflict affected people and women. Educational management will be in line with the principles of federal decentralization in a way as to make local bodies responsible in all aspects of educational processes including education plan at the local level.



## Chapter Two

# Educational Challenges, Priorities and Strategies

## Educational Context and Challenges

The development of education in Nepal dates back to 1951 when the end of the autocratic Ranas' regime opened the country to the outside world and development opportunities. A number of education commissions and committees have been formed since then to promote for universal and equitable access of all at all educational levels, particularly primary education, and for sector wide reforms. These actions have been influential in formulating and implementing various national education programmes to date. The National Education System Plan 1971, Education for Rural Development (also known as the Seti Project), Primary Education Project during 1980s, Basic and Primary Education Programme I and II from 1992-2003, Education for All Programme 2004-2009, Teacher Education Project 2002-2008, Secondary Education Support Programme 2003-2009 and the Higher Education Project 2007-2014 are education programmes that have contributed to shaping and reforming the education sector and brought it to the present status to date.

### Structure of the Education System

The structure of the education system in Nepal follows the pattern of 5-3-2-2 namely five years of primary (grades one to five), three years of lower secondary (grades six to eight), two years of secondary (grades 9-10) and two years of higher secondary education (grades 11-12). The minimum age of entry into primary is 5 years. At present, primary education is based on the rights based approach; however, it is only free, not yet compulsory. The Interim Constitution of Nepal 2007 has made the right to education a fundamental right. Given this provision and the level of political commitments of major political parties, it is expected that the new constitution will make the first eight years of basic education (Grades 1-8) compulsory, and declare free education all the way from grade 1 to 12.

The Education Act of 2001 mentions the provision of a one-year pre-primary education, but this level has not yet been recognized as part of the education system. The government also allows the community to run Early Childhood Development (ECD) centers. However, almost all private primary schools (currently 3413 as reported in the Flash Report, 2007/08) run three years of pre-primary education for the children of 3-5 years of age range.

After completion of the secondary level, students sit for a centralized national examination known as the School Leaving Certificate (SLC) examination. Successful candidates thereafter become eligible for entry to the two years of higher secondary level or proficiency certificate level. Those who pass the SLC can apply to Proficiency Certificate Level (PLC) of university campuses or to higher secondary schools, grade 11 operating under the Higher Secondary Education Council and Board (HESB). Higher secondary education is a recent development in Nepal, initiated in 1994 only (see EFA-MDA Report, 2007).

Technical and vocational education is offered at the higher secondary level under the auspices of the Council for Technical Education and Vocational Training (CTEVT), established in 1989 under the Technical and Vocational Education Act of 1988. The CTEVT manages 15 public technical schools across the country, two Vocational Training for Community Development, and one Training Institute for Technical Instruction (TITI). There are also over 160 private technical institutions, which operate in affiliation with the CTEVT. The total enrollment capacity of these institutions is about 12,000 students. The technical schools affiliated to the CTVET offer skill training course either to tenth grade pass students or to those having Technical School Leaving Certificate. The courses offered are mostly two-year duration. The technical schools also offer courses of as low as one year and as high as two and half year's duration (EFA MDA National Report, 2007).

Tertiary education starts with Bachelor courses (3-4 years in duration), followed by Masters' Degree programmes (2 years). Currently, there are six universities and two academic institutions equivalent to university function in Nepal (University Grants Commission, 2008: A Study Report on Advancing Policy Options for Higher Education). They are allowed to run Master degree courses including the degree in medical sciences. The universities offer Masters of Philosophy and Doctor of Philosophy programmes in selected subject areas. Tribhuvan University was the first in the country started as a teaching and affiliating university. It has constituent institutions and campuses all over the country. Almost 95% of the higher education students as well as the faculties are with this university ((EFA MDA National Report, 2007).

In addition to formal education, there are provisions of non-formal education at primary education level. To cater for the needs of the out-of-school population, especially children, and to integrate them into the mainstream formal education, the Non Formal Education Center (NFEC) of the MOES has launched the Alternative Schooling Programme (ASP) consisting of two programmes - School Outreach Programme (SOP) and Flexible School Programme (FSP). The SOP targets children of the 6-8 years of age residing in small hamlets and sparsely populated areas especially within the districts of the mountain zone. Schooling facilities for grades 1-3 are provided through a three year programme which prepares all SOP graduates to join grade 4 in the mainstream formal education system. As for FSP, the targeted groups are out-of-school children aged 8-14. The FSP uses consolidated primary school curriculum in order for the participants to be able to join grade 6 after 3 years of study. The aim of this programme is to shorten the study time required from the participants to fit it with a special programme of three years. This programme targets to enroll children living in urban, suburban and industrial areas where child laborers are prevalent. Both FSP and SOP are needs-based and demand-driven targeting the socially disadvantaged population groups and out of school girls. Although these programmes have been in operation since 2000, the coverage is limited to serve hard to reach out-of-school and drop-out children only.

## Legislative Framework

The Constitution of 1990 and the Education Act (Seventh Amendment 2001) underpinned the right of every child to free primary education with the choice of learning in the mother tongue. Promoting social inclusion is important on the government's reform agenda. This fact has been reflected pertinently in the Interim Constitution of Nepal 2007, of which Article 17 stipulates that:

1. Each community shall have the right to get basic education in their mother tongue as provided for in the law;
2. Every citizen shall have the right to free education from the State up to secondary level as provided for in the law.
3. Each community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civility and heritage.

It is worth mentioning here that the new Constituent Assembly, elected in April 2008, will address the above commitment of ensuring the right to free education up to secondary level in the drafting of a new Constitution. There is a growing optimism that Nepal will experience peace and a stable political situation that will be conducive to the implementation of education sector reforms and on-going education programmes. However, it is most likely that the new constitution would be drafted on a federal model, which may have major implications on the education system.

Education in Nepal is guided by the spirit and principles of the above legislative framework with emphasis on the provision of completely free education up to primary level with provision of free textbooks for all children and scholarships for the poor. Similar free education is anticipated for poor students in the secondary education.

## Management of Education

The structure of educational management in Nepal is very centralized. At the highest level, the Ministry of Education (MOE) develops policies and oversees the Department of Education, whose role is to facilitate the implementation of policies through five Regional Education Directorates (RED) and 75 District



Education Offices. Each RED is responsible for monitoring the progress and achievements of school education in its respective development region (eastern, central, western, mid western and far western development region). Moreover, it provides supervision and administrative support to district education offices, and also assists with conducting the school level national examinations.

The responsibility of each district education office is to prepare and implement District Education Plan (DEP) and programmes related to both primary and secondary education in its respective district. Its primary responsibility, however, is to support teachers, head masters/mistresses, school management committees, parent teacher associations and local communities in running their schools. It also assumes the responsibility of school supervision, providing support for school planning, capacity development for both teachers and school managers and conducting school level national examinations.

## Resources

Resources for education come mainly from the government budget. In addition to public expenditure, households and communities are spending a substantial proportion of their resources on their children's education. A study on the "Cost Sharing Research in Education" (Kathmandu Education Foundation, 2000) showed that parents had to pay a lump-sum admission fee each year in public schools in addition to examination and other fees despite the government's declaration of free primary education.

Around 27% of the total budget for education (public funds for education only, i.e. funds from household, community not included) comes from budget support projects/programmes like the Education for All Programme, the Secondary Education Support Programme (SESP), the Teacher Education Project (TEP), Food for Education, Higher Education Project, etc. In the fiscal year 2007-08, the total budget for education was US\$451 million, which was equivalent to 3.8% of the GDP and 16.8% of the total national budget. The share of the foreign assistance in the education budget was US\$123 million, which was 27.3% of the total education budget. The percentage of grants in the foreign assistance was 71.6% and the rest was loan (MOF: Red Book; DOE: ASIP, 2007-08).

## Curriculum

The Curriculum Development Center (CDC) has the responsibility of developing curricula and textbooks for general education (grades 1-10). The curriculum of each subject is implemented after it is approved by the National Curriculum Council (NCC) headed by the MOE. For grades 11-12, the Higher Secondary Education Board (HSEB) has subject committees whose task is to develop the curriculum for the grade concerned. In addition, there is a Curriculum Committee who has the right to approve, disapprove and/or suggest revisions in the curriculum. Recently the government has developed a National Curriculum Framework (NCF) which provides a guideline for the development of school level curriculum in a holistic way. The NCF was developed to reflect the government's policies on education sector reform programme which focuses on consolidating grades 1 to 12 in a sector-wide development approach. Similarly, at the tertiary level, each university prepares its curriculum through their subject committees. The curriculum then goes to the Faculty Board for approval. The final approval is made by the Academic Council.

## Language of Instruction

The medium of instruction in the country is Nepali. The private schools are bilingual with both English and Nepali in use. Although the Constitution states that each community shall have the right to get basic education in their mother tongue, it is not yet in practice. Most of the teachers remain monolingual especially in Nepali language. The children from indigenous groups therefore remain disadvantaged in their learning endeavor.

## Teacher Development

The National Center for Educational Development (NCED) is the central-level body responsible for teacher training. NCED develops training packages for training of in-service teachers of grades 1-10. There is no teacher training programme for beyond grade 10. According to the Education Act, it is mandatory that teachers get training and have teaching license. Despite massive intellectual and financial inputs for teacher training efforts, the transfer of teaching skills into the classroom situation is limited as revealed by the study on "Effective Classroom Teaching Learning"

(CERID, 2004). The study found that the teaching and learning activities in the primary level classrooms of Nepal emphasize less on the students' learning and more on rote memorization of the textbook content. In the teacher training curriculum, child-centered education has not been elaborated in terms of classroom practices. There are inconsistencies in what has been covered in the training and what is required in a child-centered/individualized instruction in some of the cases.

## Student Assessment

At the primary level, continuous assessment system (CAS) has been introduced. In order to abide by the CAS norm, students' portfolios have to be maintained. But in reality they are not. The problem is that teachers are not well aware of CAS. As a result, all students are liberally promoted regardless of whether they have the ability to move on to the next grade or not. The results of the national assessment survey of primary level students conducted in selected years from 1997 to 2003 showed unsatisfactory scores of students. Despite this reality, the Three Year Interim Plan of the government has stipulated the policy of liberal promotion from grade 1 to 7 in a phase wise manner. Doing this way, grading of the students will be based on student achievements through efforts of providing support to schools for teaching and learning improvement to ensure the minimum grade level learned by the students.

MOE policy states the requirement of school-based assessment for at least three periodic examinations in a year - first term, half yearly and annual (CERID: Effective Classroom Teaching Learning, Phase III: School Based Assessment, 2004). Various types of assessment tools utilized by the teachers for

assessing students' learning outcomes include written test, oral test, class-work, and home-work and classroom questions.

School examination for grade 5 at the end of primary education and district level examination for grade 8 at the end of lower secondary education are also conducted. At the end of grade 10, a national level examination called the school leaving certificate (SLC) examination is held every year by the Controller of Examinations. At the end of both grades 11 and 12, the HSEB conducts national level examinations for the higher secondary education and awards certificates which are essential for proceeding to the higher education at the university.

## Enrolment

Despite the hardships people faced during the insurgency in Nepal, the vast majority of public schools remained open across the country, demonstrating both the robustness of Nepal's public school system and the commitment of teachers, parents, students, Members of School Management Committees, community mobilizers and administrators.

Progress has been attained in increasing the access of children to primary and secondary education, as shown in Table 2.1 This is indicated by the attainment of NER of 89%<sup>1</sup> at the primary level, 53% at the lower secondary, and 35% at the secondary level in 2007 compared to 81%, 39% and 26% respectively in 2000. The increase in net enrolment is however very marginal at an annual average of only one per cent for the past seven years. This slow increment highlights the challenges for achieving the EFA goal of universal completion of primary/basic education by 2015.

Table 2.1: Net Enrolment Rate (%), 1995, 2000, 2005 and 2007

Level	1995			2000			2005			2007		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
Primary	67.5	55.6	78.7	81.1	75.1	86.9	86.8	83.4	90.1	89.1	87.4	90.7
Lower secondary	26.1	18.9	32.9	39.4	33.7	45	46.5	43.1	49.8	52.9	49.6	56.1
Secondary	17.3	12.0	22.3	25.5	20.9	30.2	32.4	29.2	35.5	35.3	32.8	37.7

Source: MOES/DOE School Level Educational Statistics of Nepal 1995, 2000 and Flash Report 1, 2005/06 and 2007/08

<sup>1</sup> According to the DOE, School Level Educational Statistics of Nepal – the NER of 5-9 year old children improved from 81% in 2001 to 89% in 2007.



Attempts have been made to increase the NER and to motivate children from disadvantaged groups to enroll in schools by introducing enrolment campaign and school welcome programme, free textbooks to all primary level children, day school meal in the selected poorer districts of the country and different forms of scholarships to disadvantaged children including dalit children, girls and children with disabilities. However, problems still exist. For example, the School Welcome Programme, due to the lack of physical and human resources, has failed to cater for the mass of children attending school. As a result, a classroom having a capacity of 60 children was bound to adjust up to 250 students at a time (MDG Second Progress Report, 2005). With regard to provision of scholarships to students, the amount provided to children from disadvantaged groups is so nominal (US\$3-10 per year). This does not help them getting to schools.

### Gender Disparity in Enrolment

While the gender parity in both GER and NER at the primary level is nearly achieved, there is a wide gender disparity in enrolment rates at secondary and higher levels of education. The Gender Parity Index (GPI) in NER has reached 0.98 in primary level (Flash Report I, 2006) from 0.87 in 2004. The GPI of primary level enrolment of dalits (disadvantaged castes) and Janajatis (ethnic groups) is high with 0.93 and 0.97 respectively. However, the GPI of children with disability is lower than that of other groups (MOES, May 2008: MOES EFA MDA National Report). Nevertheless, the GPI across poverty levels is most severe and not in favor of girls. Table 2.2 shows that GPI among poorer groups is worse and it is more evident in higher grades.

Table 2.2: GPI in NER by Consumption Quintiles, 2003-04

Consumption Quintile	Primary (Grade 1-5)	Lower Secondary (Grade 6-8)	Secondary (Grade 9-10)
Poorest	0.69	0.67	0.33
Second	0.83	0.89	0.22
Third	0.92	0.73	0.86
Fourth	0.98	0.95	0.70
Richest	0.97	0.98	1.03
Nepal	0.86	0.84	0.76

Source: NLSS 2004

Attempts have been made to increase girls' enrollment in primary schools by providing scholarships to 50% of girls. In some districts, oil for education programme has been launched. Separate toilets for girls were constructed in 5231 schools covering about 20% of total public schools (EFA Status Report, 2004).

### School Management

Schools in Nepal generally follow the principle of school-based management that assigns school management functions to the respective School Management Committee (SMC) with accountability to stakeholders including local bodies such as the village development committee (VDC), municipality and district development committee (DDC). These bodies are entrusted with a lump sum budget with guidelines on utilization of its major share on social sectors including education, health, drinking water and sanitation. Planning activities are based on information derived from the annual school census under the biannual "Flash reporting system" conducted at the beginning and the end of the school year.

In 2001, all public and private schools were categorized mainly as community schools and institutional schools. However, the real concept of community schools has yet to be elaborated. Under the assistance of the World Bank, the Community School Support Project was launched in 2002 to encourage voluntary application of SMC for taking the responsibility of community schools. Out of around 30,000 schools, 4642 primary, 1107 lower secondary and 477 secondary levels are now managed by the community by July 2008 (DOE, July-August 2008, Education News Bulletin). These schools receive additional financial support from the government and are more empowered to take educational decisions such as teacher recruitment and mobilization of resources at the local level.

Public schools play a dominant role in education in Nepal especially in rural areas. The Flash Report 1, 2007-08 shows that private schools contribute to only about 10% of primary enrolments; the corresponding percentages are 13% and 15% in lower secondary and secondary enrolments respectively. The analysis of the share of enrolments between girls and boys throws light on the parental preference for

sons for opting for private education. This is revealed by the fact that while the total share of girls' enrolment in public schools (grades 1-10) is 49%, it is only 42% in private schools.

The ongoing programme to decentralize education through the transfer of management roles to the SMC is expected to improve the quality of education through close monitoring, supervision, and management of schools by the beneficiaries. Though the process picked up the momentum initially, it slowed down after 2004/05. Some positive impact has been experienced such as SMC members have become more proactive in their roles towards school reforms; parents have become more attentive and proactive towards the school's activities and their children, etc. However, there are unresolved issues. The teachers are more concerned about their status once the management is handed over to the SMC. Secondly, the SMC is skeptical about the long-term government support for such schools.

On a broader aspect of school management, the issues include (i) real decentralization of authorities for SMC to manage the school effectively, (ii) efforts to develop SMC capacity to exercise authorities and responsibilities provided by education act and regulations, (iii) support for planning, monitoring and evaluation of schools, (iv) resources to meet capital and recurrent costs (salary and non-salary) based on an agreed transparent and justifiable criteria, and (v) social scheme for scholarships to poor children including conditional cash transfer to family to cover the indirect costs of schooling as well as support to their families for meeting the opportunity costs.

### Early Childhood Development (ECD) and Pre-primary Education (PPE)

ECD and PPE programmes provide child care and development services (including health, nutrition, sanitation, and entertainment along with education) for children below 5 years of age with parental education being the integral part of the programme. They are implemented following both community and school based approach. The Government's regulation has allowed the community-run ECD centers with support from the government and the local bodies such as the VDC and municipality. However, the government has not yet specified the norms and standards for

supporting the community based ECD centers and the pre-primary classes associated with the primary schools.

Collaborations with Non-Government Organizations (NGOs) and Community Based Organizations (CBOs) continue to deliver such services. Government expects sustained financial contribution from the local community. Pre-primary education of one year duration for 4 year old children is envisaged as the initial stage of the expanded basic education of 0-8 years. This programme is considered to prepare the children for primary education and to help enhance its quality and efficiency.

Issues and challenges pertaining to ECD and PPE include:

- Inadequate provision, both in terms of quantity and quality
- Rural-urban and other forms of disparities – programmes not reaching excluded groups
- Inadequate funding – not as yet part of the school system and not compulsory
- Lack of a comprehensive and coordinated approach
- Facilitators' quality and training are inadequate, and they are under paid

### Primary Education

Since 1980, a huge investment has been made in primary sub-sector with the aim to increase enrollment. Quantitative growth in primary enrollment has reached an impressive level; however, it has yet to attain the level of full satisfaction. Nearly 11% of the school age children in the school year 2007 were still out of school (DOE, Flash Report I, 2007/08). The problem was compounded as a high number of the enrolled children dropped out of the primary education cycle in the same year. Dropout rates are high in all districts, especially in the rural areas. However, there is no noticeable difference in drop out rates between boys and girls.

The disadvantaged groups are still lagging behind. Many primary age children from the disadvantaged minorities and Dalits are still denied of their right to primary education. Out of 13.3% share in 5-9 age



population, the enrollment of Dalit children in primary level is 8.7%. Similarly, out of 43.7% share in 5-9 age population, the enrollment of Janajatis children in primary school is 25.8% (DOE, 2004). The reasons for this disparity are social, economic and educational constraints rather than lack of physical access to school (MDG Needs Assessment Study, 2005). Most live in the remote and sparsely populated areas and are stricken by acute poverty. As an important measure to deal with this situation the government has announced 100% scholarships to Dalit children to attend primary education.

It is evident that the policy of free primary education has not been able to motivate the hard-core groups (children from disadvantaged community, sparsely populated areas and below poverty group) to come to the school. These children, being the main source of family income, are often discouraged to join the school by their parents. The lack of legislation for the Compulsory Primary Education and neglect of rights-based approach to education are also considered to have contributed to over one million children in the primary age group at work (NLSS 2003-04) and a very low primary education cycle completion rate of only 55%.

The main issues and challenges facing primary education are summarized as follows:

- NER is increasing slowly
- Enrolment and gender gaps: NER across districts varies from 60% to 95%
- Low primary education completion rate
- Large class sizes
- High incidence of grade repetition and dropping out of schools, especially in early grades
- Low quality of education – human and physical resources
- Equity – very low NER for indigenous, especially for Dalit and Janajatis
- Management of schools

## Secondary Education

Secondary education follows the principle of school-based management with full managerial authority given to SMCs. While the principle of cost sharing is adopted, the government also provides financial

support. As guaranteed in the Education Act 2002 (Seventh Amendment), all students who fall below the poverty line including girls, dalit and disadvantaged groups are entitled to free education with government subsidy provided to schools and scholarship to meet partial indirect costs of education. The government intends to design and implement school sector reform (SSR) in line with this policy by combining general, technical, vocational, and Sanskrit education into a comprehensive secondary education.

Life skills components are incorporated in the Health Education and Population Education subjects in the revised curriculum of the secondary education. This curriculum has also elaborated contents and corresponding life skills in each content area which also includes suggestion for teaching learning methods and evaluation.

Issues and challenges of secondary education are:

- Low transition rate from primary to secondary education
- A large number of lower secondary age children in lower grades, i.e. in primary education
- Low enrollments in lower and secondary education
- Not enough lower secondary schools – distribution is uneven
- Low progression and achievement rates
- Gender disparities in secondary education – with the incidence of non enrollment, low retention, low completion and low achievement
- Poor quality and relevance of school curricula
- Shortage of qualified teachers especially in rural areas
- Existence of small schools with few students especially in sparsely populated mountain districts

## Technical Education and Vocational Training

As noted earlier, the CTEVT operate the technical and vocational training sub-sector and oversees both the public and the private institutions. However, the private technical training institutes tend to cater for the relatively wealthier population because they charge very high fees. This leaves an enormous need for developing cost-effective skills development schemes for the wider population, particularly

students from deprived groups and poor backgrounds who have little access to the existing technical education or vocational training opportunities.

In order to achieve this objective, the CTEVT has begun developing an Annex Programme for general secondary schools. Using the secondary schools' existing physical and human resources, the programme is managed and operated by the School Management Committee of the school, and offers mainly technical education programmes, including civil engineering, electrical engineering, mechanical engineering and agriculture. The participation rates of students in these schools are encouraging. However, the people from disadvantaged groups have not been able to take advantage of the skills training of the Annex Programme.

Issues and challenges of technical education and vocational training are:

- Insufficient provision
- Mismatch between skills supply and demand
- Inadequate provision of market oriented, short term training
- Low labor market relevance of formal curriculum
- Shortage of qualified staff
- Insufficient provision of quality assurance

### Tertiary Education

Improvement in physical facilities, curriculum update, production of multilingual materials, reform in the examination system, research and teacher training, expanding access to internet/e-mail facilities, distance learning, open university and e-learning system, provincial university, etc. are some of the measures for improving the status of higher education in Nepal. The Nepal Living Standards Survey (NLSS) II, 2003-04 showed that less than five per cent students join higher education. The government has begun the implementation of the higher education project, which includes students' financial assistance trust fund (scholarship and student loans) to poor and disadvantaged students.

Issues and challenges of tertiary education include:

Ineffective mechanisms of accreditation and quality assurance

Mismatch between supply and market demand (over supply of graduates in some fields)

Low quality

Poor governance and management

Financing is limited

### Non-formal Education (NFE)

NFE programmes cover both alternative schooling programmes such as flexible schooling and programme for drop out children. The local bodies such as VDCs, municipalities and DDCs as well as local level NGOs are involved in such programmes. NGOs and INGOs involved in NFE programmes focus on life skills development in areas such as health, education, income generation, and awareness raising. There were 242 organisations as such (12 INGOs and 230 NGOs) operating in the field of literacy and non formal education in Nepal (UNESCO, 2006: An Inventory of Non-Formal Education in Nepal). They are, however, still in the process of developing and have not yet met the needs of children, youth and adolescents in a comprehensive manner.

Issues and challenges facing NFE are summarized as follows:

- Weak link between formal and non formal education
- Insufficient access to literacy and NFE programmes
- Insufficient and inappropriate provision of continuous learning programmes
- Insufficient funding
- Poor quality

### Resources and Sector Financing

Government budget allocation for education is limited. Although the share of education budget to the total national budget has risen from 15% to 17% during the past five years, at the current level, it is not adequate to achieve even the goal of Universal Primary Education (UPE) and literacy alone. The budget allocation for education in the current fiscal year (2007-08) is 16.8% of the total national budget (MoF, 2007), which is equivalent to only 3.8% of the GDP. A substantial increase in government budget is required to meet the requirements of the education sector especially in the post-conflict period.



Regarding the expenditure structure, its majority (91%) is spent on recurrent items. The distribution of budget to the different education sub-sectors during 2000/01 - 2007/08 period indicates that primary education receives the biggest share of the education budget (57%), followed by secondary education (24%) and higher education (only 11%). The expenditure for non-formal education and literacy, early childhood development and pre-primary education and technical and vocational education accounts for only about 1.5% each.

Issues and challenges to sustainable financing of education include:

- Inadequate resources for meeting the cost of free education
- Limited sources of revenue for education
- Ineffective and inefficient allocation and management of expenditures
- Inadequate funding modality for better school performance
- Lack of transparent mechanisms for school financing

### School Financing

Government provides financial support to schools through block grants for non-salary costs and per capita funding (PCF) for the additional number of children in excess of the available number of teachers based on the pupil teacher ratio (PTR) for different zones, for example, mountain (40:1), hills (45:1), and valley and terai (50:1). The block grants are supposed to cover the costs of free text books for all primary level children, scholarships and minimum teaching/learning materials. This provision of block grants funding aims to improve the quality by guaranteeing the minimum learning standards for each child in the school and to bring the out-of-school children back to school and to help them complete basic education cycle. It is expected that this provision will be further extended to the whole education sector including primary, secondary and tertiary education.

Currently, at the primary education level, school financing policy supports school based management approach allowing flexibility to the SMC in spending

money as per the school improvement plan (SIP). More than 95% of EFA pool financing budget goes to schools in the form of teachers' salary and grants for construction, scholarships, textbooks, ECD and SIP funding. This arrangement has helped to increase the share of non-salary recurrent budget. However, the guidelines for implementing these new grants disbursement policy have never been disseminated properly thus the benefit gained is still very limited. Several studies conducted have revealed that inadequate and delayed disbursements of grants to schools, unclear guidelines, lack of skills to use the grants, and lack of school level capacity to manage the grants are the issues affecting school financing.

## National Priorities and Strategies

Broadly, the government priorities, policies and strategies for education are spelled out in the following documents:

- EFA National Plan of Action (2001-2015); EFA Core Document, 2004-2009
- Secondary Education Support Programme (SESP) Core Document (2003-2009)
- Tenth Plan/PRSP 2002-2007
- Three Year Interim Plan (TYIP) 2007-2010
- School Sector Reform Core Document: Policies and Strategies 2009-2015

### Education for All 2004-2009

Education for All 2004-2009 is a five year strategic sub sector programme that draws from the goals of the Dakar Framework of Action as reflected by the following six programme components: (i) expanding and improving early childhood development, (ii) ensuring access to education for all children, (iii) meeting the learning needs of all children including indigenous peoples and linguistic minorities, (iv) reducing adult illiteracy, (v) eliminating gender and social disparities, and (vi) improving all aspects of quality education. Within the overall EFA National Plan of Action 2001-2015 framework, it has the following three objectives: (1) ensuring access and equity in primary education, (2) enhancing quality and relevance of primary education, and (3) improving efficiency and institutional capacity.

Decentralization is emphasized as a strategy for increasing access to schools, meeting the learning

needs of all through an inclusive education approach, and improving all aspects of quality education. Gender equity in planning and programme implementation in general, and activities targeted specifically to girls and women in particular are emphasized in order to eliminate gender disparity.

### Secondary Education Support Programme (SESP) 2003-2009

The SESP (2003-2009) has set its objectives in line with the principles of the secondary education sub sector as indicated in the 10th plan (2002-2007), which is "to expand quality secondary education suitable for the need of the national development". In particular, the main aim of secondary education is specified as "to produce competent and healthy citizens who can contribute to economic development and are familiar with national traditions, cultural and social heritage and democratic values. Students should be able to communicate articulately and be aware of scientific issues. Creativity, cooperation, independence and industriousness are stressed."

The programme was developed jointly by the government, Asian Development Bank (ADB) and DANIDA, recognizing the need for expanding into the next phase over a long-term horizon of 15 years. Specific priorities and targets of SESP include:

- To raise gross enrollment rates in lower secondary from 55% to 65% and in secondary from 35% to 55% by 2007.
- To raise the participation of girls from 40% to 50% in both lower secondary and secondary education and to increase the participation of disadvantaged groups to the same percentage by 2007.
- To raise and sustain measurable improvements in educational outcomes as evidenced by the grade 8 and SLC examinations; the numbers passing grade 8 and SLC should increase by 2007 and similar proportionate increases should be achieved for girls and students from disadvantaged groups.

### The Tenth Plan/PRSP 2002-2007

Priorities and strategies in education as defined in the Tenth Plan are guided by the long term vision of increasing access to education especially of the disadvantaged groups of people, raising the quality of

education, decentralizing educational services to the local communities, ensuring gender equality in education, and providing employment oriented education.

The major objectives of the education sector in the Tenth Plan are (i) to utilize education as the strengthened means for economic and social development for the eradication of poverty by developing human resources, (ii) to make primary education easily accessible, (iii) to develop and expand quality education in consonance with the needs of the country's development, (iv) to make all levels and programmes of education cost effective and qualitative, (v) to generate medium level manpower and to prepare for higher education by developing and expanding quality higher secondary education, (vi) to supply the basic and medium level skilled technical manpower required for the country, and (vii) to generate high level capable manpower that can compete internationally and contribute to the national economy for the overall development of the country (PRSP Review, 2005/2006).

The priorities as laid down in the plan include the following:

- Improving the standards of life especially of people from disadvantaged population groups and females through literacy, income generation and life related non-formal education programmes;
- Developing and expanding quality education and universalizing quality primary education;
- Supplying basic and middle level manpower for the country;
- Developing human resource at par with international standards so as to assist in poverty reduction and in all round development of the country;
- Developing and refining the definition of quality education and making educational institutions accountable for quality; and
- Providing equal access to education to females and students with special needs.

### Three Year Interim Plan (TYIP) 2007- 2010

The plan has the objectives of: (i) making all the citizens literate by ensuring access to all and to provide quality



and employment-oriented education, (ii) making everyone experience the feeling of free and equal quality education with easily accessible basic education, (iii) developing higher education in line with research oriented and competitive human resource production, and (iv) making all levels of education equitable and inclusive.

In order to achieve the above objectives, the plan includes a number of strategies, some of which are listed below:

- Programmes on literacy, post literacy, income oriented and non-formal education useful for living will be conducted as a campaign focusing on the targeted groups, in particular, the women, dalits, adibasi janajatis, madhesi community, people with disabilities and those affected by conflict.
- To make basic level education free, easily accessible and compulsory in a gradual way.
- To ensure access of all the Nepalese to education opportunity by adopting open education system.
- To establish the rights of all citizens to free education up to the secondary level.
- To provide equal quality education by fixing the minimum norms, skills, knowledge and learning achievements to quality education.
- To undertake special programmes for enhancing the performance of teachers.
- To enhance the competence of the local bodies in the planning and management of education.

Along with the adoption of the concept of “one university one development region”, autonomy will be granted gradually to competent campuses meeting the infrastructure needs, under the university.

To ensure the access of the common people to higher education by establishing open university.

A number of programmes are included on (i) literacy, post literacy and income generation; (ii) alternative school education (distance education and open learning); (iii) pre-primary education/early childhood development center; (iv) basic education; (v) secondary education; (vi) technical education and vocational training; (vii) higher education; and (viii) quality development in education. In addition, underpinning reforms related to legal aspects, policy

framework as well as monitoring and evaluation in the education sector are also emphasized. Highlights of these reforms include:

- Structural and functional adjustments in the education sector to support the implementation of the school sector reform.
- Education acts and regulations to make basic education free and compulsory
- School-based teacher training and user-friendly curriculum development
- Reform of the grants system to provide budget allocation directly to schools
- School sector reform programme with basic education consisting of classes I-VIII and secondary education classes IX-XII, pilot tested and implemented.
- Defining minimum learning standards for quality education
- Reforming the monitoring, evaluation, supervision and inspection system.
- Devolution of responsibilities and accountability to the local bodies
- Strengthening educational management information system.

### School Sector Reform Plan (SSRP) 2009-2015

In consonance with the medium and long term objectives of the Education for All National Plan of Action (EFA NPA, 2001-2015) with respect to harmonizing school education by integrating grades 1-12 into a school system, both the Tenth Plan (2002-2007) and the current Three Year interim Plan (2007-2010) have envisaged a School Sector-wide Approach (SSA) whereby the government has prepared a comprehensive school sector reform programme for implementation from 2009 onwards building on the gains Nepal has made in implementing the EFA sub-sector approach and secondary education support programme (SESP).

The plan aims at integrating the basic and secondary education, improving quality and relevance of education, ensuring inclusive participation, decentralizing education management and mobilizing resources from local governments, communities, NGOs, civil society organizations and the private

sector. In view of the fundamental principles of the Interim Constitution of Nepal, the rights-based approach to basic education is adopted to ensure that every child has the right to quality basic education.

It is suggested that the structure of school education will comprise grades one to twelve, basic education consisting of grades one to eight, and secondary education from grade nine to twelve. The vocational education stream will begin at grade 9 and has two levels: (i) junior technical of two years beyond grade 8, and (ii) senior technical of four years beyond grade 8.

Non-formal students can be mainstreamed through school tests. Alternative and non formal schooling will be made compatible to permit students to complete their education through either system. In view of the contributions of ECD in access and quality of basic education, the ECD programme will be expanded

both in schools and communities in collaboration with community-based NGOs.

School management functions remain with SMC. The emphasis is placed on school-based management which is accountable to parents and children. The successfully elected Constituent Assembly in April 2008 will soon begin drafting a new constitution for Nepal which is hoped to complete within the next two years. It is expected that Nepal will adopt a federal set up, which might have major implications for decentralizing the education. In this respect, education governance will be the shared responsibility of the central and provincial governments. The relationship of authority and accountability between the central, provincial and local governments would require inclusive harmonization and alignment with capacity to address future changes in the overall government structure.



## Chapter Three

# Priorities and Areas of Development Partner Interventions

This chapter gives an overview of donor partners' support for education in Nepal. It looks at the support given to the Education for All programme, the support received through bilateral aid, the contributions made by UN agencies and development banks, and finally examines some of the support provided by INGOs and NGOs.

By far the major contribution to education in Nepal is targeted to Nepal's EFA programme. The current period covered by these contributions is a five-year period from 2004 to 2009. Contributions come to approximately 50 million Euros per year which represents less than one third but still a substantial proportion of the overall primary and basic education budget. Priority objectives include the overall EFA objectives of:

- Ensuring by 2015 every child has access to education
- Children's needs are met through relevant life skills programmes
- A 50% improvement rate is made in adult literacy
- Elimination of gender disparities in education
- Improving the overall quality of education

In addition, Nepal has added the objective of making education available where appropriate in mother tongue.

The major pooling donors who have agreed to the "Joint Financing Arrangement" to support the Nepal EFA Programme 2004-09 include Denmark, Finland, Norway, United Kingdom (UK) and the World Bank (through the International Development Association (IDA)). These countries have recently been joined by the Australian Agency for International Development (AusAid), the Asian Development Bank (ADB), the United Nations Children's Fund (UNICEF) and the European Commission (EC). The majority of aid is bilateral and is put into a joint pool administered and implemented by Nepal's MOE. Co-ordination of the education programme's donors has in the past been

carried out by the Norwegian Embassy although this role has recently been taken over by the World Bank.

Globally, UNESCO acts as the lead agency for EFA and has been working together with the Government of Nepal, UNICEF, UNDP, United Nations Population Fund (UNFPA), World Food Programme (WFP) and the World Bank in the development of the Nepal Education for All National Plan of Action. UNESCO also co-ordinates regular monitoring of activities associated with EFA programme.

### Bilateral Support

Bilateral support for education in Nepal amounts to approximately 27% of the total education budget. According to the Three Year Interim Plan (2007-2010), the mobilization and utilization of aid have played an important role in enhancing the country's efficiency through acquisition of new skills and technology, and in bridging the resource gaps between domestic savings and investment requirements emerging in the bids to reconstruct and rehabilitate the economy, meeting the heightened demands of the people for more inclusive development geared towards poverty alleviations, and in narrowing the external deficit. By far the major bilateral contribution to education is targeted to the EFA programme.

The major bilateral donors include Denmark, Finland, Norway, and the UK. Certain donors contribute approximately 80% of their funding to the pooled budget and 20% through technical assistance. Finnish technical assistance is currently aimed at devising policy and plans to ensure mother tongue education for Nepali speaking children in primary schools. Danish technical support includes long term advisers, institutional linkage arrangements and short term specialist consultants for specific purposes. Current priorities include inclusive education, teachers' education and development, textbook development, educational planning and non-formal education. Norwegian technical assistance takes the form of inter-ministerial co-operation with a formative research

project carried out between Norwegian education experts and CERID (Research Center for Educational Innovation and Development) in Nepal.

Denmark, through DANIDA, is supporting the secondary education support programme, which constitutes 40% of the SESP's total budget for the following four components: learning environment, curriculum and assessment, teacher development, and institutional capacity and management. This support is channeled through basket funding under the co-financing arrangement between Denmark, ADB and the Government. Danish support also includes the technical assistance for SESP and EFA through Education Sector Advisory Team (ESAT). The technical assistance is to facilitate the institutional capacity building of the system and to contribute to achieving the EFA and SESP goals.

The UK, through DFID mainly gives bilateral support to the EFA programme. Recently DFID have announced additional support for education of children in conflict and post conflict areas which includes £60 million up to 2015 for Nepal.

Japan has supported physical infrastructure development in Nepali primary schools. It also has a non formal education project, Community-based Alternative Schooling, for children from 8 to 14. This programme will run until 2009. Recently, it has extended its technical assistance for another project, Support for the Improvement of Primary School Management in Nepal (SISM) for 2008-2011.

Switzerland provides a relatively small amount of money to CTEVT to improve technical instruction to the mid level workforce. It also has a small but interesting programme in Kathmandu providing support to young Nepalis who are leaving Nepal to work in Gulf countries.

Korea has a five year project developing manpower in the School of Health in Chitwan.

### Harmonisation of Donor Support to Education

There is a general view that outcomes achieved through donor support have been positive. Much has been achieved in terms of national planning strategy but donors are aware that the next important stage is to ensure that resources get out to districts and in

particular that the current discrepancy in terms of education provision between different districts is eliminated.

It is recognised that Nepal has made significant progress in raising enrolment numbers over the past years despite the worrying 10%-15% of children who still do not go to school. Equally worrying are Nepal's very high figures of drop outs and repeaters. Donors recognise that these problems must be addressed through a variety of initiatives which include combating discrimination in schools, development of infrastructure, staff development and working to ensure better quality education. It is also recognised that there is a real need for increased technical and vocational education and donors are keen to support the development of this and to build on the small but significant initiatives which have been started, for example those mentioned above developed by Swiss Development Co-operation.

There were concerns raised about the organisation of technical assistance. While harmonisation occurs in terms of bilateral support, technical assistance is not harmonised in this way. NORAD has recently produced an evaluation of their technical assistance in Zambia and Nepal (Inter-Ministerial Co-operation: An Effective Model for Capacity Development? 2006). While acknowledging positive outcomes which have occurred, the final recommendation is that "earmarked funding from the Norwegian Government should be phased out" and that "formative research should become an integral part of the sector programme and funded from the sector pool". The overall message is that technical assistance needs to be better harmonised and that more control should be given to the Nepal MOE in order to decide on focused areas where this money might be best used.

### UN Agencies

As reflected in the Common Country Assessment for Nepal 2007, different UN agencies play a considerable role in supporting education in Nepal both through direct and indirect activities. From 2000-2003 UNDP funded the COPE project – Community Owned Primary Education. The aims of this project were to assist the Government in alternative, community structures for school management and ownership. The project operated in six disadvantaged districts, then developed into COPE 2 which continued to work with the same



districts and also extended to include 10 municipalities and over 100 community schools. There are many lessons to be learnt from the success of COPE which are of relevance to the EFA Action Plan especially in relation to the current Government education decentralisation initiatives.

**UNFPA** provides awareness and reproductive health education to secondary school students. The UN World Food Programme provides midday meals to primary school children in 21 districts and midday meals and medicine to primary school children in a further 16 districts. It also provides pre-school support to mothers and babies.

**UNESCO** is a major player in terms of UN educational support. In addition to its coordinating role within EFA, UNESCO is also involved in a range of other educational support activities. One of its major initiatives carried out in collaboration with the Government has been the development of Community Learning Centers (CLCs). Since the inception of the first Centre in 1998, CLCs now exist in several of Nepal's most disadvantaged districts. Working holistically through a combination of Education and Communication, Women Empowerment, Skills and Vocational Training and Income Generating Activities, the CLCs provide a valuable resource for informal learning for disadvantaged groups and women.

UNESCO also carries out a range of shorter term initiatives in several educational areas, which include literacy, bi/multilingual education, linkages between formal and non formal education, work on management information systems, ICT, girls and women education, and HIV and AIDS.

**UNICEF** is a substantial player in education programmes and planning. With its widespread district presence UNICEF is well placed to provide support to the Government both in terms of national policy and in terms of decentralised planning. UNICEF supports the Welcome to School programme which started in 2004 and recognises that the success of this programme depended very much on the response from specific DEOs. It is working with the Government on ways of sustaining the initiative which now has two major strands – access and quality. UNICEF works in the area of teacher training, in particular working with

untrained teachers. To support this work it has produced a set of Quality Education Resource Packages.

DACAW (Decentralised Action for Children and Women) works in 15 districts in Nepal. This programme works in a holistic way to address the needs, including educational needs, of both women and children.

During Nepal's conflict UNICEF developed a Quick Impact programme in 30 districts. Working with World Food Programme they developed ways of responding to immediate needs which included water, health, sanitation, food and access to non formal schooling.

UNICEF has been very successful in engaging out of school children. While originally focusing on non formal education, the organisation is increasingly seeing the value of good practice in non formal education being brought into the formal sector. To further this they have now developed an Out of School Project which works through 900 centres in 30 districts. The emphasis is to bring good practice in non formal education into the early years of formal school teaching. Indirect support for education comes in the form of the 3000 Child Clubs supported by UNICEF. These clubs work through a variety of activities to provide training and to ensure socially disadvantaged children who are aware of and able to exercise their rights.

Continuing its previous activities in Nepal, UNICEF's 2008-2010 programme will target the poorest and most excluded population, aiming for a more participatory approach among women and young people. By building capacity and accountability among all actors involved, programmes such as DACAW, UNICEF seeks to empower local actors, in particular, to identify their own problems and work together to find solutions. Concurrently, UNICEF will also work to strengthen the ability of Government and society to protect children against child rights violations.

In the area of education, UNICEF focuses on improving access to quality primary education for all children through four projects:

- *Early childhood development*: supporting daycare centers and improving parenting skills of parents and caretakers;

- *Formal primary education:* advocating compulsory basic education and a quality child-friendly primary education for all;
- *Non-formal primary education:* providing alternative learning opportunities for out-of-school children, including accelerated primary courses for those who want to catch up; and
- *Peace & emergency education:* developing a peace and civic curriculum for the whole school system, integrating emergency preparation and response into the education materials where appropriate, and advocating for continuous school operation within the conflict areas.

The total requested budget for the 2008-2010 cycle is over \$10 million.

### Development Banks

The World Bank (through IDA) and the Asian Development Bank (ADB) both contribute to the pooled aid for EFA. In addition to this, the IDA ran a Community School Support Programme (CSSP) from 2003 to 2006 with the particular objective of transferring management to the community in all schools. The IDA also has a project which supports access to higher education.

As well as supporting the restructuring of Nepal's educational system in line with EFA priorities, the ADB has also committed support to facilitate a smooth transition into the twelve year school system by strengthening policies and programmes and helping realign governance, management and financing structures. ADB, along with Denmark, is also providing funds towards a Secondary Education Support Programme which is focusing on the learning environment, the curriculum reform and teacher training and is providing funds to support primary teacher training and a 16+ Skills for Employment programme.

### INGO and NGO

INGOs and NGOs provide considerable support for education in Nepal. Many of these organisations recognise the need to look at education holistically and to acknowledge that increased access to education cannot be separated from social, economic and political developments. In particular they recognise the importance of looking at education in the context of human rights. While many INGOs traditionally worked in the area of non-formal

education they are increasingly also working within the formal sector and recognise the need to bring together good practice between the sectors.

Increasingly INGOs are developing ways of creating forums in which they can share their ways of working and identify their position regarding key themes. An education task force functions under the auspices of the Association of International NGOs in Nepal. There is also an INGO group, Schools as Zones of Peace, which was formed during the conflict and provides a common voice for ensuring that schools remain peaceful places where children can learn unthreatened by the conflict situation which may surround them.

Several INGOs working in the area of education have close links with the Government. Currently Save the Children and Plan Nepal are working directly with the Government in eighteen districts in Nepal. The Department of Education recognises INGO expertise and will share policies with them prior to finalisation. As always with the NGO sector, INGOs in Nepal recognise the need to create good partnerships with Government but also to preserve their integrity and freedom to challenge Government when they feel it is necessary.

The list below is far from comprehensive but gives an idea of ways in which some of the larger INGOs are working in the area of education in Nepal:

**Action Aid** is working on securing rights to education, ensuring effective birth registration, and supporting infrastructure developments and staff development.

**Save the Children** is a very large player in Nepal, in particular Save the Children Norway, New Zealand, US and Japan. Each of these organizations works through local partnership organizations across the country. Major areas of focus include rights of children, early childhood development, girls' education, teacher training, primary education, girl trafficking and HIV/AIDS, and children affected by conflict. Examples of the areas of work for Save the Children as related to education include: (a) Save the Children Norway's priorities are ECD, primary education, teacher training, and children and youth in 16 districts. (b) Save the Children UK has projects developed in 24 locations across the country as well as having links with certain national organizations,



concerned with decentralized child focused education management, and with promoting the participation of women and girls in combating girls trafficking. (c) Save the Children US works in 18 districts on HIV/AIDS focus, anti-girl trafficking projects and creation of education scholarship endowment programmes. (d) Save the Children Japan works in three districts with a large number of VDCs within these districts mainly to improve the situation of children in these districts in terms of survival and development. (e) Save the Children New Zealand works with projects in Western Nepal concerned with enhancing the rights of and access to education for disabled children, increasing school enrolment of dalit children and supporting volunteers to develop an understanding within their communities of how best to understand and cope with the threat caused by HIV/AIDS.

**Care Nepal** is working on access to education by poor and marginalised groups.

**Plan Nepal** is supporting 41,000 children along with their families and communities in some of Nepal's poorest districts.

**Educate the Children** was originally set up to work with street children but now is working with the aim of building self-reliance amongst marginalised groups and ensuring quality education for children and adults.

**READ** (Rural Education and Development) is working on creating community libraries.

**Room to Read** is providing libraries, computer labs and long term girl's scholarships.

**World Education** works with a large number of partner organisations particularly in providing training and technical assistance in non-formal education for adults and children

In addition to INGOs, Nepal has a huge and increasing number of small or medium sized NGOs, often supported by foreign donor money, working in the area of education. It is very hard to obtain precise information on all of these. Nepal does have a Federation of Nepali NGOs which is a voluntary organisation committed to increasing accountability and transparency of NGOs in Nepal. In addition UNESCO, in 2006, produced An Inventory of Non-

Formal Education in Nepal which gives details of 12 INGOs and 68 NGOs working in the area of non formal education and also has an annex containing brief details of 198 NGOs which are involved in conducting co-curricular and extra curricular activities for children.

These organisations vary enormously in size and regional spread. Some work only in one specific district while others work throughout the country. The areas of work covered by these organisations are also extremely varied. However, common themes include:

- Empowerment of women, disadvantaged and indigenous groups
- Raising of awareness about human rights including the right to education
- Income generation activities
- Direct delivery of non-formal education both to children and adults

It is clear that much important and creative work in the area of non formal education is carried out through NGOs; however, it is less clear how much these innovative examples of good practice are disseminated so that they can inform practice overall. It is also apparent, in looking through the listings of both non-formal education organisations working with adults and those working with activities for children, that a disproportionate number of organisations are located within the Kathmandu Valley whereas by far the greatest need is in rural areas outside the Valley.

## Summary Analysis

The brief overview of donor contribution to education in Nepal given above reveals how Nepal receives donor resources for education in a huge range of different ways. There are several mechanisms for donor coordination forums for donor co-ordination, particularly in the area of EFA. The Joint Financing Arrangement (JFA) for EFA is a strong tool and good example of donors and government coordination for EFA. However, an overview of the pooling, non-pooling and I/NGOs support may perhaps be needed to reflect the overall external support to the education sector together with strategy and implementation plan.

## Chapter Four

# UNESCO's Programme Thrust

This chapter analyses UNESCO's Kathmandu Office past and present support to the development of education in Nepal within the framework of UNESCO's regular and extra-budgetary programmes in education. The analysis provides information for formulating appropriate programmes and designing relevant strategies for succeeding bienniums from 2008-2013 that would respond to the country's educational policies, needs and priorities

### UNESCO Office in Kathmandu

The Government of Nepal joined UNESCO in 1953 and the UNESCO Office in Kathmandu was established in February 1998 with a view to developing education, science, and cultural sectors of Nepal. Since its establishment, UNESCO Kathmandu's Office has been working closely with the ministries of education, culture, communication and science and technology, and with academic and research institutions, specialists in UNESCO's field of competence, I/NGOs, as well as with other UN agencies and development organizations. UNESCO established a number of UNESCO's CLCs, Clubs and Associated Schools and this extended contribution has given impetus to promoting the organization's missions, ideals and actions at the grassroots level.

The four main programmes of UNESCO Office in Kathmandu are Education, Culture, Communication and Information, and Natural Science that are effectively carried out by its more than 20 competent staff in cooperation with UNESCO HQ, regional and cluster offices. The budget allocated for various programmes from 2006-2007 is in Table 4.1 below. Nearly 59% of the total budget is for education programme and 19% for culture. While communication and information includes 20% of the total budget, Natural Science has the lowest share i. e., a little more than 2%. Table 4.1 does not include the programme for the internally displaced persons and JFIT project on literacy, which will be mostly spent in the biennium 2008-2009. Regular fund occupies about 60% of the total budget.

Table 4.1: Total Programme Budget of UNESCO Kathmandu, 2006-2007 (USD)

Programme	Regular	Extra	Total	%
Education	267,900	127,404	395,304	59.08
Culture	58,800	67,338	126,138	18.85
Communication	61,138	69991	131,129	19.60
Natural Science	11,566	5000	16,566	2.48
Total	399,404	269,733	669,137	100.00

While implementing all programmes, UNESCO Kathmandu works closely with the Nepal National Commission for UNESCO (NatCom). The National Commission's major function is to become involved in UNESCO's activities in various ministerial departments, agencies, institutions, organizations and with individuals working for the advancement of education, science, culture, and communication and information. NatCom, which is located in the Ministry of Education (MOE) largely facilitates in backstopping UNESCO's efforts by playing the role of an effective coordinator and catalyst within the UNESCO-government collaboration framework.

### UNESCO's Past Support

UNESCO has provided strategic and technical support to the development of education and expansion of educational services in Nepal. Its support is mainly focused on achieving the policy objectives, which Nepal committed at the World Declaration on Education for All in 1990 in Jomtien, Thailand followed by its regeneration and revitalization at the World Education Forum in April 2000 in Dakar, Senegal. UNESCO's support focuses on ensuring education as a basic human right and also as a key to sustainable social and economic development.

### Brief Summary of Activities (2004-2005)

While continuing educational activities mainly in consonance with achieving the overall goals and objectives of Education for All and education related



Millennium Development Goals (MDGs), UNESCO Kathmandu extended the scope of its support for education development in Nepal during the biennium of 2004-2005. The summary of both regular and extra budgetary programmes is presented in the Table 4.2.

Table 4.2: Expenditure by Activity and Budget Source 2004-2005

SN	Activity concerning	Expenditure by Activity and Budget Source				
		Regular programme		Extra-budgetary programme	Total	% of extra - budgetary to total
		US\$	%	US\$	US\$	
1	Policy support	179750	65	95500	275250	35
2	Capacity building	95250	35	93215	188465	49
	Total	275000		188715	463715	41

An analysis of programmes implemented during the period reveals that the overall emphasis was on providing support to implement EFA/NPA and revitalizing its advocacy and strategies, ensuring gender equality and social inclusion, enhancing quality education and lifelong learning. Briefly, following educational activities were implemented that contributed to policy development in various aspects of education as well as in developing capacity for effective implementation of educational programmes. The major activities implemented under both regular and extra budgetary programmes that aimed at assisting the Government of Nepal to achieve the goals of education for all are presented below.

### Early Childhood Development and Pre-primary Education

During the years 2004-05, UNESCO provided technical support for the development of a "Strategy Paper for ECD in Nepal", the foundation of the government's ECD education programme. Based on the paper, a National Core Curriculum for ECD was prepared with the technical support of UNESCO. In addition to this, Resource Persons were trained to become knowledgeable and acquire a comprehensive understanding about the holistic development of children. Some government officials had their training on the advanced ECD education methodologies, practices and teacher education, and the community management of ECD in Japan and Israel. UNESCO's contribution and support to the

government during this period laid a strong foundation for the development of national policy, strategy and guidelines to widespread ECD throughout the country.

### Universal Primary Education

UNESCO worked with various hard-to-reach target groups to reduce the number of non-school going children. Community readiness, community willingness as well as community's devotion are crucial to promote education for children. It is also a big challenge and to cope with this challenge greater social understanding, extensive community mobilization, and higher level of community people's critical awareness are the prime antidotes. All of the projects undertaken by UNESCO in view of achieving EFA Goal 2 have had two aims; to reach the un-reached (Dalits and Street Children) and to solicit the community's opinions, the government's, and also of various education partners, donors and local stakeholders as well, regarding incentive schemes so that reaching out to the stage of UPE can be made highly possible.

The project on Winning People's Will for Girl Child Education focused on community mobilization in Dalit (low occupational castes) community for increasing the access and completion of primary education by fostering the community's willingness for the education of their girl children. UNESCO involved the whole community to discuss the importance of girls' education rather than to focus only on the male students or the women's group. This led community people to realize the importance of sending their girl children to the school and open up strategies for their further education. The entire process of this community awareness raising project was documented and published.

Another provision of learning opportunities for out-of-school children – best practices in non-formal education (NFE) for street children was surveyed. It was noted that further efforts would be necessary to provide larger educational space for street children.

A study on the functioning and effectiveness of the scholarship and incentive schemes in Nepal was conducted. A crucial aspect of primary education in Nepal is the scholarship system. The government and various organizations working to reach UPE in Nepal have been utilizing scholarships as the main incentive

to bring children to school and to convince parents to send their children to primary school. However, the community people don't have enough understanding about the use of scholarship and its effectiveness. UNESCO undertook a qualitative survey to understand how the community people viewed various scholarships offered to them with a view to increasing girls' and Dalits' access to education and also to understanding whether the scholarships helped to promote their participation in education and improve their livelihoods.

### Life Skills

UNESCO launched the TVT-G project in collaboration with the Centre for Technical Education & Vocational Training (CTEVT), SKILL-Nepal and with Community Learning Centers (CLCs) in order to build capacity of poor and marginalized out-of-school girls and young women. Advocacy at the policy level regarding the importance of Technology-based Vocational Education and Training was another component of this project. The project imparted needs-based market responsive vocational knowledge and skills (including Electronics, Computer Repair, Woodcarving and Arc Welding) to some marginalized girls with a view to capacitating them to seek the opportunity of self employment. The project was successful in dispelling the notion that learning technical and vocational skills are the sole prerogative of the male population. Based on the project results, research findings and policy review, a "National TEVT Policy Framework" was developed with the participation and mutual agreement of all TEVT stakeholders.

UNESCO Kathmandu's support aimed at fostering traditional knowledge and skills among the youths and adults by producing visual and printed learning materials covering subjects such as wood and clay carving, pottery, fishing net making, dhakiya making, bamboo crafts, tattooing and mehindi painting. The materials thus developed include indigenous skills and knowledge of the Tharu, Newar, Tamang, and Muslim ethnic groups. This effort has been made not only to preserve these skills but also to integrate traditional and cultural activities, close to everyday life, with non-formal education and literacy so as to promote the access to and quality of indigenous knowledge and skills.

Protection and promotion of human rights, peace, and

democratic principles is of vital concern to UNESCO. The conflict in Nepal has become a serious threat to the education sector in general and to meeting the EFA goals in particular. At the same time, the traditional teaching methods and educational environments are not conducive to promote the culture of peace. UNESCO has always stressed that education has to play significant role in achieving the objective of social cohesion and dispelling the culture of war and violence. To this end, UNESCO, in cooperation with a local NGO, developed advocacy materials to promote awareness about peace education among community people including policy makers, education curriculum developers, teachers' training institutions, and teachers in Nepal.

In order to set a process of change in attitudes and risk taking behaviors for the prevention of the spread of HIV/AIDS among out-of-school and street-based children, UNESCO is supporting "A Study on Knowledge, Attitude, Practice, and Beliefs" regarding HIV/AIDS among street-based children in Kathmandu and Pokhara.

Following a series of consultations with some selected CLCs regarding the situation in their villages and towns, the need for an HIV/AIDS awareness programme in their communities was identified. Trainers' training on Sexually Transmitted Diseases (STDs) and HIV/AIDS preventive education was given to the HIV/AIDS trainers of various CLCs. Several community level awareness programmes on STDs and HIV/AIDS prevention were organized in close cooperation with the concerned VDCs and with local health posts in the respective CLCs. UNESCO is working closely with local NGOs and CLCs to strengthen the existing HIV/AIDS/STD Resource/Information and Drop-in Centers in CLCs, as well as to facilitate Drop-in Centers for proper dissemination of information, counseling and awareness on HIV/AIDS.

### Adult Literacy

UNESCO has been working closely with the NFEC of the MOE in the development of a broad policy framework so as to diversify and promote NFE/literacy programmes. UNESCO supported the NFEC by conducting an in-depth review and thoroughly analyzing on-going literacy and non formal education programmes. This analysis focused on contents,



materials, programme methodologies, teacher preparation, and linkages with other programmes including equivalency.

A comprehensive literacy analysis and review report consisting of strategies, and future implications for policy and programme framework was the final outcome of this endeavor. An inter-disciplinary research team with specialized expertise carried out this complex exercise.

A networking mechanism was established amongst the lead agencies and inter-ministerial and departmental bodies, including the NGOs engaged in the promotion of literacy and NFE programmes. This provided a forum for the mutual exchange of concepts, views, programme strategies and approaches, and field experiences. Network members were required to make field visits with a view to gaining useful experiences so as to maximize the contributions of NFE in the country.

Along with the above mentioned activities "A Ten Year Literacy/NFE Policy and Programme Framework" was developed and shared with key stakeholders. This Framework, prepared in close collaboration with government bodies, consists of strategic areas and interventions in order to achieve EFA goals by 2015.

Within a short period, the concept of the CLC has become very popular amongst the diverse groups of population of Nepal. CLCs have proved to be an efficient and effective NFE delivery mechanism to improve people's quality of life. Its participatory and transparent approach has been widely appreciated.

After the successful experiences of promoting 13 CLCs in different parts of the country, UNESCO expanded the programme to the mid and far western regions of Nepal and now operates 25 CLCs throughout Nepal. In order to help community members, especially women and other disadvantaged groups, to regain human security/dignity and to enhance their capacity for personal and social development, the CLC Project was implemented in 10 VDCs and two Municipalities of Dadeldhura, Doti and Humla districts since February 2003.

During the period from January to December 2004, more than 18,000 people directly benefited through four major project components: education and communication, women's empowerment, skills and

vocational training and income-generating activities. More than half of them were females and there were also thousands of secondary beneficiaries who benefited from cultural preservation, library services, and physical infrastructure development activities carried out by CLCs. Special attention was given to girls, women, ethnic minorities, lower castes, and other disadvantaged groups, as they were most deprived of the right to education. CLCs' activities have empowered the people, especially girls and women in decision-making, planning for their family and children's education, undertaking income generating activities and improving their quality of life. Community contributions, as well as participation in the CLCs activities, were very encouraging.

### Gender Equality and Social Inclusion

One of the six goals of EFA was to achieve gender parity in primary and secondary education by 2005.

Accordingly, UNESCO's activities in the field of education for 2004-2005 concentrated on girls' education. Inclusive education is a major strategic approach of the government of Nepal to meet the EFA goal on gender parity in education. In view of this, UNESCO provided technical support to Department of Education, Inclusive Education Section in order to implement inclusive education in schools. To this end, UNESCO's support focused on including the gender component and mainstreaming gender in the trainer's manual and monitoring the inclusive education training programme. Based on an exploratory study on the status of female teachers in Nepal, the GoN made a policy decision to increase the number of female teachers in order to enhance participation of girls in primary education. In order to identify the obstacles that hamper women's participation in the teaching profession, UNESCO conducted a survey on the status of female teacher. The objective was to gain an in-depth understanding of the circumstances that surround female teachers so as to devise policy recommendations that helped policy makers design new initiatives aimed at increasing the number of females in the teaching profession.

UNESCO organized an expert group meeting in order to develop a set of indicators and tools to measure gender equality in education. Outputs from this initiative included a set of measuring and monitoring tools that proficiently assess gender equality in education. This was helpful for gender mainstreaming in national educational policies, increasing access for girls and women to quality basic

education, and ensuring continued and reinforced support to achieving the gender equality goal. A study on “Girls in Science and Technology Education (STE): Their Access, Participation, and Performance in Nepal” was undertaken to achieve four objectives: review the curriculum and research materials from gender perspective, identify stakeholders’ perspective towards girls’ access to and participation in STE related subjects, identify promoting and hindering forces for girls participation in STE, and derive measures to address the problems. Following the objectives of the study 55 schools in 11 districts were surveyed, quantitative students data were analyzed, qualitative information was obtained and teaching learning dynamism in the classroom was also observed.

With particular focus on girls and disadvantaged children, a Virtual Library containing various resources on education for girls and disadvantaged children was developed. The resource CD was completed and disseminated in August 2005.

UNESCO collaborated with the MOE for improving the quality of school education by providing technical assistance for undertaking research studies for improving the delivery of classroom teaching.

### Mother Tongue

UNESCO supported the “Mother Tongue and Bilingual Literacy Programme” for the improvement of quality literacy programmes for ethnic minorities in the context of EFA and within the framework of a regional project “Literacy programmes for ethnic minorities utilizing bilingual/mother tongue approach”.

### EFA Monitoring

In cooperation with AIMS/UIS Bangkok, UNESCO Kathmandu fielded several missions on developing the annual school statistics flash reporting system in the 2004-2005 biennium to help improve the quality of Education Management Information System (EMIS) and monitoring of EFA programmes in Nepal. In order to support and strengthen EFA monitoring, UNESCO provided technical support to the DOE/MOE to produce Flash Report I, 2004 and Flash Report II, 2004-2005 which contain school level educational statistics of Nepal.

The celebration of EFA week focused on bringing out-of-school children to school. The slogans “By the

children, for the children” in 2004 and “Education to End Poverty” in 2005 called for an ample opportunity of education for out-of-school children and women. Thousands of children and young people joined the campaign by sending paper cutout figures of children with request of “Send My Friend to School”. As the campaign coincided with the enrolment period in Nepal, about 500,000 more children were brought to schools contributing to an increase of over 11% in the gross enrolment of primary school education.

## Brief Summary of Activities (2006-2007)

The priorities of the biennium 2006 - 2007 were mainly on policy support and capacity building on monitoring progress of EFA through school statistics flash reporting system and institutional and individual capacity development in the use of data in management, planning and monitoring, early childhood care and education, literacy and continuing education including capacity building of government staff and experts of research institutes and universities, inclusive and child friendly education, use of ICT software for literacy and skills training, policy support for tertiary education and support for technical and vocational education. Constructive support for teacher education, curriculum development, training on HIV and AIDS preventive education, peace and human rights education has also been the focus of the current biennium programme. Extra-budgetary activities have mainly centered on planning and implementation of literacy and post-literacy programmes, materials development, training of trainers/facilitators, Education for All monitoring and Mid-Decade Assessment, peace education, assisting internally displaced persons through CLCs, HIV/AIDS education, etc. Both regular and extra-budgetary programmes combined with all activities show a balanced view of expenditures with almost equal spending on policy support and capacity development. In this biennium 2006-2007 UNESCO Kathmandu spent 54% of the Regular Programme (RP) fund for policy support to EFA extending from pre-primary education to higher education and 46% for capacity development in education management, planning and monitoring. Extra-budgetary fund was used for complimenting activities undertaken by the RP fund.



In brief, the following activities for RP fund complimented by extra-budgetary fund have been implemented focusing on prioritized areas for achieving the goals of EFA and MDGs.

Table 4.3 Expenditure by Activity and Budget Source 2006 – 2007

SN	Activity concerning	Expenditure by Activity and Budget Source				
		Regular programme		Extra-budgetary programme	Total	% of extra - budgetary to total
		US\$	%	US\$	US\$	
1	Policy support	144800	54	51375	196175	26
2	Capacity building	123100	46	99729	222829	45
	Total	267900		151104	419004	36

- Enhancing international coordination and monitoring for EFA – Technical assistance for strengthening national capacity for EFA monitoring and EFA Mid-term review
- Policy, planning and evaluation for achieving EFA – Enhancing government's capacity on the utilization of educational statistics for policy and programme development; Coordination and mobilization of EFA partners and EFA advocacy
- Capacity building for implementing and expanding early childhood development; strengthening national policies to achieve UPE through equivalency programme
- Promoting gender equity and equality/promoting girls' access to and retention in schools; Reaching the marginalized and excluded groups of people through inclusive education
- Innovative and integrated community based literacy programmes
- Building capacity of teacher training with special reference to techniques of multi-grade teaching and improving quality of education
- Capacity building in education delivery on peace, human rights and democratic citizenship
- Increase access of females and disadvantaged groups to secondary and technical and vocational education
- Advancing policy options for higher education/improving transition and access to higher education for building a strong knowledge society

- Using ICT to reduce poverty
- Supporting internally displaced persons through Community Learning Centres
- National inputs to the regional information base on secondary education
- HIV preventive education information kits for school teachers

### Education for All Mid-Decade Assessment

In regard to "Education for All Mid-Decade Assessment (EFA/MDA)" UNESCO Kathmandu provided technical assistance for strengthening national capacity to the central level education personnel for undertaking the education for all mid-decade assessment. Consequently, Nepal was among a few countries of the Asia Pacific Region to successfully produce the EFA/MDA National Report for which wider consultations with concerned stakeholders at the national and sub-national levels were made. Moreover, a group of education personnel from the districts, regions and central level education offices were provided training on the use of statistics in education planning and management. In line with the government efforts towards educational reform on decentralization, the training focused on preparing a pool of trainers who would later become key human resource to train the district education officials for enhancing their capacity to utilize educational statistics in order to formulate, implement and monitor district level education plan. UNESCO Bangkok support for the timely production of Flash Report 1 (the beginning of the school year report), Flash Report II (the end of the school year report) and the Consolidated Report of School Level Educational Statistics of Nepal has been a successful example of collaboration between the DOE and UNESCO Kathmandu and has been appreciated by all EFA partners.

### Early Childhood Development and Pre-primary Education

The interventions and support in the area of early childhood development and pre-primary education have helped improve the quality by enhancing the achievement level of children in the primary grades with ECD experiences. Positive results are discernible from the performance of ECD children as compared

to their non-ECD counterparts in primary schools. UNESCO supported the CLCs in the remote districts of Nepal to integrating ECD programmes in their activities which has contributed in terms of cost efficiency, sustainability and pedagogical effectiveness.

### Universal Primary Education (UPE)

In order to ensure UPE by availing easy access to education for out-of-school children, UNESCO contributed to policy reform in basic education particularly with emphasis on enhancing linkages between non-formal and formal education programmes. Based on the study recommendations and on the review of materials, a curriculum grid was developed using five core subject areas (Nepali, English, Social Studies, Mathematics, and Science and Environment) as a blueprint for the development of the package.

Over the last 10 years, Nepal witnessed the devastating results of the armed conflict. After the peaceful election of the Constituent Assembly (CA), a coalition government under the leadership of the Maoists has been formed, there are clear indications that Nepal has taken a path for a peaceful transition towards a democratic society.

Peace education is a powerful tool to healing the wounds that the armed conflict mercilessly inflicted upon communities and individuals. It enhances mutual understanding and tolerance; fosters empathy and communication among parties and provides skills for the analysis and resolution of conflicts. As a result, people are empowered with peace-building skills that will undoubtedly contribute to a long-lasting peace in Nepal. UNESCO has been collaborating with the CDC in the area of human rights and peace education and its contents are being developed and included in the school education curriculum.

### Secondary Education

A protracted problem facing school education in Nepal is the poor participation and achievement rates in secondary education, especially in mathematics. A recent UNESCO study found that Nepalese girls' achievement in school mathematics is consistently lower than that of boys. One of the major factors in this respect was found to be teachers' gender

stereotyping view of girls that their future social role will be to work as housewives rather than professional workers. Another important factor contributing to lower achievement in mathematics is the narrow understanding of school mathematics. The only purpose of studying mathematics in school is to get entry into higher education. As a result, curriculum materials and textbooks present an abstract and decontextualized view of mathematics. Pupils are experiencing schooling as "one way border crossing" which requires them to leave their home culture at the school gates and move into the alien culture of the school.

To this end, UNESCO Kathmandu in cooperation with Kathmandu University, Faculty of Education has developed - and it is in the process of piloting- culturally contextualized mathematics curriculum resource materials for grades 6 and 7. More concretely, this activity has produced the following outcomes, so far:

- Curriculum resources for the use by mathematics teachers of grades 6 and 7;
- Support materials for parents and other educational stakeholders; and
- An exemplary model of adapting local curriculum.

### Higher Education

Although Nepal has made some progress in the field of higher education, the participation of girls and students from disadvantaged communities is very low. In order to enhance the transition of girls and disadvantaged students from secondary to higher education, it is essential to identify the hurdles that hinder their transition and participation. In this regard, UNESCO collaborated with the University Grants Commission (UGC) to review the higher education curriculum and entry requirements to reveal potential gaps and assess existing linkages between secondary and higher education. The research is expected to contribute in the formulation of higher education policies and strategies, e. g. Open Universities, for increasing access opportunities of disadvantaged groups to higher education study.

### Inclusive Education and Gender Equality

Inclusion, gender equality and quality are cross cutting issues and apply in all domains of education. Nepal's



EFA National Plan of Action 2001-2015 highlights education as a human right and is designed under the over all concept of the inclusive education approach, which promotes the educational inclusion of all social groups especially girls, dalits (the most disadvantaged castes), disadvantaged and marginalized ethnic minorities (janajati), working children, street children, and children with all sorts of disabilities. UNESCO provided technical assistance for further development, advocacy, implementation and monitoring of inclusive education policies and practices of the government of Nepal. An audio-visual documentary on the inclusive and child friendly educational practices in Nepal and inclusive education tool kits were developed and produced jointly with the DOE/MOES. The tool kits were launched by the secretary of education in the presence of EFA development partners, education officials, INGOS and teacher unions' representatives.

### Improving Quality of Education

As quality is the heart of education for all, UNESCO worked with the National Center of Education Development (NCED) particularly in the area of multi-grade teaching. Multi grade schools are the only way to ensure quality education in rural and remote areas with low and scattered populations. In Nepal, the average teacher/school ratio is as low as 4:1, which is less than the required number for grade teaching for five grades in primary school. Under the circumstances, most teachers are obliged to work with different grades at the same time since almost half of the schools only have one, two, three or four teachers per school. In light of this current reality, UNESCO provided support in providing Training of Trainers in multi-grade teaching techniques to enhance the delivery of education in the classroom. As a result of the training, NCED revised and modified their previous Multi-Grade Teaching manual of Multi-Grade Schools.

### Conclusion

The above analysis throws light on the allocation of budget for various programme components and priorities accorded to different areas of education such as early childhood development and pre-primary education, universal basic and primary education, EFA

monitoring, inclusive education, non-formal education and literacy. The highest priority, in light of both RP and extra budgetary support, has been given to universal basic education and EFA monitoring along with EFA/MDA. Literacy and non-formal education supported by extra budgetary is also the priority of UNESCO in the context of the GoN policy for poverty reduction. The higher education programme provides policy support to the UGC for smooth transition of secondary education graduates to higher education especially from disadvantaged and marginalized groups.

Very briefly, some of UNESCO's successful experiences that may serve as the foundation for extending its cooperation with the GoN and other development partners are highlighted in the preceding paragraphs. UNESCO's contributions in the areas of EFA monitoring at all levels through improved school statistics flash reporting system has been widely recognized by all. In particular, the MID Term Review of the EFA Programme 2004-2009 highlighted the EMIS as an effective tool for evidence-based decision making. UNESCO has contributed to the DOE in the area of inclusive education to design the teacher training materials, inclusive and child-friendly tool kits including the audio/visual documentary based on the best practices of Nepal for advocacy and for the utilization by community members, teachers and policy makers. Community mobilization through CLCs is acknowledged as the most effective means of reaching and serving the illiterate mass. Moreover, "A Ten Year Literacy/Non Formal Education Policy and Programme Framework" prepared from the technical assistance of UNESCO has been endorsed by the government, which serves as a good foundation to implement literacy and non-formal education programmes effectively. It is being used as one of the most viable ways to achieve literacy goal by launching a massive literacy campaign in disadvantaged locations across the country.

To conclude, the allocation of fund should be reviewed in the context of UNESCO's successful experiences vis-a-vis its added advantage in its areas of expertise and country's priorities for the next biennium.

## Chapter Five

# UNESCO's Programming Priorities

Based on the gaps, emerging needs, findings and recommendations presented in the previous chapters, this chapter proposes strategic directions and priority interventions for the period from 2008-2013. It is expected that these strategies and programmes would inform UNESCO Kathmandu in assisting Nepal in providing basic education of good quality to all its citizens and in carrying out its overall efforts for the school sector reform (SSR) and development of the education sector. The gaps, emerging needs and strategic directions are identified at different levels of education: Early childhood development (ECD) and pre-primary education, primary/basic education, secondary education, technical and vocational education, literacy and NFE, teacher education, tertiary education, and EFA/SSR financing and monitoring, and the linkage between federalism and education.

## Gaps, Emerging Needs and Strategic Directions

The mapping of priorities and interventions of development partners and the assessment of UNESCO's past and present support to national education have helped to identify gaps and emerging needs in the national education system taking into account the development of education plans (Three Year Interim Plan (TYIP) 2007-2010, School Sector Reform Programme, etc.) and their subsequent implementation. The comprehensive analysis that begins in chapter one progressively develops in succeeding chapters and forms the basis of the UNESCO National Education Support Strategy (UNESS) for Nepal 2008-2013. The results of the analysis are anchored along the biennium broader educational strategic directions, priority interventions and tentative budget.

### Early Childhood Development and Pre-primary Education

The analysis above revealed that there is a need for a formal programme for children less than five years of

age. As a start, this requires the recognition that ECD and Pre-primary constitute the foundation (starting point) of education. Once this has been achieved, a massive physical infrastructure development for ECD centers and pre-primary classes would need to be developed, in addition to a massive and appropriate training for ECD/Pre primary education teachers and facilitators. Development of the sub-sector also requires an appropriate level of investment, emphasis on increasing remuneration for teachers and facilitators, better coordination, harmonization and networking among ministries and agencies, in particular and most importantly with health related activities.

The way forward to meet these needs is to establish the legal provisions for early childhood development and pre primary education as an integral part of compulsory basic education, to develop policy for allocation of resources between education sub sectors with a view to investing strategic interventions especially for the marginalized and disadvantaged population groups to guide a more effective ECD/pre primary education response, to make local bodies responsible in operation of community-based ECD centers, to form a pool of ECD experts/trainers at district level for providing constant support to ECD facilitators for quality services, to map out the ECD centers based on the requirement of children of 1-5 years, and to expand provision of training to ECD facilitators through resource centers at local, district and central level.

### Primary/Basic Education

The most urgent gap in the provision of primary education is the guaranteeing of universal access and completion of basic education. As shown, there are still over 11% of primary school children from marginalized and disadvantaged groups out of school. Their enrollment in the conventional schools is miserably low. The availability of primary and lower secondary schools within reasonable distance is an issue for the disadvantaged and marginalized



population groups. It is thus important that primary/basic education is made free and compulsory so as to bring all children in school and achieve universal completion of quality primary education. Other needs are to improve the internal efficiency of primary education and transition to upper levels of education, and to take urgent action for expanding and strengthening lower secondary education. Moreover, it is important that the quality of the teaching and learning process is enhanced through the improvement of teachers' competencies and performance through both in-service training and pre-service training.

### Secondary Education

The analysis in chapter 2 revealed the high wastage in secondary education and the low quality of public secondary schools. The transition to higher education level, which is strikingly very low, is another major issue. These issues require an intensive attention to enhancing the performance and effectiveness of secondary schools especially in rural and remote areas. They also require an attention to maximizing the contribution of teachers for providing good quality secondary education to all students taking into consideration their individual needs, and the linking of higher secondary education with the world of work and employment.

### Technical and Vocational Education and Training (TVET)

There are needs to expand the coverage and the development of TVET in the context of annex schools and the SSR, establish a mechanism for quality assurance within the national and regional framework, and establish synergy among institutions and improve coordination between those institutions providing skills training and vocational education. Improving public private partnership (PPP) for increasing investment on technical education and vocational training especially for targeted groups should be a priority in this sphere together with bridging non-formal education with vocational skills development of marginalized girls utilizing CLCs under the broader scheme of Skills for Employment.

### Literacy and NFE

Again, there is a need to address the issues related to the marginalized and disadvantaged groups who are

still out of learning opportunities. There is a need to reaching the un-reached with livelihood skills and income generating programmes through targeted interventions to socially excluded and economically marginalized groups, expanding opportunity for life long learning and enabling individuals to continue education for being able to meet their basic needs, mobilizing resources both financial and human for accelerating the progress to achieve the goal of literacy for all, and involving I/NGOS, schools, private sector and civil society organizations for achieving the goal of literacy for all by focusing on women, dalits (Castes associated with traditional occupations such as shoe making, clothes sewing, sweeping, blacksmithing, etc.), janajatis (ethnic groups) , madhesis (People residing in the southern tarai (plain) zone and persons with disabilities. Another need is to expand access to alternative education (flexible schooling) for out-of-school and drop out children, and to integrate basic and post literacy programmes with income generating activities and establishing linkages between formal and non formal education with equivalency programmes

### Teacher Education

Teacher professional development to improve the teaching and learning process in the classroom is a crucial need. This requires a paradigmatic shift in teacher preparation with emphasis on professional enrichment, and the establishment of rigorous monitoring of teacher performance and linking this to their career development.

### Tertiary Education

Access to higher education has been limited. There is an urgent need for increasing the opportunity of higher education to disadvantaged students. This may require the development of various academic programme delivery modalities such as the introduction of distance mode or of expanding access through the Open University or of establishing regional universities. Access could also be improved through the provision of scholarships and soft student loans to targeted groups. All of these options depend very much on an in-depth reflection and analysis of the higher education sector with the view of adopting commensurate measures. At the same time, the quality and relevance of higher education programmes to the world of work are lacking. Hence,

policy reformulation along the emerging context of globalization and competitive market situation is equally crucial.

### EFA and SSR Financing and Monitoring

There is a need for increasing the national budget for education by the government and also by development partners, and a mechanism is needed for equitable budget allocation especially for a comprehensive school education (0-12), literacy and non-formal education and technical and vocational education.

- Providing minimum learning conditions for quality education at all levels
- Increasing Government budget allocation to the education sector (to the level of 20% of the national budget and 6% of the GNP/GDP by 2015) and improving efficiency in education expenditure through equitable distribution and targeting more economically disadvantaged groups.
- Increasing development partners' contribution to education proportionately.
- Distributing budget reasonably for all sub-sectors especially for the school education, literacy and non-formal education and technical and vocational education
- Enforcement of tertiary education cost recovery mechanism with the provision for financial support to girls and poor meritorious students
- Assisting institutions for undertaking research at all levels of education for quality improvement
- Developing an effective system of examination, monitoring and evaluation

### Federalism and Education

There is a need to assess the challenges of federalism that will impact on all levels and domains of education.

- Sharing research findings on educational issues in a federal state policies and practices: Identifying various barriers to federalism education
- Review various policies and directives in different country contexts and discuss how they are applied and what challenges they face
- Finding unambiguous boundaries demarcating the policy spheres for federal state and local actors in the education sector

- Restoring federalism in education: Federalism and the national education agenda
- Intergovernmental relations in education federalism: Evolving state authority and responsibility
- Decentralizing education policy-making authority especially as it relates to the basic and secondary education.

The analyses and syntheses of data and information presented in the context of national development challenges and priorities, human development needs, educational priorities and strategies, development partners' priorities and interventions and UNESCO's programme thrust and on-going support set the direction for particular emphasis to assist national efforts to achieve the EFA goals in the following areas:

### *Enhancing Policy, Planning, Monitoring and Coordination for Achieving EFA*

The Education for All Mid Decade Assessment (EFAMDA) has highlighted the needs for better coordination; evidence based planning and monitoring the progress and achievements by identifying disparities at national and local levels. In this respect, this component aims at developing capacity at the national and sub-national levels through collaboration with the UIS/AIMS Bangkok, the Department of Education and District Education Offices of Nepal in gathering, processing and improving the quality of yearly education data. The focus is on conducting the training of trainers (TOT) at the national level and orientation of local level education managers such as the head teachers, school supervisors and resource persons on the use of statistics for educational management, planning and monitoring of EFA. While the TOT will be provided by UNESCO, the local level orientation will be undertaken by the concerned district education offices of Nepal.

UNESCO Kathmandu will collaborate with the DOE to support the community managed schools through capacity development and piloting the introduction of school, village and district report cards and student/child tracking in three districts with a view to improving the quality of data and replicating the successful experiences to other districts. In view of the country's needs in the area of school sector reform (SSR), an intensive training to a small group of



high level education personnel in educational planning, mobilization of funds, and in management and monitoring will be provided in collaboration with the NatCom Nepal, UIS/AIMS and EPR UNESCO Bangkok and International Institute for Educational Planning (IIEP), Paris. The outcomes will emerge as improved school improvement plan (SIP), village education plan (VEP), municipality education plan (MEP) and district education plan (DEP).

The proposed activities for monitoring and reporting the progress and achievements of EFA in Nepal aim at improving the EMIS by providing training to education statisticians and planners to collect and report timely quality data. Focus is also given on data analysis for evidence-based policy planning. The strategy is to design a custom-fit data collection and reporting system and develop training materials which are suited to the needs of the country context. Along with these tools and materials, a pool of technically competent trainers and task managers will be developed, who in turn will lead and replicate national level trainings and capacity building efforts to share skills, knowledge and real-life experience to wider group of stakeholders. It is expected to improve the use of statistics for policy and programme development, contribute to evidence-based decision making and more targeted allocation of resources for economically and socially disadvantaged groups for achieving the goals of Education for All by 2015. UNESCO Kathmandu will continue to provide assistance in strengthening donor harmonization, coordinating the UN Inter-Agency Groups and mobilize I-NGOs and Education Journalist Group for the promotion of 'Education for All' in Nepal through various advocacy campaigns such as EFA week and welcome to school.

### *Supporting National Efforts to Achieve Inclusive Basic Education for Girls and Boys*

The Interim Constitution of Nepal has emphasized on the right of every citizen to get basic education in their mother tongue and free education up to secondary level. In this regard, UNESCO Kathmandu will provide technical assistance to mobilize support for building a supportive policy environment in favor of increased policy attention for increased financing and more focused interventions with a view to ensuring gender equality and achieving the inclusion of disadvantaged and marginalized groups.

This component aims at mobilizing support for a comprehensive ECCE in Nepal. The activity will enhance public awareness of the importance and benefits of ECCE and help build a supportive policy environment in favor of increased policy attention for funding, quality and teacher education.

The focus is on assisting the MOE/DOE to ensure gender equality and achieve the inclusion of disadvantaged and marginalized groups. A research to review gender budgeting will suggest policy recommendations for implementation by gender focal points and other MOE officials. In addition, the activity will also concentrate on UNGEI focus areas and capacity development of Gender Focal Points at central, regional and district levels.

### *Supporting National Efforts in NFE to Improve Literacy Rate and Strengthen CLCs with Special Reference to Women and Excluded Groups*

Keeping in view the EFA NPA (2001-2015) and A Ten Year's Literacy/NFE Policy and Programme Framework, the government is committed to eradicate illiteracy and achieve UBE by adopting both formal and non-formal means of education. In view of this, the alternative models for the support of out-of-school and drop out children aim at establishing linkage between formal and non-formal means of education to achieve UBE. CLCs should be strengthened as the community-based educational institutions for life-long learning by mobilizing local resources in the aspiration of sustainable development of the community. Advocacy on MLE will improve the understanding of policy makers & practitioners on MLE to include in their action plan.

### *Achieving ESD Goals through Developing Monitoring Tools, Policy Dialogue and Curriculum Reform*

Within the framework of the UN Decade of Education for Sustainable Development and in view of the current efforts of the country to move towards a federal system, UNESCO Kathmandu in collaboration with MOE will support the specialized central level agencies such as Curriculum Development Center (CDC), National Center for Educational Development (NCED) and Non Formal Education Center (NFEC) in curriculum reforms for both formal and non formal

education as well as teacher training with a view to enhancing the quality of education. Furthermore, UNESCO will provide technical assistance to identify and gather information on the major issues for the Nepalese education sector in the context of the

various models being proposed for Nepal's federal system of government and administration.

For each proposed intervention for 2008-2013, an outcome matrix is developed and shown as follows:

Table 5.1 Enhancing Early Childhood Development and Pre-primary Education as the Foundation of Education (US\$ 55,000.00)

Objective 1: To coordinate the efforts of EFA partners in achieving the goal of early childhood care and education (ECCE) and enhance the capacity of the government both at the national and sub-national levels in management, planning and monitoring.				
Medium-Term Outcome (by 2013)	Major issues and challenges	UNESCO's Proposed Action (2008-2013)	Output or outcome (by 2013)	Partnerships
1. Early childhood development and pre-primary education (ECD/PPE)  Outcome 1:  Based on the national policy for children from birth to age 5, education officials specify responsibilities and budgetary commitments across relevant sectors and levels of government.	Development of holistic programme for children from birth to age 5  Physical infrastructure development for ECD centers and pre-primary classes  Coordination, harmonization and networking among inter-ministries and inter-agencies.	Integrating ECD/Pre primary education with health care and recreation  Establishing a core of ECD experts/trainers at district and central levels  Preparing instructional materials in mother tongue and capacity building of ECD facilitators  Piloting model ECD centers/Pre primary classes  Strengthening ECD networking and coordination  Associating ECD/Pre primary education within the overall education sector framework.	A pool of ECD experts developed at sub/national and sub-district levels.  Holistic programme including health care, recreation and education designed and implemented  ECD/Pre-primary education (PPE) specifically included in national education plans and programmes.  Inter-ministerial coordination mechanism established and developed  Increased funding on early childhood development and pre-primary education	<u>National</u> MOES, DOE, NCED, CDC  UNICEF, SC, Plan, World Vision, CERID, Seto Gurans
			Indicative costs (USD): 35,000.00	<u>International:</u> UNESCO Bangkok
Outcome 2:  The MOES/DOE set and enforce national quality standards covering public and private provision of ECCE for 0-5 age groups.	Provisioning of appropriate qualification and training for ECD/Pre primary education teachers and facilitators  Minimum standards setting of ECCE	Developing minimum standards of ECCE	National standards covering both private and public provision of ECD/PPE enforced	<u>National:</u> MOES, DOE and NCED  UNICEF, SC, Plan, World Vision, CERID, Seto Gurans
			Indicative costs (USD): 10,000	<u>International:</u> UNESCO Bangkok
Outcome 3:  DOE/ECD section officials monitor programmes and efforts to assess outcomes in meeting the EFA goal on early childhood care and education.	Proper monitoring mechanism	Providing technical support for developing proper monitoring mechanism  Providing support on training of resource persons and school supervisors	Enhanced capacity to monitor, evaluate and assess both public and private provisions of ECD/PPE	<u>National:</u> DOE/ MOES,  UNICEF, SC, Plan, World Vision, CERID, Seto Gurans
			Indicative costs (USD): 10,000	<u>International:</u> UNESCO Bangkok



Table 5.2 Supporting National Efforts to Achieve Inclusive Basic Education for All (US\$243,000.00)

Objective 2: To support School Sector Reform initiatives of the government for ensuring basic education for all and enhancement of quality in the school system from pre primary to secondary education.				
Medium-term outcomes by 2013	Major issues and challenges	UNESCO's proposed action for 2008-2009	Outputs/Outcomes by 2009	Partnerships
2. Primary/Basic education  Outcome 1:  Government officials enforce free and compulsory basic education and ensure completion of quality basic education by all especially girls, lower castes, disadvantaged ethnic groups and minorities.	Education as a fundamental right, and the need for free and compulsory basic school education, with an emphasis on inclusion, including the provision of mother tongue medium of instruction in the early stages of schooling.  Guaranteeing universal completion of quality basic education  Restructuring comprehensive school system into basic (Grade 1-8 and secondary (Grade 9-12) education  Addressing wastage in basic education and increasing transition from basic to secondary schooling specially for children from the poorest households	Developing inclusive education (IE) and child friendly approach for quality universal primary education  Including peace and human rights education in both formal and non-formal education curriculum and training materials  Assisting in the development of appropriate and contextual learning materials for providing quality basic education through mother tongue, bilingual/multi lingual education  Collaborating on HIV and AIDS, advocacy and teacher training  Providing support on capacity development of education managers at all levels	Inclusive education and child friendly approach for quality universal primary/basic education developed and implemented  Internal efficiency of primary/basic education and transition to upper levels of education improved  School performance and effectiveness enhanced  Capacity of education managers at all levels enhanced	<u>National</u>  MOES/DOE, NatCom, NFEC, CDC, NCED, UNICEF
			Indicative costs (USD) 100,000	<u>International</u> UNESCO Bangkok, UIL
Outcome 2:  Policy makers and education officials in the planning section use a gender and inclusive lens for meeting the challenges of financing for out-of-school and drop out children	Using a gender and inclusive lens in allocation of resources  Establishing norms and standards for equitable allocation of resources  Establishing linkages between inputs, processes, outputs and outcomes	Reinforcing a gender lens into educational planning, budget allocation and monitoring process to ensure full access and participation of girls and women ( expanding the concept of "gender budgeting/auditing")	Equity and quality concerns addressed through transparent and rational allocation of resources	<u>National</u>  MOES/DOE, NFEC, EFA partners
			Indicative costs (USD) 30,000	<u>International</u> UNESCO Bangkok
Outcome 3:  Relevant and good quality basic education to all children ensured through enhancement of teacher competence	Upgrading the qualification and training of teachers  Transfer of training inputs into the classroom reality for improved teaching and learning  Paradigmatic shift in teacher preparation with emphasis on professional enrichment	Providing support on Multi-Grade Teaching (MGT)  Providing support in the use of ICT in teacher education, classroom teaching and learning  Strengthening institutional and personnel capacity for improved teaching and learning	NCED officials provide systematic training to in-service teachers so as to enhance their competence and performance in classroom teaching	<u>National</u>  MOES, DOE, CLAs, UNICEF
			Indicative costs (USD) 60,000	<u>International</u> UNESCO Bangkok
Outcome 4:  The DOE/MOES implements mechanisms of school evaluation and teacher performance linking it with students' learning achievement	Establishing appropriate mechanisms for assessing the learning achievements of students and school performance	Providing support for establishing accountability mechanism through school improvement planning (SIP) and social audit  Providing support for community mobilization and income-based tracking and targeting	Mechanisms for assessing learning achievement and school performance established and implemented	<u>National</u>  MOES, DOE, CLAs, Reds, DEOs
			Indicative costs (USD) 53,000	<u>International</u> UNESCO Bangkok, UNICEF

Table 5.3 Supporting National Efforts in Non-formal Education (NFE) to Improve Literacy Rate and Strengthen Community Learning Centres (CLCs) with Special Reference to Women and Excluded Groups (US\$1,196, 000.00)

Objectives 3: To support in reducing illiteracy in the country, in particular, focusing on poverty reduction and women empowerment; To support the Government and I-NGOs to help Nepal achieve the goal of literacy and life skills particularly focusing on the disadvantaged castes and ethnic groups, women, persons with disabilities and street children and contribute to improve lifelong learning through non-formal means of education.

Medium-term outcomes by 2013	Major issues and challenges	UNESCO's proposed action for 2008-2009	Outputs/Outcomes by 2009	Partnerships
3. Literacy and Non Formal Education (NFE)  Outcome 1:  NFEC officials target illiterate population more effectively through literacy database, literacy inventory and expanded literacy network.	Assessing the actual literacy situation of the country for achieving results by making focused interventions	Assist in establishing a Literacy Database for use in planning, monitoring and management  Organize capacity building workshops on creating a literacy database, planning, monitoring and reporting literacy programs  Providing support to publish the status report of literacy and NFE at the regular interval  Providing support to conduct the literacy survey	NFE-MIS established and implemented  Literacy network expanded for better coordination  Literacy and NFE report published and disseminated  Literacy survey conducted  Indicative costs (USD): 146,000.00	<u>National:</u>  NFEC/MOES,DDC, DEO, VDC, Municipality, I/NGO, CBS, EFA partners  <u>International:</u> UIS/AMS, UNESCO Bangkok, HQ
Outcome 2:  NFEC officials effectively target marginalized and hard core groups in view of achieving the goal of literacy for all.	Ensuring literacy and non-formal education opportunities to marginalized and hard core groups  Integrating basic and post literacy programmes with income generating activities and establishing linkages between formal and non formal education with equivalency programmes	Reaching out to the un-reached with livelihood skills and income generating programmes through targeted interventions of socially excluded and economically marginalized groups.  Providing support for expanding opportunity for life long learning and enabling individuals to continue education for meeting their basic needs  Providing support and involving I/NGOs, schools and civil society organizations for achieving the goal of literacy for all by focusing on women, dalits (low occupational castes), janajatis (ethnic groups), religious minorities, persons with disabilities and street children.	Increased percentage of literacy  Increased enrolment in basic education through non-formal means of education  Improved capacity at national, sub-national and local levels  Increased funding for literacy and NFE from government and International Community.  Local mobilization of resources for spending on literacy and NFE with a view to accelerating the progress to achieve the goal of literacy for all  Indicative costs (USD): 700,000.00	<u>National</u>  NFEC/MOES, I/NGOs, EFA partners  <u>International:</u> UIL, UNESCO Bangkok
Outcome 3:  CLC committee members improve transparency, democratic practices and efficiency in the management of CLCs.	Low priority and budget for literacy and NFE and lack of targeted interventions  Inadequate capacity at local levels on literacy and NFE	Strengthening capacity of CLC management committee members in effective management of CLCs.	Capacity of CLCs strengthened  Indicative costs (USD): 200,000.00	<u>National:</u>  NFEC/MOES,DDC, DEO, CLC, VDC, Municipality, I/NGOs  <u>International:</u> EFA partners, UNESCO Bangkok
Outcome 4:  Key policy makers and MLE practitioners include MLE in their action plans	Lack of curriculum and materials in mother tongue  Inadequate sharing and use of existing materials	Organize capacity building workshops on curriculum reforms and material development  Support curriculum and material development on literacy and NFE  Dissemination and use of developed curriculum and materials	Improved curriculum and materials on literacy and NFE  Distribution of improved curriculum and materials  MLE generalized throughout literacy programmes  Indicative costs (USD): 50,000.00	<u>National</u>  NFEC, RED, DEO, I/NGOs  <u>International:</u> UIL, UNESCO Bangkok EFA partners, IBE



Outcome 5: NFEC links formal and non-formal means of education to achieve UBE.	Weak linkages between formal and non formal means of  No well founded equivalency mechanism exists	Training of NFEC officials and exposure visit to best practicing countries  Persuade NFEC to put in place equivalency mechanism between formal and non-formal education.	NFEC develops capacity to improve linkages between formal and non-formal means of education.  Equivalency mechanism established.	<u>National</u>  NFEC, DOE, MOES, JICA
			Indicative costs (USD) 50,000.00	<u>International</u> UIL UNESCO Bangkok
Outcome 6: NFEC implements alternative learning models for the support of out-of-school and drop out children to achieve UBE.	Appropriate models for the education of out-of-school and drop out children	Developing alternative models for reaching the out-of-school and drop out children	Improved capacity for designing and implementing successful models for ensuring education to out-of-school and drop out children	<u>National</u>  NFEC, DOE, MOES, DEO, CLC, JICA, UNICEF
			Indicative costs (USD) 50,000.00	<u>International</u> UNESCO Bangkok, UIL

Table 5.4 Enhancing Policy, Planning, Monitoring and Co-ordination for Achieving EFA (US\$480,800.00)

Objective 4: To coordinate the efforts of EFA partners in achieving the goals of Education for All (EFA) and enhance the capacity of the government both at the national and sub-national levels to analyze and use education statistics for management, planning and monitoring of EFA.				
Medium-term outcomes by 2013	Major issues and challenges	UNESCO's proposed action for 2008-2009	Outputs/Outcomes by 2009	Partnerships
4. EFA/SSR planning and monitoring  Outcome 1: Education officials use statistics in evidence-based planning, monitoring and management.	Developing a comprehensive EMIS and establishing linkages between the school statistics (Flash reporting system) and other sources of statistics (Higher Secondary Education Board , Council for Technical and Vocational Education, Non- Formal Education Center, Office of Controller of Examinations, University Grants Commission and Central Bureau of Statistics)	Developing a comprehensive EMIS and use of education statistics for management, planning and monitoring of EFA  Developing EMIS training materials and providing training and capacity development of a core group of trainers  Assisting institutions for undertaking research especially for basic education for quality improvement	An effective system of monitoring and evaluation developed and implemented  Research reports published , disseminated and used for policy reforms  Flash and Consolidated reports of school level educational statistics of Nepal published and disseminated for wider use	<u>National</u>  MOES, DOE, NCED, NatCom, UNICEF, CLAs, CBS
			Indicative costs (USD) 330,800.00	<u>International</u> UIS/AIMS, EPR of UNESCO Bangkok, UIS Montreal
Outcome 2: Government officials plan and allocate adequate human and financial resources to achieve the goals of EFA and mobilize extra funds needed	Allocating resources from quality and equity perspectives  Increasing the level of funding for the education sector by both governments and development partners  Setting national standards for the education sector budget allocation as well as rational allocation between its sub-sectors	Providing support for setting standards of minimum learning conditions for quality education at all levels  Providing support in developing a mechanism for equitable budget allocation for the education sector financing especially for a comprehensive school education (0-12) and literacy and non-formal education  Undertaking research on gender budgeting and inclusive education  Assisting EFA Forums and advocacy for the promotion of EFA with special reference to girls, women and excluded groups	National standards established and implemented  Increased funding by Governments (federal and provincial) as well as by development partners  Gender lens adopted in the reasonable distribution of budget for all sub-sectors especially for the school education and literacy and non-formal education  Improved participation of socially and economically disadvantaged groups at all levels of education	<u>National</u>  MOES, DOE, NCED, NatCom, UNICEF, UNFPA, World Bank, ADB, CLAs, CBS
			Indicative costs (USD) 150,000.00	<u>International</u> UIS/AIMS of UNESCO Bangkok, UIS Montreal

Table 5.5: Understanding Federalism and Education: Decentralization and Management of Education in the Changed Context. (US\$300,000.00)

Objective 5: To assist in evolving a federalism doctrine for a federal commitment to the education sector development especially for a K -12 education				
Medium-term outcomes by 2013	Major issues and challenges	UNESCO's proposed action for 2008-2009	Outputs/Outcomes by 2009	Partnerships
5. Federalism and Education  Outcome 1:  Framework law on education system passed in national parliament, and system being put into place.	There is an emerging need to assess the impact of federalism on all levels and domains of education, to demarcate the policy spheres for the central state, the federal units and local authorities in the education sector, and to assess the needs in human and financial resources in order to carry out a smooth transition to a federal system.	Sharing in national and local forums research findings on education in federal state policies and practices: Identifying various challenges to delivery of education in federal systems  Supporting studies on different aspects and requirements of a federal education system in Nepal	Consensus on organization of education in a federal state reached and adopted into the state constitution (2010)  Assessment of likely required human and financial resources carried out (2011)	<u>National:</u>  MOES, UN agencies such as UNICEF, EFA partners including WB, ADB, CSO, NatCom, Constituent Assembly, etc.
			Indicative costs (USD): 150,000.00	<u>International:</u> UNESCO Bangkok, UNESCO Headquarters, IEP/Paris, IBE
Outcome 2:  Adequate human resources and cooperation mechanisms for the different education levels in place.	Adequacy of human resources for different levels of the federal education system.  Lack of cooperation mechanisms required in a federal system.	Providing support in respect to decentralizing education policy-making authority to provinces/states especially as it relates to a comprehensive school education including early childhood development and pre-primary, basic and secondary education  Capacity building for design and management of education in the federal state – national/state education policies, curriculum, teacher-training, school supervision, school efficiency, roles and responsibilities of key stakeholders, financing, planning, monitoring, evaluation and assessment	Consensus building and working out of mechanisms of cooperation between federal, provincial and local governments with respect to education (2012).  Assessment tools for making evaluation of policy reforms developed.	<u>National</u>  MOES, UN agencies such as UNICEF, EFA partners including WB, ADB, SC, etc.
			Indicative costs (USD): 150,000.00	<u>International:</u> UNESCO Bangkok, UNESCO Headquarters, IEP/Paris, IBE



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# Annexes

Table 1: Nepal: Economic Indicators 2002/03-2005/06

	GDP growth rate(%)	Per Capital Income(in US \$)	Inflation (%)	Budgetary Deficit (%)
2001/02	0.5	237	2.9*	5.0
2002/03	3.4	250	4.8*	3.3
2003/04	5.1	278	4.0*	2.9
2004/05	3.0	297	4.5	3.1
2005/06	3.3	350	8.0	4.0
2006/07	2.5	383	7.2	4.6

MOF (July 2007); Economic Survey 2006/07; \* MOF (July 2005); Economic Survey 2004/05

Table 2: Nepal: Poverty Indicators 1995/96 and 2003/04

Geographic region	Poverty Headcount Rate (%)		
	Poverty 1995/96	Poverty 2003/04	% Change
Nepal	41.8	30.8	-26
Urban	21.6	9.6	-56
Rural	43.3	34.6	-20
NLSS regions			
Kathmandu	4.3	3.3	-23
Other urban	31.6	13.0	-59
Rural western hill	55.0	37.4	-32
Rural eastern hill	36.1	42.9	19
Rural western Terai	46.1	38.1	-17
Rural eastern Terai	37.2	24.9	-33
Development region			
Eastern	38.9	29.3	-25
Central	32.5	27.1	-17
Western	38.6	27.1	-30
Mid-Western	59.9	44.8	-25
Far Western	63.9	41.0	-36
Ecological belt			
Mountain	57.0	32.6	-43
Hill	40.7	34.5	-15
Terai	40.3	27.6	-32
Poverty Measurement by Education Level of the Household Head			
Illiterate	50.9	42	-18
5 or less years of schooling	35.7	28.2	-21
6-7 years	28.5	23.3	-18
8 -10 years	19.8	8.4	-58
11+ years	11.4	1.6	-86

Source: CBS (2005) - Poverty Trends in Nepal between 1995/96 and 2003/04



## Poverty Profile

The World Bank Poverty Assessment report, "Nepal: Poverty at the Turn of the Twenty-First Century," estimated the incidence of poverty in Nepal at 42 per cent in 1995-96. During the 8 years between 1995-96 and 2003-04 the Nepalese economy performed well, with real gross domestic product (GDP) growing at almost 5 per cent per year (2.5 per cent per capita per year). Annual agricultural growth accelerated to 3.7 per cent in the second half of the 1990s (or about 1.5 per cent per year in per-capita terms). Growth also accelerated in manufacturing (led by exports), in services, and especially in tourism. Remittances from abroad soared, and those sent through official channels totaled about 54 billion NRS in FY03, equivalent to 12.4 per cent of GDP. This large inflow of remittances suggests that households' disposable income and private consumption are growing faster than the GDP growth figures would suggest.

## Urban/Rural and Development Region

The Nepal Living Standards Survey (NLSS) 2003-04 shows very encouraging results, reporting a significant decline in poverty incidence from 42 per cent in 1995/96 to 31 per cent in 2003/04. Analysis of the dynamics of poverty and poverty profile, by comparing NLSS I and II, shows the decline in poverty is higher in the urban areas than in the rural areas; poverty declined in all the regions except in the rural eastern hills; and inequality increased at the upper end of the income distribution. However, the decline in poverty in the mid and far-eastern hills and mountains was not enough to bring it at par with the national average. Still, the level of poverty in these regions is far higher than the rest. Besides, comparative analysis shows improvements in the access of basic social and infrastructural services.

## Ecological Belt

Poverty by ecological belts, during the two NLSS surveys, shows that it has gone down more rapidly in the mountain and Terai regions than in the hilly regions. Poverty in the mountain region went down annually at a rate of 5 per cent plus during the period. The declining rate in the Terai was about 4 per cent per annum, whereas, it has gone down by only 2 per cent per annum in the hills.

## Education of the Household Head

Differences in educational attainment of heads of households are reflected in dramatically different poverty rates. Households with illiterate heads had a 42 per cent poverty rate in 2003-04, which is the highest rate among all education groups. The poverty rate progressively declines as the level of education attainment by a household head increases. Having attended primary school brings down the probability of being in poverty to 28 per cent; having attended secondary school brings it down to 23 per cent; and having attended higher secondary school brings it down to 8.4 per cent in 2003-04.

The poverty incidence declined between 1995-96 and 2003-04 for all education groups, but the most dramatic decline was for households headed by someone with 8 to 10 years of schooling (higher secondary level) or 11 or more years (higher education level). Importantly, education attainments increased in the general population and the proportion of the population living in households with illiterate heads declined from 60 per cent in 1995-96 to 52 per cent in 2003-04.

An in-depth analysis of the factors behind the decline in the level of poverty between the two survey periods shows such factors as increases in migration and remittances, diversification in agriculture – particularly the wave in the commercial farming of agricultural products, such as off-season vegetables, horticulture and dairy products, poultry and other animal products, targeting the urban needs – to be the main reason for the improvement in the level of income in the rural areas, where poverty is concerned. The expansion of rural credits through rural credit institutions, both in the government and non-government sector, the technical support and social mobilization campaign by different non-governmental agencies and poverty reduction programs in the government have helped improve employment opportunities in agriculture, resulting in a better life of the common people. The improvement in accessibility to basic social and economic services, improvement in literacy and health-related indicators, including the decline in the level of fertility, can be regarded as another important and strong factor for the improvement in the poverty situation during the period.

All the measures of poverty show poverty in the urban areas declining faster than in the rural areas, both in terms of depth and severity of poverty. This confirms that poverty in Nepal is more a rural phenomenon.

Source: Government of Nepal, National Planning Commission (December 2006): An Assessment of the Implementation of the Tenth Plan/PRSP; PRSP Review 2005/06. Page 4-6, 17.

Table 3a: South Asia: Human Development Index (HDI)

	2001		2005	
	Value	Rank	Value	Rank
World	0.722		0.743	
Highest	0.944	1 (Norway)	0.968	1 (Iceland)
Lowest	0.275	175 (Sierra Leone)	0.336	177 (Sierra Leone)
South Asia	0.582		0.611	
Nepal	0.499	143	0.534	142
Afghanistan				
Bangladesh	0.502	139	0.547	140
Bhutan	0.511	136	0.579	133
India	0.590	127	0.619	128
Maldives			0.741	100
Pakistan	0.499	144	0.551	136
Sri Lanka	0.730	99	0.743	99

Source: UNDP Human Development Report 2003 and 2007/2008

Table 3b: South Asia: Human Poverty Index (HPI)

	2001		2005	
	Value %	Rank	Value %	Rank
Nepal	41.9	70	38.1	84
Afghanistan				
Bangladesh	42.6	72	40.5	93
Bhutan			38.9	86
India	33.1	53	31.3	62
Maldives			17.0	42
Pakistan	40.2	65	36.2	77
Sri Lanka	18.3	34	17.8	44

Source: UNDP Human Development Report 2003 and 2007/2008

Table 3c: South Asia: Gender-related Development Index (GDI)

	2001		2005	
	Value	Rank	Value	Rank
Highest	0.941	1 (Norway)	0.962	1 (Iceland)
Lowest	0.279	144 (Niger)	0.320	157 (Sierra Leone)
Nepal	0.479	119	0.520	128
Afghanistan				
Bangladesh	0.495	112	0.539	121
Bhutan	0.497	110		
India	0.574	103	0.600	113
Maldives			0.744	85
Pakistan	0.469	120	0.525	125
Sri Lanka	0.726	80	0.735	89

Source: UNDP Human Development Report 2003 and 2007/2008



Table 4: South Asia: Demographic Profiles

	Population			Life Expectancy in children/woman		Fertility Rate i.e. Rate *	Infant Mortality prev.	HIV AIDS
	2005 (in 000)	Growth rate (%) total population 2005-10	Growth rate (%) age 0-4 population 2000-05	Total	Female	2005-10	Per 1,000 live births 2005-10	% of adults (15-49)
World	6450253	1.1	0.5	68	70	2.5	43.9	1.0
South and West Asia	1552874	1.5	0.4	65	66	2.9	66.3	
Nepal	27133	1.9	0.4	64	64	3.3	70.9	0.5
Afghanistan	29863	3.5	3.2	48	48	7.1	161.7	<0.1
Bangladesh	141822	1.8	0.4	65	66	3.0	64.0	<0.1
Bhutan	2163	2.2	1.4	65	66	3.8	53.6	<0.1
India	1103371	1.4	-0.1	65	67	2.8	64.5	0.9
Iran	69515	1.3	3.0	72	73	2.0	33.3	0.2
Maldives	329	2.4	1.5	69	68	3.8	38.3	
Pakistan	157935	2.1	1.2	65	65	3.7	86.5	0.1
Sri Lanka	20743	0.8	-0.4	75	78	1.9	20.1	<0.1

Source: UNESCO (2008): EFA Global Monitoring Report

\* UNESCO (2006): Global Monitoring Report

Table 5a: EFA Targets and Current Status (Expected Outcomes of the Programme\*)

SN	Indicators	2001	2008/09	2015 <sup>1</sup>	Current Status 2007**		
					Girls	Boys	Total
1	Gross Enrolment Rate of Early Childhood / Pre School	13	51	80	56.8	63.4	60.2
2	Percentage of New entrants at Grade 1 with ECD	08	60	80	32.0	34.2	33.1
3	Gross Intake Rate at Grade 1	141	110	102	146.1	144.4	145.2
4	Net Intake Rate at Grade 1	53.7a	95	98	83.3	85.7	84.6
5	Gross Enrolment Rate (Primary education, grade 1-5)	123	104	105	139.6	137.6	138.5
	Lower secondary education, grade 6-8				75.9	81.6	78.8
	Secondary education, grade 9-10				52.4	59.3	55.9
	Higher secondary education, grade 11-12						
	Tertiary education (Three years Bachelors and two years Masters)						
	Net Enrolment Rate (Primary education, grade 1-5)	81	96	100	87.4	90.7	89.1
	Lower secondary education, grade 6-8						
Secondary education, grade 9-10							
7	Percentage of Gross National Product channelled to Primary education sub sector (GDP)	1.7b	2.3	2.5			2.18
8	Percentage of Total Education Budget channelled to Primary education sub sector	55.6b	60	65			57.16
9	Percentage of teachers with required qualification and training	15	99	100	61.4	62.5	62.1
10	Percentage of teachers with required Certification		99	100			100
11	Pupil Teacher Ratio	39	37	30			
	Both community and institutional school:						
	- Primary education, grade 1-5						39
	- Lower secondary education, grade 6-8						52
	- Secondary education, grade 9-10						33
	- Higher secondary education, grade 11-12						
	Community school only :						
	Primary education, grade 1-5						
	- Lower secondary education, grade 6-8						42
- Secondary education, grade 9-10						61	
- Higher secondary education, grade 11-12						42	
12	Repetition Rate:						
12.1	Grade 1	39	10	10	29.4	29.6	29.5
12.2	Grade 5	9	3	8	7.9	7.8	7.8
13	Survival rate to Grade 5	66	85	90	54.7	52.1	53.4
14	Coefficient of Efficiency	60	83	80	0.56	0.54	0.55
15	Percentage of Learning Achievement at Grade 5***	40	60	80			
	English				44.6	45.0	44.8
	Mathematics				32.1	34.3	33.3
	Nepali				56.8	54.9	55.8
	Social Studies				60.8	61.4	61.1
	Env. Science and Health				66.7	67.9	67.3
16	Literacy Rate						
16.1	Age Group 15-24	70c	82	95			73
16.2	Age Group 6+ years	54c	76	90	51.2	76.9	63
17	Adult Literacy Rate (15+ years)	48 c	66	75	38.2	69.3	52
18	Literacy Gender Parity Index (15+ years)	0.6	0.9	1.0			0.70

<sup>1</sup> These targets are from the EFA National Plan of Action (2003).

The minor inconsistencies in the targets for 2009 and 2015 are a result of additional analytical work undertaken after the completion of the EFA National Plan of Action.

a: for 1997, b: for 1999, c: from 2001 census.



## Main Objectives of Education for All 2004-2009

Education for All 2004-2009 is intended to make progress towards achieving the vision for 2015 and attain the set EFA targets. For example, working towards the EFA target of 100% Net Enrolment Rate by 2015, this Programme aims to achieve NER of 96% by 2009. The full list of targets for 2015 together with the 2009 interim targets are presented in the above table.

In order to achieve the above targets, EFA 2004-2009 has the following three main objectives: 1) Ensuring access and equity in primary education, 2) Enhancing quality and relevance of primary education, and 3) Improving efficiency and institutional capacity of schools and institutions at all levels providing technical backstopping to schools.

As education is every child's right, the objective of EFA 2004-2009 is to raise NER from 81% to 96%. In other words, the Programme will aim to provide access to the majority of school age children who are not currently enrolled in schools and to ensure that those already in schools will be retained. Hence, various approaches to schooling will be emphasized in order to make primary education accessible to all children regardless of their disability, religion, poverty, and ethnic, regional and linguistic background.

The second objective of EFA 2004-2009 is to enhance quality in primary education so that it becomes relevant and responsive to the needs of the children and the community. Hence, focus will be on developing national minimum norms, standards and financial parameters for quality education, expanding quality early childhood development programmes, training teachers, creating conducive learning environment and stimulating teaching learning materials, increasing the actual number of school days and instructional hours, designing locally relevant curriculum and giving a choice of textbooks to schools.

The third objective of EFA 2004-2009 is to improve efficiency and institutional capacity. Efforts towards this objective will include having the Human Resource Development (HRD) Plan in place and implementing it to help teachers and education personnel develop their competencies, involving stakeholders and the civil society for greater participation at all levels of planning and implementing educational reform activities, and improving administration with a focus on transparency, accountability and equity.

\*Source: MOES, Nepal (Nov 17, 2003) : EFA Core Document 2004-2009, Page 12-13

\*\* Flash Report I of School Level Educational Statistics of Nepal, 2007-08

\*\*\* National Assessment Study (EDSC, 2003)

The expected targets related to the education sector as outlined in the Three Year Interim Plan (TYIP) are presented below:

Table 5b: Target indicators related with the education sector:

Indicators	Status as of FY 2006-07	Three Year Interim Plan targets (2010)
Literacy rate		
Literacy arte (6+ age)	63	76
Literacy rate (15 + age)	52	60
Literacy gender parity index	0.7	0.9
Pre primary and child development center Gross enrolment rate	41.4	51
Primary level		
Gross enrolment arte	138.8	104
Net enrolment arte	87.4	96
Percentage of girl students	48	50
Lower secondary level		
Gross enrolment rate	71.5	75
Percentage girl students	46.6	50
Secondary level		
Gross enrolment rate	56.7	60
Percentage girl students	46.6	48

Source: NPC, December 2007: Three Year Interim Plan 2007/08-2009/20.



Table 6a: Actual Expenditure, Revised Estimate and Allocation, 2000/01-2007/08 (Figures in 000)

Actual Expenditure							Revised estimate	Allocation
Fiscal Year - Description	2000-01	2001-02	2002-03	2003-04	2004-05 Total	2005-06	2006-07	2007-08
GDP at basic prices	413429000	430397000	460325000	500699000	548485000	603673000	670589000	744923000
GDP per capita USD	259	255	261	293	328	350	383	
Nat expenditure	79835098	80072291	84006081	89442593	102560471	110889158	131851000	168995600
Ed expenditure	11134195	13136946	13286606	14477740	17269888	19420639	23088898	28390000
USD	176733	208523	210899	229805	274125	308264	366490	450635
% GDP	2.69	3.05	2.89	2.89	3.15	3.22	3.44	3.81
% Ed expenditure	13.95	16.41	15.82	16.19	16.84	17.51	17.51	16.80
Pre-primary	0	0	6849	0	1165	157317		
% Ed expenditure						0.81		
Primary	6572139	6988989	7788332	8437292	10207602	11064498	13425367	16228724
USD								257599
% GDP	1.59	1.62	1.69	1.69	1.86	1.83	2.00	2.18
% Ed expenditure	59.03	53.20	58.62	58.28	59.11	56.97	58.15	57.16
Non-formal ed and literacy	121728	103245	45826	70088	86349	219614		
% Ed expenditure	1.09	0.79	0.34	0.48	0.50	1.13		
Secondary	2342398	2903677	3003128	3159845	4110675	4698555	5567335	6684831
% Ed expenditure	21.04	22.10	22.60	21.83	23.80	24.19	24.11	23.55
Technical education	124880	186345	113296	152524	144400	148553	294070	453695
% Ed expenditure	1.12	1.42	0.85	1.05	0.84	0.76	1.27	1.60
Higher education	1570823	1714322	1445590	1675722	1804040	1926905	2042550	3129600
% Ed expenditure	14.11	13.05	10.88	11.57	10.45	9.92	8.85	11.02
Ed Development	175645	661712	140153	190556	212386	220235	274878	309619
% Ed expenditure	1.58	5.04	1.05	1.32	1.23	1.13	1.19	1.09
Monit & Adm	226582	578656	743432	791713	790785	984962	1484698	1583531
% Ed expenditure	2.04	4.40	5.60	5.47	4.58	5.07	6.43	5.58
Total	11134195	13136946	13286606	14477740	17,356,335	19420639	23088898	28390000

Source: MOF: Red Books of Relevant Years

Table 6b: Proposed Recurrent and Capital Allocations, 2004/05-2007/08

Allocation	Total	Recurrent	Capital and Principal Repayment	% Capital
2004-05	18059654	16684643	1375011	7.61
2005-06	21250447	19149703	2100744	9.89
2006-07	23005525	21178437	1827088	7.94
2007-08	28390000	25744519	2645481	9.32
2004-05	18059654	16684643	1375011	7.61
Primary ed	10444041	9507571	936470	8.97
Secondary ed	4438111	4191167	246944	5.56
Higher ed	1690900	1572500	118400	7.00
Technical ed	208900	138900	70000	33.51
Educational dev	196856	196329	527	0.27
Monitoring & Adm	1080846	1078176	2670	0.25
2005-06	21250447	19149703	2100744	9.89
Primary ed	12317099	11205385	1111714	9.03
Secondary ed	5109685	4378798	730887	14.30
Higher ed	1974250	1797750	176500	8.94
Technical ed	292400	222757	69643	23.82
Educational dev	227603	226578	1025	0.45
Monitoring & Adm	1329410	1318435	10975	0.83
2006-07	23005525	21178437	1827088	7.94
Primary ed	12959001	12102794	856207	6.61
Secondary ed	5538080	4858258	679822	12.28
Higher ed	2437550	2294736	142814	5.86
Technical ed	328320	206250	122070	37.18
Educational dev	260241	260016	225	0.09
Monitoring & Adm	1482333	1456383	25950	1.75
2007-08	28390000	25744519	2645481	9.32
Primary ed	16228724	14658324	1570400	9.68
Secondary ed	6684831	6026156	658675	9.85
Higher ed	3129600	2846900	282700	9.03
Technical ed	453695	368535	85160	18.77
Educational dev	309619	303694	5925	1.91
Monitoring & Adm	1583531	1540910	42621	2.69

Source: MCF: Red Books of Relevant Years



Table 6c: Total Education Budget and Foreign Assistance, 2007-2008

(NRs in 000)

Fiscal Year - Description	Total	2007-2008 Allocation				Foreign assistance %
		GoN	Grants	Loan	Grants+Loan	
GDP at basic prices	744923000					
Nat budget	168,995,600	124,167,256	27,460,914	17,367,430	44,828,344	26.5
Ed budget	28390000	20635910	5548501	2205589	7754090	27.3
USD	450635	327554	88071	35009	123081	27.3
% GDP	3.81					
% National budget	16.80					
Primary	16228724	10523329	4180846	1524549	5705395	35.2
USD	257599	167037	66363	24199	90562	35.2
% GDP	2.18					
% Ed budget	57.16					
Secondary	6684831	5693348	459530	531953	991483	14.8
% Ed budget	23.55					
Technical education	453695	226083	78525	149087	227612	50.2
% Ed budget	1.60					
Higher education	3129600	2300000	829600	0	829600	26.5
% Ed budget	11.02					
Ed Development	309619	309619	0	0	0	0.0
% Ed budget	1.09					
Monit & Adm	1583531	1583531	0	0	0	0.0
% Ed budget	5.58					

Source: (MoF): Red Book 2007-08

Analysis of education and literacy status (Basic education statistics and trends on literacy situation from 1952 to present): Although Nepal has made substantial progress in education as well as in enhancing the status of literacy, ensuring quality basic education for all and increasing the literacy rate to meet the targets set for 2015 poses a significant challenge. The following table shows that literacy rate has increased gradually over the last 50 years from 1952 to 2001. However, the goal of achieving literacy for all is still very far away.

Table 7a: Literacy trend in Nepal for persons 6 years and above by sex, 1952/54-2001.

Year	Total	Female	Male
1952/54	5.3	0.7	9.5
1961	8.9	1.8	16.3
1971	13.9	3.9	23.6
1981	23.3	12.0	34.0
1991	39.6	25.0	54.5
2001	54.1	42.8	65.5

Source: (MoPE) : Népal Population Report 2004

The Flash Report of School Level Educational Statistics of Nepal 2006 put the NER of primary, lower secondary and secondary education at 87, 52 and 35 respectively. However, the Nepal Living Standards Survey (NLSS II) 2003-2004 found the NERs 72, 29 and 15 per cent for primary, lower secondary and secondary schooling level respectively. Disparities across sex group, urban/rural areas, and consumption quintiles are very noticeable. For instance, at the secondary level of school, male NER is 17 per cent and that for females is 13. Urban NER is 34 while rural NER is 12 at the same level. Quintile gaps are most severe as demonstrated by the 51 per cent NER for the poorest quintile in the primary level against 87 per cent for the richest quintile- Secondary level NER is only 2 per cent for the poorest quintile while it is 35 per cent for the richest quintile. In higher secondary education it is 1 per cent for the poorest quintile with their no representation in the tertiary education while for the richest quintile it is 13 and 10 per cent respectively.

The survey showed that the proportion of the relevant population that “never attended” school was larger than that “ever attended” and “currently attending” categories (44 per cent versus 26 per cent and 30 per cent) with large differences across sex, geographic and consumption group dimensions. For instance, never-attendance rate was 31 per cent for male population compared to 56 per cent for females, and current-attendance rates were 35 per cent and 25 per cent for males and females respectively. Urban areas had a much lower never-attendance rate than rural areas. Among rural areas, the East Terai had the highest never-attendance rate. These disparities were again sharpest across consumption quintiles, where never-attendance rate for those from the poorest households was 64 per cent while that for those from the richest households was just 26 per cent.

In the case of school attendance and mean years of schooling, it was found that only 46 per cent of adult population (aged 15 years and above) ever attended school (either in the past or currently). For this group, the mean years of schooling was estimated to be 7.5 years. 61 per cent of adult males ever attended school while this figure was only 33 per cent for adult females. However, no significant gender gap was observed in mean years of schooling.

Disparities across urban/rural areas were quite severe in both of these variables. Relative to rural areas, urban areas had a much larger school attendance rate (70 per cent versus 41 per cent) and mean years of schooling

(9.2 versus 6.9). However there were minor differences among rural areas. Among development regions, the West had the highest attendance rate while the Central region had the highest mean years of schooling. Among ecological zones, Hills had ranked first in both indicators. There was a distinct pattern across consumption quintiles. Attendance rate was found rising sharply moving from poorer quintiles to richer ones and so did the mean years of schooling. By age-groups, attendance rate was higher among younger cohorts and mean years of schooling was higher for mid-aged ever attendees.

A vast majority of the illiterates in the world live in three regions: South and West Asia, East Asia and the Pacific and Sub-Saharan Africa. Compared to the world literacy rate of 82%, South and West Asia with 381 million adult illiterates has the lowest literacy rate (59 %) of any region. Nepal with a literacy rate of 48.6% is an abode of over 7 million illiterate adults contributing to about 1 per cent of the world’s illiteracy rate (Education for All: Global Monitoring Report, 2006).

Following is the basic statistical information regarding the status of literacy reported by the national census in 2001 and Nepal Living Standards Survey 2003-2004

Table 7b: Literacy rates 6 years and above, and 15 years and above by sex, 2001

	Male	Female	Total
6 years and above	65.5	42.8	54.1
15 years and above	62.7	34.9	48.6

Source: Nepal Population Report 2004, and Women in Nepal Some Statistical Facts 2004



Table 7c: Literacy rates 6 years and above, and 15 years and above by sex, 2003-2004

	6 years and above			15 years and above		
	Male	Female	Total	Male	Female	Total
Nepal	63.5	38.9	50.6	64.5	33.8	48.0
Urban	84.5	64.2	74.4	84.4	61.2	72.8
Rural	59.3	34.3	46.1	59.9	28.5	42.7
Consumption Quintile						
Poorest	36.0	15.8	25.1	36.7	11.6	23.1
Richest	87.1	63.6	75.2	86.8	59.1	72.3
Ecological Zone						
Mountains	55.7	31.8	43.1	57.6	25.5	40.4
Hills	69.7	44.9	56.4	70.2	39.8	53.4
Terai	59.5	34.5	46.6	60.8	29.7	44.3
Development Region						
East	62.1	37.6	49.4	63.7	34.7	48.2
Central	58.4	35.5	46.5	60.5	31.8	45.5
West	75.1	50.7	61.8	73.3	41.7	55.5
Mid West	64.2	35.4	49.1	65.2	28.5	45.2
Far West	63.8	33.4	47.3	65.3	27.4	43.9

Source: Nepal Living Standards Survey II, 2003/04

**Quantitative status:** Fifty years of literacy programmes have succeeded in raising the literacy rate in the age group 6 years and above to 54.1 per cent in 2001 from about 5.3 per cent in 1952/54 (Nepal Population Report, 2004).

**Male-female gender gap:** The male-female differential of 22.7 per cent (Male 65.5 and female 42.8) in the literacy level is a matter of serious concern. The existence of this 22.7 male-female differential in spite of the GO and INGO efforts to address female literacy indicates the inadequacy and the lack of targeted and focused interventions on the part of the literacy providers to address the gender gap issue.

**Urban-rural gap:** The wide urban-rural disparity in literacy rates as revealed by Nepal Living Standards Survey II, 2003/4 warrants the attention of the literacy planners to concentrate on reducing the gap which is 73% for urban while it is only 43% for rural areas.

**Regional and eco gap:** The far and mid west development regions have the largest illiteracy rates in the country. Mountain and central terai zones have also the largest proportions of illiterates. (Please see the map of Nepal showing the status of illiteracy at the end of the annexes).

**Castes and ethnic groups:** Wide discrepancies in literacy rates are also evident among different caste and ethnic groups. The lowest literacy rate is found among the Dalits living in the terai, such as the Musahar and the Dom while the highest groups are invariably high castes such as the Hill and Terai Brahmins and Chhetris. Some of the Hill Janajatis such as the Thakali, Newar and Rai also have high literacy rates. Available statistics shows that the literacy rate of privileged groups such as Jain, Marwadis, Kayasthas, Brahmins, Newar ranges from 60% to 94% whereas the literacy rates of such disadvantaged ethnic groups and castes as Chepang, Chamar and Musahar are as low as 19.1%, 12.7% and 3.7% respectively.

The big gap in the literacy rate among different castes and ethnic groups indicates clearly that the existing literacy programs have fallen short to reach out to the disadvantaged and marginalized population groups. Janajati groups such as the Newar and the Thakali residing in urban areas are economically advanced, and they tend to have substantially higher literacy rates than those poorer groups found primarily in remote and mountainous regions such as the Tamang and Magar or the Tharu, living in the mid and far-western Terai region. Accessibility of these deprived groups to literacy programs either under the government or under I-NGOs' sponsorship needs to be massively increased.

The following tables are from the Flash Reprint 1, 2007-08 of School Level Educational Statistics of Nepal by the DOE/ MOE.

Table 8a: Distribution of recorded schools by eco-zones, number and levels

Eco-zones	Total Schools	Primary	Lower Secondary	Secondary	Higher secondary
Mountain	3645	3617	913	459	90
Hills	15218	15126	4265	2437	473
Valley	2121	2100	1415	1060	322
Tarai	8464	8377	3143	1923	361
Nepal	29448	29220	9736	5879	1246

Table 8b: Ratios of school levels by eco-zones

Eco-zones	Lower secondary to Primary	Secondary to lower secondary	Higher secondary to secondary
Mountain	4.0	2.0	5.1
Hills	3.5	1.8	5.2
Valley	1.5	1.3	3.3
Tarai	2.7	1.6	5.3
Nepal	3.0	1.7	4.7

Table 9a: 3-4 years' population, total enrolment and GER in ECD/PPC by Eco-Zone

Eco-zones	3-4 Years Population			Number of children in ECD/PPC			GER		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Mountain	48755	50608	99363	18425	21082	39507	37.8	41.7	39.8
Hills	241978	268521	500499	123078	137376	260454	50.9	53.1	52.0
Valley	31489	34081	65570	54104	60922	115026	171.8	178.8	175.4
Tarai	344354	357968	702323	182830	225289	408119	53.1	62.9	58.1
Nepal	666576	701179	1367755	378437	444669	823106	56.8	63.4	60.2

Table 9b : New Grade 1 enrolments with ECD/PPC experiences by social groups

Social groups	Number of children in Grade 1			Children in grade 1 with ECD/PPC experiences			% of children in Grade 1 with ECD/PPC experiences		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Dalit	82489	83772	166261	21239	21816	43055	25.7	26.0	25.9
Janajati	146767	147651	294418	48112	51019	99131	32.8	34.6	33.7
Others	146119	151901	298020	50900	58396	109296	34.8	38.4	36.7
Nepal	375375	383324	758699	120251	131230	251481	32.0	34.2	33.1

Table 10a : Total number of enrolment at primary level by eco- zone

Eco-zones	Girls	Boys	Total	% in total	% of girls' enrolment
Mountain	181,778	191,716	373,494	8.5	48.7
Hill	936,463	938,802	1,875,265	42.4	49.9
Valley	113,311	121,556	234,868	5.3	48.2
Tarai	928,211	1,006,876	1,935,087	43.8	48.0
Total	2,159,763	2,258,950	4,418,713	100.0	48.9



Table 10b: Percentage Share of Enrolment in Community (Public) and Institutional (Private) Schools, 2007-08

Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	1,966,819	1,999,108	3,965,927	89.8	49.6
Institutional	192,944	259,842	452,786	10.2	42.6
Total	2,159,763	2,258,950	4,418,713	100	48.9

Table 10c : Share of population, enrolment and school at primary level by eco-zone

Eco-zones	Population	Enrolment	School
Mountain	7.2	8.5	12.4
Hill	37.1	42.4	51.7
Valley	5.1	5.3	7.2
Terai	50.5	43.8	28.7
Total	100.0	100.0	100.0

Table 10d : Share of enrolment at primary level by social groups

Social groups	Girls	Boys	Total	% of enrolment in total
Dalit	412,036	435,497	847,533	19.2
Janjati	896,389	911,772	1,808,161	40.9
Others	851,338	911,681	1,763,019	39.9
Total	2,159,763	2,258,950	4,418,713	100

Table 10e : Sex wise enrolment and gender parity at primary level by social groups

Social groups	% of Girls	% of Boys	Gender parity
Dalit	48.6	51.4	0.95
Janjati	49.6	50.4	0.98
Others	48.3	51.7	0.93
Total	48.9	51.1	0.96

Table 10f : Gross Enrolment Rates (GER) and Net Enrolment Rates (NER) at Primary Level ( 5-9 years) by Sex, 2007-08

Eco-zone	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Mountain	161.0	163.3	162.2	90.2	92.6	91.4
Hill	162.8	154.0	158.3	93.2	94.6	93.9
Valley	142.7	145.5	144.1	92.6	93.3	93.0
Terai	119.0	121.1	120.1	82.1	87.3	84.8
Total	139.6	137.6	138.5	87.4	90.7	89.1

### Internal efficiency at primary level

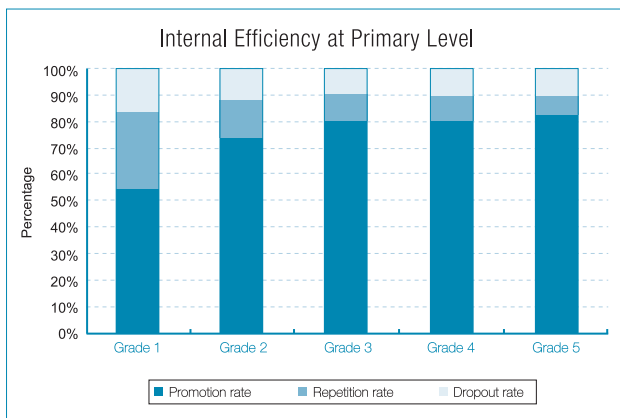
The following table and bar chart shows the internal efficiency in the primary school education system. The analysis shows that out of the total enrolled students by grades the promotion rate at grade one is 54.5% and the repetition rate is 29.5%. However, from grade 2 to 5 the promotion rates are much

better compared with grade one. Similarly, the repetition rates are also decreasing in the upper grades. It is interestingly noticed that the promotion rates of girls in all primary grades are higher compared to the boys. In addition, the level of performance at primary level varies from district to district and between eco-zones.

Table 11: Internal efficiency at primary level

Promotion, repetition, dropout and survival rate to grade 5 in the school year 2006-07, (in percentage)						
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Total	Promotion rate	54.5	74.6	80.0	79.9	82.2
	Repetition rate	29.5	13.7	10.3	10.0	7.8
	Dropout rate	16.0	11.7	9.7	10.1	10.0
	Survival Rate to grade 5 (cohort)					81.1
Boys	Promotion rate	54.0	74.5	79.7	79.3	81.9
	Repetition rate	29.6	13.4	10.2	10.1	7.8
	Dropout rate	16.4	12.1	10.1	10.6	10.3
	Survival Rate to grade 5					83.4
Girls	Promotion rate	55.0	74.7	80.3	80.6	82.6
	Repetition rate	29.4	14.0	10.5	9.9	7.9
	Dropout rate	15.6	11.3	9.2	9.6	9.6
	Survival Rate to grade 5					78.6

Chart 1: Internal efficiency at primary level



A survival rate indicates the effectiveness of the teaching and learning process in the classroom practices as well as retention of students. The table below indicates that the overall survival rate to grade five is 81.1% which is slightly higher than in the previous school year<sup>2</sup>. Similarly the survival rate to grade 5 for boys is higher than the rate of girls. The district level analysis shows, there are 6 districts with below 50% survival rate to grade 5, whereas 41 districts have achieved more than 90% of survival rate to grade 5 in the school year 2007-08 .

Table 11a: Enrolment at lower secondary level by eco-zone

Eco-zones	Girls	Boys	Total	% of enrolment in total	% of girls' enrolment
Mountain	41,650	53,427	95,076	6.6	43.8
Hill	294,310	304,565	598,875	41.5	49.1
Valley	69,456	75,033	144,489	10.0	48.1
Tarai	274,657	330,419	605,076	41.9	45.4
Total	680,072	763,443	1,443,515	100.0	47.1

<sup>2</sup> The survival rate to grade 5 is calculated using the proxy formula



Table 11 b: Enrolment at lower secondary level by social groups

Social groups	Girls	Boys	Total	% of enrolment in total	% of girls
Dalit	63,782	78,056	141,838	9.8	45.0
Janjati	283,209	298,026	581,235	40.3	48.7
Others	333,081	387,361	720,442	49.9	46.2
Total	680,072	763,443	1,443,515	100.0	47.1

Table 11c: Enrolment at secondary level by eco-zone

Eco-zones	Girls	Boys	Total	% in total enrolment	% of girls' enrolment
Mountain	17,050	23,630	40,679	6.1	41.9
Hill	125,990	140,029	266,020	39.6	47.4
Valley	38,752	40,646	79,397	11.8	48.8
Tarai	127,048	158,039	285,087	42.5	44.6
Total	308,839	362,344	671,183	100.0	46.0

Table 11 d: Enrolment at secondary level by social group

Social groups	Girls	Boys	Total	% in total enrolment	% of girls
Dalit	18,129	24,900	43,029	6.4	42.1
Janjati	118,611	129,865	248,442	37.0	47.7
Others	172,099	207,579	379,712	56.6	45.3
Total	308,839	362,344	671,183	100.0	46.0

Table 11e : Gross enrolment rate at lower secondary and secondary level

Levels	Gross Enrolment Rate (GER)		
	Girls	Boys	Total
Lower Secondary	75.9	81.6	78.8
Secondary	52.4	59.3	55.9

## Pass rates in Grade 5, 8 and 10

The table below shows the pass rates of students in Grades V, VIII and X in the final examinations of 2063 (2006-07) academic year. The pass rate at Grade V is comparatively higher compared to Grade VIII and Grade X.

are alike, whereas in Grade VIII the pass rates are in favour of boys. It is also found that pass rates of Dalits in all grades (V, VIII and X) are lower than the total and Janajati students, whereas the pass rates of Janajati in the same grades are more or less similar except in Grade VIII.

Moreover, the table below shows that at primary level as well as in Grade X the pass rates of girls and boys

Table 12 : Pass rate at grade 5, 8 and 10 in the final exam 2006-7 (2063 BC)

Students	Grade 5			Grade 8			Grade 10		
	Total	Dalit	Janajati	Total	Dalit	Janajati	Total	Dalit	Janajati
Girls	89.3	87.8	90.9	87.0	83.6	85.9	88.6	87.5	88.6
Boys	89.6	89.0	90.0	89.0	87.0	87.4	88.9	88.4	89.2
Total	89.5	88.5	90.5	88.1	85.5	86.7	88.7	88.0	88.9

Table 13: Millennium Development Goals and Status 2005

Goal/target	Status			MDG target
	1990	2000	2005	2015
<b>Goal 1: Eradicate extreme poverty and hunger</b>				
<i>Target 1: Eradicate poverty by half</i>				
a. % of population below \$1/day (PPP value)	33.5	NA	24.1	17
b. % of population below poverty line	42	38	31	21
<i>Target 2: Reduce hunger by half</i>				
a. % of population below minimum level of dietary energy consumption	49	47	NA	25
b. % of underweight children aged 6-59 months	57	53	NA	29
c. % of stunted children aged 6-59 months	60	55	NA	30
<b>Goal 2: Achieve universal primary education</b>				
<i>Target 3: Ensure primary schooling</i>				
a. Net enrolment in primary education (%)	64	81	89	100
b. % of pupils starting grade 1 and reaching grade 5	38	63	76	100
c. Literacy rate 15-24 year olds	49.6	70.1	73	100
<b>Goal 3: Promote gender equality and empower women</b>				
<i>Target 4: Eliminate gender disparity in education</i>				
a. Ratio of girls to boys at primary level	0.56	0.79	0.86	1.0
b. Ratio of girls to boys at secondary level	0.43	0.70	0.82	1.0
c. Ratio of girls to boys at tertiary level	0.32	0.28	NA	1.0
d. Ratio of literate women to men of age group 15-24 years	0.48	NA	0.73	1.0
<b>Goal 4: Reduce child mortality</b>				
<i>Target 5: Reduce U5MR by two-thirds</i>				
a. Infant mortality rate (IMR)	108	64	51	34
b. Under-five mortality rate	162	91	65	54
c. Proportion of 1 year olds immunized against measles	42	71	85	>90
<b>Goal 5: Improve maternal health</b>				
<i>Target 6: Reduce MMR by three-quarters</i>				
a. Maternal mortality rate (MMR)	850	415	NA	134
b. % of deliveries attended by health care providers	7	11	20	60
<b>Goal 6: Combat HIV/AIDS, malaria, and other diseases</b>				
<i>Target 7: Reverse the spread of HIV/AIDS</i>				
a. HIV/AIDS prevalence among 15-49 year olds (%)	NA	0.29	0.5	-
b. Contraceptive prevalence rate	24	39	NA	67
<b>Goal 7: Ensure environmental sustainability</b>				
<i>Target 8: Reverse the loss of environmental resources</i>				
a. Area under forests	37	29	29	-
<i>Target 9: Access to safe drinking water</i>				
a. % of population with improved water sources	46	73	85	73
b. % of population with improved sanitation	6	30	39	53

Source: NPC/UN Country Team of Nepal, 2005  
Nepal Demographic and Health Survey (Preliminary findings), 2004





United Nations  
Educational, Scientific and  
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© UNESCO Kathmandu

PO Box 14391, Kathmandu, Nepal

Phone: +977-1-5554-396/769

Fax: +977-1-5554-450