

THE DEVELOPMENT OF EDUCATION

National Report of Nepal

(Quality Education for All Young People: Challenges, Trends and Priorities)

by:

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Chapter-1 Introduction

1.1 Nepal: The Country Context

Nepal is a kingdom of the Mt. Everest, artistic monuments, exotic wildlife, and diverse cultures. It is the land where Lord Buddha was born over 2,500 years ago. The kingdom of Nepal covers an area of 147,181 square kilometers, and stretches 145-241 kilometers north to south and 850 kilometers west to east. The country is located between India in the South and China in the North. Nepal is primarily an agricultural country. Tourism, carpets and garments are major industries.

Population Size and Annual Growth Rate (1911-2003)

Census Year	Total Population	Annual Growth Rate
1911	5,638,749	-
1920	5,573,788	-0.13
1930	5,532,574	-0.07
1941	6,283,649	1.16
1952-54	8,283,649	2.30
1961	9,412,996	1.65
1971	11,555,983	2.07
1981	15,022,839	2.66
1991	18,491,097	2.08
2001	23,151,423	2.25
2003 *	24,215,904	2.25

* Estimate

Source: HMG, Ministry of Population and Environment, Kathmandu, July 2003

Nepal's many ethnic groups are as varied as its land with their own languages and cultures. In Kathmandu Valley are the Newars, whose culture and artistry have earned them an international reputation. The Sherpas of the Himalayan are known as tough mountain climbers. Brahmins and Chhetris are scattered over the hills and valleys, and Tamangs are found in the districts around the Kathmandu Valley. The Rais, Limbus, Magars, and Gurungs of the mid-hills have earned fame as Gurkha soldiers. Lowland ethnic groups such as the Maithili, Bhojpuri and Tharu enhance the colorful mosaic.

The School Level Education at a Glance

Year	1976	1981	1991	1997	2001	2002
Total Schools				22372	25194	26796
Primary	8768	10628	18694	22218	24943	26638
L. Secondary	2289	2786	4045	5506	7340	7917
Secondary	520	918	2079	2903	4113	4541
Total Students	907000	1701896	3658083	4568942	5361362	5546381
Primary	644000	1388001	2884275	3447607	3853618	3928684
L. Secondary	189000	169564	378478	791502	1058448	1137101
Secondary	74000	144331	396330	329833	449296	480596
Total Teachers	32146	46288	99127	125505	142183	161086
Primary	20775	29134	74495	89378	96659	110173
L. Secondary	7932	12245	13005	19704	26678	28160
Secondary	3439	4909	11627	16423	18846	22753
Literacy rate 6+		25	39.6	48	54	NA
Literacy rate 15+			33.0	44.8(1997)	44	NA
Literacy rate 15-24			49.6	67.4 (1997)	74	NA

Source: Educational Statistics, MOE, 1999

Nepali, written in the Devanagari script, is the national language as well as the lingua franca for Nepal's diverse communities. Numerous languages and dialects are spoken in the kingdom, however, only six (Nepali, Maithili, Bhojpuri, Tharu, Tamang and Nepalbhasa) are spoken by more than half a million people. English and Hindi are widely understood in the urban centers and areas frequented by tourists.

Nepal is the only Hindu Kingdom in the world. Hindu temples and Buddhist shrines are scattered all over the kingdom. Nepal is the birthplace of Lord Buddha, the light of Asia. There is a complex blending of Hinduism in Nepal.

Nepal contains a variety of climatic conditions ranging from the tropical heat of the Terai plains to the freezing cold of the high Himalayan. The mid-hills, particularly the Kathmandu Valley, are pleasant with warm summers and cool winters. Temperatures range between a maximum of 37 and a minimum of 8 degrees Celsius in the plains, 28 and 2 degrees Celsius in the Kathmandu Valley, and between -6 and 16 degrees Celsius in the mountains. The rainy season lasts from June to August.

The economy of Nepal centers on agriculture. About 17 percent of the country's land is cultivated. Nepal is one of the least developed countries in the world. The country's Gross Domestic Product (GDP) was \$5.6 billion in 2001, with an estimated per capita GDP of \$240. Several factors have contributed to Nepal's underdevelopment, including its landlocked geography, rugged terrain, lack of natural resources, and poor infrastructure.

1.2 Major Reforms and Innovations Introduced In Nepalese Education System

1.2.1 Legal provisions related to education in Nepal

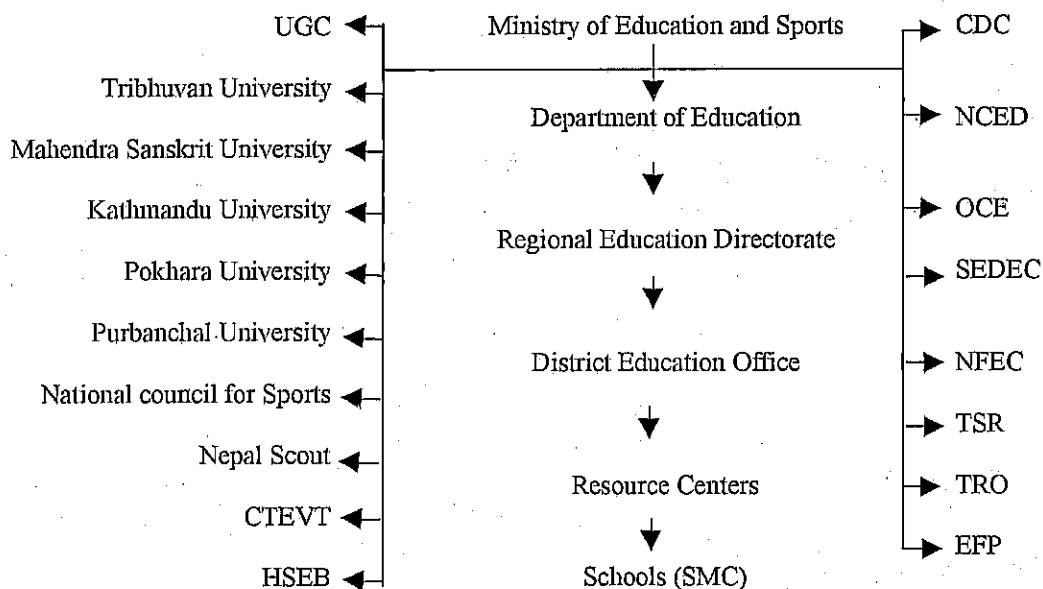
- ◆ The constitution of the Kingdom of Nepal, 1990, under Part three of fundamental rights, states that each community shall have the right to operate schools up to the primary level in its own mother tongue for imparting education to its children.
- ◆ Further, the constitution, under directive principles and the policies of the state, states that it shall be the chief responsibility of the state to maintain conditions suitable to the enjoyment of the fruits of democracy through wider participation of the people in the governance of the country and by way of decentralization, and to promote general welfare by making provisions for the protection and promotion of human rights, by maintaining tranquility and order in the society. Moreover, the state shall make necessary arrangements to safeguard the rights and interests of children and shall ensure that they are not exploited, and shall make gradual arrangements for free education.
- ◆ Education act and regulations are enacted to govern school education of Nepal. Such act and regulations are applicable both to the public and private schools run in the Kingdom.
- ◆ Local self-Governance Act, 1999.
- ◆ Nepal has set one more goal for Education for All such as providing primary education in the mother tongue of the indigeneous people.

1.2.2 National Goals of Education

- ◆ To nurture and develop the personalities and innate abilities of each individual
- ◆ To instill respect for human values and the will to safeguard national and social benefits

- ◆ To enhance social unity
- ◆ To help the individual develop her or his identity in both national and international context and lead a socially harmonious life in the modern world.
- ◆ To aid the modernization of the nation by creating able human resources for its development
- ◆ To teach the thoughtful protection and wise use of Nepal's natural resources
- ◆ To help disadvantaged citizens to enter the mainstream of national life.

1.3 Institutional Arrangement

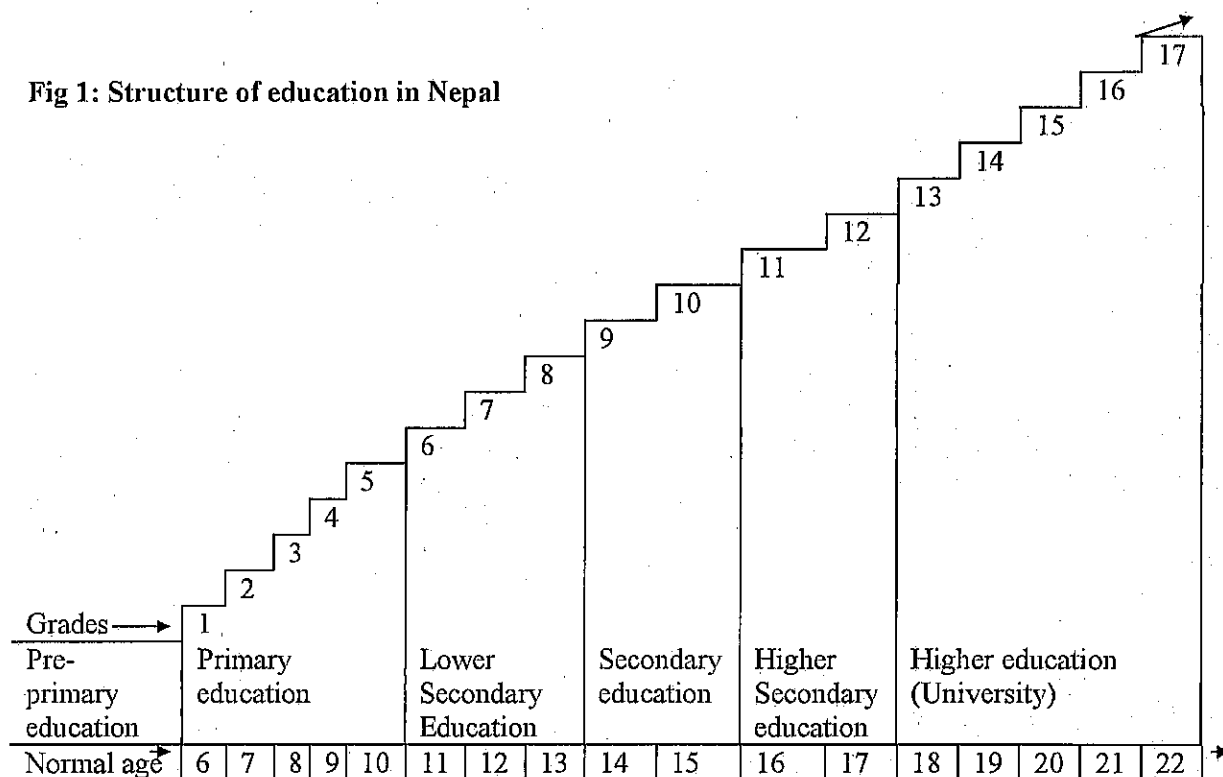


In each of the district there is a district education office headed by the district education officer (DEO). A district has been divided in several educational clusters consisting 20-25 schools in average where an officer level school supervisor or resource person is responsible for providing technical and professional support. The school supervisor is responsible for whole education system where as resource person is responsible for primary level only. District education office is responsible for management of schools and planning, implementation and monitoring of educational activities in the district. At present with the introduction of Local Self Governance Act, 1999 District Development Committee through District Education Committee and Village Development Committee through Village Education Committee are responsible for managing and monitoring of school level activities. At the sub-national level, there are regional educational directorates, which provide co-coordinating and supervisory service to districts within the region.

At the central level, Ministry of Education and Sports (MOES) is the apex body in educational matters and is responsible for policy formulation, educational planning, establishing norms and standards, and providing overall directions and guidelines. Several functional units of the MOES and other constituent and autonomous bodies working within the framework of the Ministry have been instrumental in achieving the goals and carrying out functions of the Ministry of Education and Sports.

1.4 Education Structure

Fig 1: Structure of education in Nepal



University or higher education begins after 12 years of schooling. The first level of higher education is of three-year' duration (four years in technical areas) leading to the Bachelor degree. This is followed by the Masters degree of two years duration and the Master's degree is further followed by Ph. D. degree. Universities are autonomous in academic and other matters and are coordinated by the University Grants Commission (UGC). Presently there are four universities in the public sector and one university in the private sector. However, Tribhuvan University, a public university, constitutes about 90 percent of the total enrollment in higher education.

There are mainly two types of schools in Nepal.

- ❖ Community (fully aided and partially aided by government); and
- ❖ Institutional (private)

All fully funded community school teachers get their salary from the public fund. Fully funded community schools are those schools, which receive regular government grant to cover teacher salary and some other expenses. These costs include salary and allowances of teachers, other staff and the administrative cost of the schools. Besides this, the government also bears gratitude, pension, insurance, medical allowances. Partially funded community schools do not receive regular government grant except some support from the government. They are financially supported by local community. However, they always try to get regular government grant and be identified as the fully funded community school. Private schools do not receive any government grant.

All schools—community, institutional schools and private—have to follow government prescribed curriculum, textbooks and other rules and regulations. Present Education By-law requires that all types of schools should have a School Management Committee (SMC) to manage the school affairs. However, institutional (private) schools

are more autonomous in their financial and other internal management. Public schools are managed by the SMCs whose main function is to ensure people's participation and to mobilize local resources for the development of school. The members of public school SMC include ex-officio of local political bodies and representatives of parents, teachers, women, under privileged group etc. The SMC members are selected through a general consensus or general election. A school is headed by the head-teacher who also works as the member secretary of the school management committee.

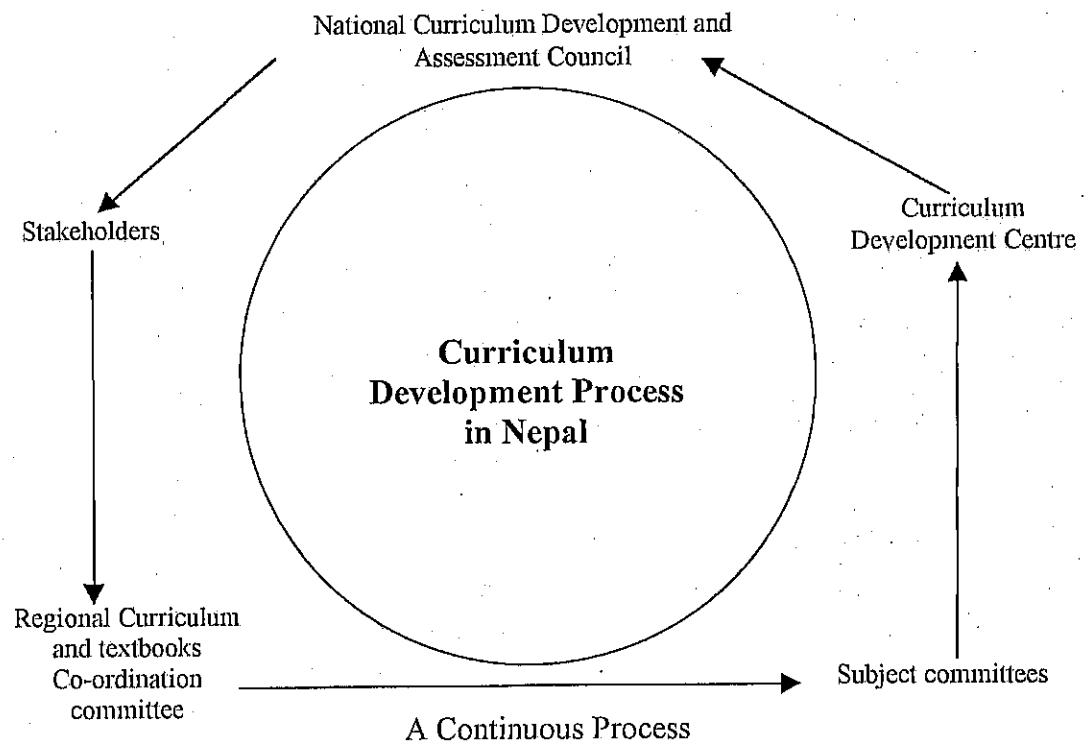
1.5 Curriculum Development and Implementation

Efforts have been made to maintain close link with the instruction and learning. Nepal thinks of curriculum at three levels:

- Intended level- a learning plan-includes intended information, skills and attitudes
- Implementation level- How it is delivered to students
- Achieved level-Three forms of outcomes like knowledge, techniques and values

Students also learn some other unintended concepts, skills and attitudes during their stay in school, which is known as hidden curriculum and Nepal has made an attempt to sensitize school teachers of all levels thorough teacher training.

Curriculum Development Process in Nepal



1.5.1 Mechanism for Curriculum implementation

At the regional level

- Curriculum and textbook coordination committee to monitor and give feedback on curriculum and textbook to Curriculum Development Center (CDC).

At the district level

- School supervisors and resource persons are supposed to supervise curriculum implementation (classroom teaching and help teachers to improve professionally) and give inputs to CDC).

At the school level

- Teachers can send their comments and suggestions on curriculum and textbooks through the resource persons and school supervisors.

1.5.2 Strategies for effective implementation of curriculum

- Disseminating the new curriculum including textbooks to all teachers of the schools, the supervisors, the education managers and the stakeholders.
- For centrally directed and controlled curriculum, curriculum dissemination became one the most difficult tasks.
- Cascade workshops are organized to disseminate curriculum.
- However, grade 10 curriculum was disseminated to school head teachers, subject teachers, school supervisors and subject specialists of REDs through direct approach. It was done in a massive scale.
- Piloting of newly framed curriculum

1.5.3 Curriculum change or improvement

After the curriculum change is implemented, it is extremely necessary to know whether the change could function in school and bring desired outcomes. It can be done through monitoring and evaluation of curriculum and curriculum materials. Curriculum evaluation is an analysis of the effectiveness of the curriculum activity as a whole. Curriculum improvement and or change are regarded as a continuous process. Improvement or change in the curriculum and textbooks is generally done through monitoring and evaluation process.

Timing for curriculum change and revision

- ❖ Major changes in curriculum in an interval of every ten years
- ❖ Revision in every five years, which are based on indications from continuous evaluation process and feedback received from grassroots level using participatory approach

1.5.4 Issues and problems

- How to develop secondary education curriculum that reflects the need and aspirations of all sections of people including those marginalized on the basis of gender, special needs, case and ethnicity, and locality? Is it possible within the existing national curriculum framework? Or we need to move to school based curriculum development system?
- How to minimize the gap between contents and the living experiences of different divergent groups of students? or How to link education with life skills of divergent student groups?
- Should secondary education relate to the world of work in order to alleviate poverty?

- How to address the emerging new contents and diverse curricular concerns while existing curriculum is overloaded?
- Is it contents or the approaches of learning that needs to be emphasized in the present context?
- What could be the culture specific pedagogies that best fit in our multicultural and multilingual society?
- There has been serious gaps between plans and actual implementation
- Effective delivery of curriculum has been constrained by the lack of instructional materials, trained teachers, learning culture, lack of transforming training knowledge and skills into actual classroom and commitment on the part of implementers.
- No use of new strategies of teaching, not eager to update ones new knowledge and no availability of recurrent teacher training to teachers at the school.

1.5.5 Measures to be taken for effective curriculum development and implementation

- Make the teachers aware, convinced and capable of implementing the curriculum;
- Initiate follow-up activities for the teachers and classroom activities;
- Teachers should have shared vision of the need for change;
- Community pressure should be created for executing change;
- Good coordination among central, regional, district and local levels of education sector should be maintained;
- Curriculum development should be considered as a continuous process of searching for quality education in a rapidly changing society;
- A meaningful curriculum has to be responsive to the society reflecting the needs and aspirations of the learners;
- Recently, Nepal through Secondary Education Development Center has made an effort of introducing and providing demand-driven teacher training to meet the needs of the teachers felt;
- Competency-based teacher training curriculum is in the process of finalizing and the training shall be conducted in the near future.

1.5.6 Future directions

- ◆ Making school education relevant to the world of work;
- ◆ Needs of the various age groups, social groups and special focus groups need to be addressed separately through an appropriate learning scheme to ensure provision of appropriate learning and life skills for all;
- ◆ Certain percentage of national curriculum has to be localized remaining within the national framework of curriculum;
- ◆ Contextualization of the curriculum by making it practical, effective and relevant to the life contexts;
- ◆ Providing computer literacy education to the students of lower secondary and secondary levels;
- ◆ Linking the school curriculum with the students' assessment and the teacher training system.

Chapter-2 Major Achievements

2.1 Access to education

Extremely disadvantaged hard-core groups need special preferential treatment to guarantee their access to education. Children of these groups need non-educational support also such as food availability, jobs for their parents, short duration school hours and identification of new type of school operation system rather than sticking to the traditional type of school operation.

2.1.1 Strategies for increasing access to education

- ◆ Reorienting and supporting current school system for extension activities;
- ◆ Establishing full time as well as part-time residential schools in the sparsely populated and poverty ridden areas;
- ◆ Encouraging and supporting individuals, groups, and institutions to run these schools;
- ◆ Providing educational incentives to Dalits, ethnic, minority language groups and deprived.

2.1.2 Nepal's efforts to increase access to school education in terms of the number of schools of all levels

A brief presentation on the efforts that Nepal has made to guarantee and increase the access of Nepalese people to education is cited below:

Trends of schools increment in the last four years in school education

1999

Region	Schools			
	Primary	Lower secondary	Secondary	Total Unit
Eastern	5575	1616	856	5626
Central	7557	2371	1391	7587
Western	6039	1653	1010	6074
Mid Western	3677	940	495	3715
Far Western	2674	696	330	2686

2000

Region	Schools				
	Pre-Primary	Primary	Lower secondary	Secondary	Total Unit
Eastern	740	5618	1629	937	5652
Central	1450	7568	2370	1461	7590
Western	973	5442	1661	1073	6467
Mid Western	443	3736	929	529	3751
Far Western	432	2563	700	350	2576

2001

Region	Schools				
	Pre-Primary	Primary	Lower secondary	Secondary	Total Unit
Eastern	804	5609	1658	894	5670
Central	1620	7060	2382	1456	7134
Western	924	6116	1699	999	6172
Mid Western	413	3661	883	420	3699
Far Western	502	2497	718	344	2519

2002

Region	Schools				Total Unit
	Pre-Primary	Primary	Lower secondary	Secondary	
Eastern	270	5855	1712	957	5888
Central	830	7916	2702	1695	7962
Western	234	6250	1766	1088	6288
Mid Western	168	3824	905	433	3843
Far Western	3	2793	832	368	2815

The regional distribution of secondary teachers is presented in the table below:

Regional distribution of secondary teachers

Development Region	Total	Male	Female	Permanent		Temporary	
				M	F	M	F
Eastern	2734	2631	103	2383	93	248	10
Central	4638	4082	556	3840	532	242	24
Western	3304	3174	130	2562	96	612	34
Mid-western	1436	1393	43	1122	37	271	6
Far western	949	933	16	815	15	118	1
Total	13061	12213	848	10722	773	1491	75

Source: 2001, DOE/MOE

According to the above data the distribution of the teachers in a regional basis is unbalanced. Only 7.2% of the total teachers are in far western region whereas 35.5% are in central region. The presence of female teachers in far western region is 1.68% but in the central it is 11.98%. Therefore, this imbalance is seen in gender basis as well. In this regard all the regions except central region lie below national average of 6.49%

Efforts made by the government to ensure access to Higher Secondary Education and Higher education are presented in the table below:

Higher Secondary schools affiliated with HSEB

2004

Development Region	Types			Total
	Public	Private	0+2	
Eastern	102	14	38	154
Central (Inside valley)	25	77	77	179
Central (Outside valley)	78	20	25	123
Western	142	34	16	192
Mid western	37	7	4	48
Far western	52	5	4	61
Total	436	157	164	757

Source: HSEB's Annual Magazine, 2004

The data presented above show that the distribution of higher secondary schools is imbalanced.

Higher Education

Universities	Campuses	Students (In Thousand)
Tribhuvan University	283	213
Mahendra Sanskrit University	24	3
Kathmandu University	18	5
Purbanchal University	71	4.5
Pokhara University	29	4
Total	425	229.5

Source: University Grant Commission, Annual Report 2002/2003, Kathmandu, Nepal

Chapter-3 Gender Equality

3.1 Context:

Equity has been a buzzword in education sector. Everyone has right to education for improving his/her quality of life. Education for All campaign was started with Jomtein World Conference in 1990, which aimed to universalize Basic and Primary Education to provide access to all people in each country of the world. DAKAR declaration-Education for All, 2000 critically examined Jomtein World Conference on Education for All and found it challenging for developing and least developed countries. It also expressed commitment towards achieving the goals of Education for All by 2015.

The constitution of Nepal, 1990, under the directive principles and policies of the state states that the state shall pursue a policy of making the female population participate, to a greater extent, in the task of national development by making special provisions for their education, health and employment. Moreover, the constitution states that the state shall make necessary arrangements to safeguard the rights and interests of children and shall ensure that they are not exploited, and shall make gradual arrangements for free education. Likewise, the state shall pursue such policies in matters of education, health and social security of orphans, helpless women, the senior citizen, and the disabled and incapacitated persons as will ensure their protection and welfare. In addition, the state shall pursue a policy which will help promote the interests of the economically and socially backward groups and communities by making special provisions with regard to their education, health and employment.

The Tenth Plan has aimed at helping raise standards of living of disadvantaged communities and women by implementing literacy, post-literacy, income generating and functional non-formal education programs. It further states that special arrangements shall be made to increase educational opportunities for women and the disabled in the context of Education for All.

3.2 Policies and Program initiatives

- ◆ HMG/N has adopted and implemented the following policies and program initiatives to eliminate gender discrimination from the country and reduce drop out and acquire retention so as to maintain equity in education:

Provision of Scholarship: There has been the provision of scholarship to increase net enrolment rate of the girls both in primary and secondary education.

- ❖ The girls in remote and rural areas do not go to school as the school is far away from their home. Therefore, the government has made the provision of girl's hostel including scholarship distribution to them.
- ❖ Likewise, the government has pursued a policy of encouraging the SLC graduates, produced from the hostel mentioned so far, to be primary teacher at the local level and; conducting Early Childhood Centers and Non-formal education classes.

School Improvement Program: School improvement program has been devised to create a conducive environment for effective teaching-learning so that school can attract the girls to it. For this, the following initiatives have been taken:

- ❖ Construction of a separate toilet for girls.
- ❖ Provision of a separate water tap for drinking water.

Recruiting female teachers: The Ministry of Education and Sports has pursued the following policy for recruiting the female teachers, which shall be extended to lower secondary and secondary level teachers too:

- ◆ Recruiting more than a female teacher in each primary school.
- ◆ Recruiting and appointing two female teachers in a primary school that has four teacher positions.

Gender sensitization: The authorities who play major role in decision making regarding gender equality and the stakeholders at the local level shall be sensitized to bring about changes in their mind set.

Advocacy: Several measures have been taken to make the women and girls aware of girls' education. Various means such as television, radio, posters, pamphlets, slide show, etc.

Alternative Schooling: There has been the provision of alternative schooling for those girls who are deprived of education like special needs education children, young, adults and others too who have no access to formal schooling.

Early Childhood Development Centers/pre-primary education: The girls at home are usually obliged to look after the younger children. Therefore, in order to avoid such a situation, community or school based Early Childhood Centers/pre-primary schools are in operation and it has also aimed at acquiring retention and child's proper development.

Improvement in curriculum, textbooks and training materials: National curriculum, textbooks and teacher training manuals have been made compatible to the concept of gender equality perspectives. Such a provision certainly helps in eliminating gender discrimination in school. As a result, girl students at school shall have equal treatment in a conducive environment. This trend shall be continued ahead for making such educational materials gender friendly.

Community mobilization program: Mobilizing the local stakeholders to make them aware of the importance of women/girls participation in governing education.

Compulsory representation of women to local education bodies: For this, the following policy provisions have been made:

- ❖ Representation to SMC
- ❖ Representation to VEC
- ❖ Representation to DEC

Provision of scholarship in teacher training: Scholarship for pre-service teacher training to SLC graduates. Such a scholarship shall be provided to those who are from disadvantaged group and want to prepare themselves as a prospective teacher.

Secondary Education Support Program: Provision of hostel for teachers and trainers to increase the access of the girls in lower secondary and secondary levels. For this, there has been a policy of providing accommodation to them as well.

Provision of indicators: The separate indicators for assessing gender status shall be developed and used to assess the real status of women in education.

Teacher Licensing: Teacher Education Commission (TSC) has pursued a policy that even untrained or having no professional qualifications are made eligible to apply for teacher licensing. The age bar is also extended to 40 years in the case of females, whereas the age bar for males is 35 years.

Provision of data/information for gender discrimination: Data/information on gender is being kept for the purpose of intervening new strategies or programs for gender equity.

Besides, there have been the provisions of networking committee to coordinate the various activities associated with gender equality, school reward for attracting disadvantaged groups to school. Moreover, UNICEF has granted direct fund for supporting District Level Women Development Sections, under the Ministry of Local Development, for their infrastructures development such as fax machine, photocopy machine, etc.

The tables given below focus on students enrolment based on annual increment trends, number of female teachers, number of female teachers, number of secondary female teachers and growth rate, gross enrolment rate, net enrolment rate, gender and subject-wise score in learning achievement test grade V and literacy rate in terms of male and female:

1. Student Enrolment: Annual increment trends

Year	No. of Students	Primary	Lower Secondary	Secondary	Higher Secondary
1971	Total	442251		78304	
	Girls	66530		10779	
	Girls %	15		13.8	
1989	Total	2526147	325237	90792	
	Girls	855240	93554		
	Girls %	34.6	28.8	26.8	
1999	Total	3780314	915649	358079	125528
	Girls	1611333	374696	152823	31153
	Girls %	42.6	40.9	39.7	24.8
2001	Total	3853618	1058448	449296	
	Girls	1726253	446382	186092	
	Girls %	44.8	42.2	41.4	
2002	Total	3928684	1137101	480596	
	Girls	1783366	488259	204090	
	Girls %	45.4	42.9	42.5	

2. Details of female Teachers

Year	No. of teachers	Primary	Lower Secondary	Secondary
1998	Total	99382	24696	19185
	Female	23608	3311	1604
	Female %	23.8	13.4	8.4
2000	Total	97879	25375	19498
	Female	24770	3051	1490
	Female %	25.3	12.0	7.6
2001	Total	96659	26678	18846
	Female	24427	3740	1488
	Female %	25.3	14.0	7.9
2002	Total	110173	28160	22753
	Female	31549	4474	2316
	Female %	28.6	15.9	10.2

3. **Number of Female Secondary Teachers and Growth Rate in the Past 9 Years**

Year	Female Teachers	% of Female Teachers	Trained Female Teachers	% of Trained Female Teachers	Growth
1993	1235	9.8	540	43.7	-1.0
1994	1376	10.0	617	44.8	11.4
1995	1248	8.6	624	50.0	9.3
1996	1694	10.3	621	36.7	35.0
1997	1347	8.2	683	50.7	-20.5
1998	1206	7.2	630	52.2	-10.5
1999	1604	8.4	833	51.9	33.0
2000	1490	7.6	807	54.2	-7.1
2001	1488	7.9	653	43.9	-0.1
2002	2316	10.2	712	30.7	

Source: School Level Educational Statistics of Nepal, 2001, DOE, MOES

4. **Gross Enrolment Rate %:**

Year	No. of Students	Primary	Lower Sec.	Secondary
1999	Total	127.7	56.9	39.0
	Girls	111.5	47.2	30.7
	Boys	143.1	66.4	47.5
2000	Total	119.8	58.3	37.1
	Girls	108.4	49.1	29.8
	Boys	130.6	67.4	44.4
2001	Total	124.7	63.2	43.8
	Girls	114.7	54.0	36.0
	Boys	134.1	72.2	51.8
2002	Total	118.4	57.5	44.8
	Girls	109.4	51.2	38.7
	Boys	127.1	63.4	50.7

5. **Net Enrolment Rate %:**

Year	No. of Students	Primary	Lower Sec.	Secondary
1999	Total	72.1	31.3	20.8
	Girls	64.4	25.5	16.3
	Boys	79.4	36.9	25.3
2000	Total	80.4	33.3	20.0
	Girls	74.6	27.9	16.0
	Boys	86.0	38.6	24.1
2001	Total	81.1	39.4	25.5
	Girls	75.1	33.7	20.9
	Boys	86.9	45.0	30.2
2002	Total	82.3	40.4	27.5
	Girls	76.3	35.8	23.9
	Boys	88.7	44.7	31.0

6. **Gender and Subject wise Scores in Learning Achievement Test Grade V:**

	Mean Score			Basic Learning Competencies		
	Nepali	Math	Social Studies	Nepali	Math	Social Studies
Boys	50.88	29.56	42.26	89.00	42.90	77.80
Girls	52.12	24.64	41.26	91.10	29.00	78.50

7. Literacy in Percentage (6 years above):

	1950	1971	1990	1999	2001	Remarks
Total	2	14.3	40	57.6	55	
Male		25	55	70.0	65.8	
Female	0.7	3.6	25	44.9	42.49	

Chapter-4

4.1 Quality (in terms of relevance) of Education

In Nepal, for the past few decades, more emphasis has been given to quantitative expansion than to qualitative improvement of education. Quality of education is gaining ground in Nepal recently and several national debates are going on after the poor result of School Leaving Certificate Examination of the previous year. Quality of education is not only related to the academic achievement of the students but also related to relevancy of education, which is one of the major educational problems today.

The first concept of quality calls for inter-linkages of curricula with the world of work, which is missing in Nepal. It demands for labor market outcomes of education i.e. employment and earning potentialities of students who complete certain level of education. The second concept emphasizes psychosocial outcomes of education i.e. individual behavior modification, social and emotional adjustment, national unity, cultural identity and citizenship behavior. School curriculum has clearly spelled out these outcomes.

The third concept of quality refers to the educational standards focused on students' academic achievement at each level of schooling. The concerns of quality raised by the educators, policymakers and people in the general today relate to all of these but most closely the third one-the academic achievement of the students. Moreover, there is growing awareness among educators, policy makers, business and industry representatives, employers, parents and students concerning the quality, utility and usefulness of technical education and vocational education programs. The following situations have created quality concerns and awareness among the stakeholders:

- ❖ Nepal is moving toward free economic system from controlled economic structure. There is great competition among the market forces. Only those organizations that provide quality products or services will survive and will reap the benefit of market economy. This applies to both training providers and businesses and industries.
- ❖ There are limited jobs, which are highly competitive in both public and private sector. Nepalese training providers have to realize that they need to prepare graduates who pose better quality of skills and work habits to compete in the local and international labor market.
- ❖ In recent years, Nepalese workforce has an access to work in the foreign countries. They have realized that individual have quality technical skills have better chance to getting high paying international jobs.
- ❖ Leaders in business and industry have realized that quality of products and services can open up opportunity for higher earnings and profitability in a competitive global market. They are well aware of that well trained quality skilled workforce that quality of education and training for Nepalese workforce is essential in order to produce products salable in the international market.
- ❖ Nepalese educators and training providers have realized that institutional survival and progress depend on the production of graduates with quality education and training who are highly demanded in the labor market.
- ❖ At last but not least, basic and middle level technicians if poorly trained may risk their own life and lives of other people. Therefore, excessive attention is needed in the preparation of skill workers.

4.2 Issues and Challenges of school education

Nepalese education system has constantly putting a lot of efforts and resources to address the quality of education through improving input and processes for last two decades. Visible impact on quality is hardly seen. For example:

- ❖ A national achievement test at grade five shows that the mean national achievement scores in major subjects like Nepali, Mathematics, and Social studies are low (EFA national plan of action, 2003). A similar observation was made in the national achievement level of grade 3 students (EDC, 1997)

Gender and Subject wise Scores in Learning Achievement Test Grade V:

	Mean Score			Basic Learning Competencies		
	Nepali	Maths	Social Studies	Nepali	Maths	Social Studies
Boys	50.88	29.56	42.26	89.00	42.90	77.80
Girls	52.12	24.64	41.26	91.10	29.00	78.50

- ❖ School Leaving Certificate passing rates are declining in recent years; only 31% students passed in 2003 though passing rate of SLC this year has increased to 46.1% in 2004. The table cited below provides an insight on the trends of School Leaving Certificate Examination results of the past four years.

Year	Pass percentage		Total
	Boys	Girls	
2001	21.28	10.34	31.62
2002	20.76	10.46	31.22
2003	21.20	10.95	32.05
2004	29.15	17.02	46.1

Source: OCE, Sanothimi

The primary completion rate presented below in the table shows that the percentage of girls is more than boys. This is a green signal in the case of gender equity. However, overall rate of primary completion does not seem satisfactory.

Primary education completion rate (2002):

	Total	Girls	Boys
Passed in Primary Level	53.0	41.9	64.5
Primary Education Completion Rate	40.8	43.9	39.0
Promotion to grade 5 Rate	49.7	52.5	47.9
Relative competency rate	47.9	48.0	47.8

- ❖ The current high Gross Enrolment rate (GER) 124.7% at primary level indicates that there are a high proportion of children who are either under or over age. The age specific enrolment, Net Enrolment Ratio (NER) is 82.1% i.e. about 19% of the primary school age children are still outside schools.
- ❖ Majority of school age children drops out from their schooling before completing their secondary education. A cohort analysis has indicated that out of 11 students enrolled in class one, only one student passed school leaving certificate examination. The internal efficiency of the Nepalese education system showing its recent trends is presented in the following tables:

Internal Efficiency Rate (%) 1999

TOTAL	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade 10
Promotion rate	44.6	77.8	82.5	82.3	76.5	81.8	90.6	77.5	81.3	0
Repetition rate	41.8	16.5	12.7	12.9	10.8	11.6	7.1	12.2	9.2	1.5
Dropout rate	13.6	5.7	4.8	4.8	12.7	6.6	2.2	10.3	9.5	0
Survival rate	100.0	76.4	70.9	66.9	63.1	54.0	49.9	49.6	43.7	39.1
Coefficient rate	-	-	-	60.0	55.0	54.2	57.2	52.7	49.5	52.1
GIRLS										
Promotion rate	44.7	78.1	83.5	83.9	76.8	81.4	85.9	75.2	82.7	0.0
Repetition rate	41.0	16.7	12.6	12.9	11.1	12.0	9.1	13.0	10.4	1.6
Dropout rate	14.3	5.1	4.0	3.2	12.9	6.6	1.9	11.8	6.9	0.0
Survival rate	100.0	75.7	70.8	67.3	64.7	55.8	51.5	48.7	42.1	38.7
Coefficient rate	-	-	-	61.8	56.8	55.8	55.8	50.4	48.9	51.4
BOYS										
Promotion rate	44.5	77.5	81.8	81.1	76.3	82.0	93.9	79.1	80.5	0.0
Repetition rate	42.4	16.4	12.8	13.0	10.5	11.3	5.7	11.7	8.4	1.4
Dropout rate	13.1	6.2	5.5	5.9	13.2	6.6	0.4	9.2	11.1	0.0
Survival rate	100.0	77.0	71.1	66.6	52.0	52.7	48.7	50.1	44.8	39.3
Coefficient rate	-	-	-	58.6	53.6	53.0	85.0	54.2	49.8	52.4

Internal Efficiency Rate (%) 2000

TOTAL	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade10
Promotion rate	47.4	78.9	83.7	82.7	81.5	84.0	88.5	79.2	82.2	0.0
Repetition rate	38.7	16.8	12.3	12.7	9.0	10.8	8.8	10.6	9.8	10.3
Dropout rate	13.9	4.3	4.0	4.7	9.5	5.2	2.7	10.2	8.0	0.0
Survival rate	100.0	77.2	73.1	69.6	65.8	58.5	55.4	53.7	47.5	43.3
Coefficient rate	-	-	-	62.9	60.0	59.7	60.9	56.2	53.3	55.5
GIRLS										
Promotion rate	47.3	79.1	84.2	84.8	81.2	83.5	87.4	78.8	82.4	0.0
Repetition rate	38.3	17.0	12.3	12.9	9.1	11.3	8.7	11.9	11.2	12.9
Dropout rate	14.3	3.9	3.5	2.3	9.7	5.2	3.9	9.3	6.5	0.0
Survival rate	100.0	76.7	72.9	69.8	67.8	60.5	56.9	54.5	48.7	45.1
Coefficient rate	-	-	-	65.0	61.5	61.0	61.3	56.9	54.9	56.9

BOYS										
Promotion rate	47.4	78.6	83.3	81.1	81.7	84.3	89.3	79.4	82.0	0.0
Repetition rate	39.1	16.7	12.3	12.5	9.0	10.4	8.8	9.7	8.9	8.5
Dropout rate	13.5	4.7	4.4	6.4	9.3	5.3	1.8	10.9	9.1	0.0
Survival rate	100.0	77.7	73.2	69.5	64.3	57.6	54.2	53.1	46.7	42.0
Coefficient rate	-	-	-	61.36	58.85	58.7	60.6	55.6	52.2	54.5

Internal efficiency 2001

		Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade7	Grade8	Grade9	Grade 10
Promotion rate	Total	48.1	77.5	82.9	82.1	78.0	80.9	84.5	73.9	75.8	**
	Girls	48.1	78.1	82.2	83.3	75.7	80.3	86.0	74.0	76.9	**
	Boys	48.2	76.9	83.5	81.1	79.8	81.3	83.5	73.9	75.0	**
Repetition rate	Total	36.8	17.2	13.7	14.0	11.0	12.5	10.6	15.2	13.4	13.9
	Girls	36.6	18.3	13.9	14.6	11.1	13.3	11.6	17.5	15.1	16.3
	Boys	36.9	16.4	13.6	13.6	10.9	11.9	9.8	13.6	12.2	12.3
Dropout rate	Total	15.1	5.3	3.3	3.9	11.0	6.6	4.9	10.8	10.9	**
	Girls	15.3	3.6	3.9	2.2	13.2	6.4	2.4	8.5	8.0	**
	Boys	14.9	6.7	2.9	5.3	9.4	6.8	6.7	12.5	12.9	**

- ❖ Almost 80% of the teaching force is untrained in spite of heavy investment in teacher training program.

4.3 Current Activities of Council for Technical Education and Vocational Training

- Operation of 15 technical schools and 7 polytechnics;
- Operation of 2 vocational training and community development centers
- Operation of training institute for technical instruction(TITI);
- Initiation of technical training programs in 15 general secondary schools as the annex programs(in pilot phase).

4.4 Problems and Issues of TEVT

4.4.1 Problems related to relevancy of Technical Education and Vocational Training

- ❖ There is no built-in mechanism in the system to internalize the issue of relevance-matching the supply with demand of skills;
- ❖ Target orientation with a typical supply-driven bureaucratic approach to training;
- ❖ Lack of beneficiary participation in TEVT;
- ❖ Multiple providers, scattered effort and inability of the public system to adopt a focused or coordinated approach to training;
- ❖ No proper monitoring and evaluation system and weak feedback system for program improvement;
- ❖ Centralized decision making impeding the immediate response to the emerging local human resource needs;
- ❖ The absence of labor market information system have also constrained relevancy of TEVT.

4.4.2 Current issues related to the quality of TEVT

The most significant issue of TEVT in the present context is to address how vocational education can be instrumental in increasing the economic productivity and addressing unemployment and underemployment problems in Nepal. In this context, technical education and vocational training providers in Nepal should be able to address the following issues:

- ❖ How skill development opportunities can be expanded to a wider segment of the population?
- ❖ How can technical/vocational training become instrumental in improving the income and productivity of the Nepalese youths?
- ❖ How can technical schools be instrumental in satisfying both the manpower needs of the employers and the employment needs of individuals?
- ❖ How can technical schools link institutional training with the world of work to ensure the relevance of training and education to country's socio-economic development priorities?
- ❖ How can technical schools accommodate increasing technological development in society and reflect the changing expectations of employers from education and training?
- ❖ What corrective measures should technical schools initiate so that the graduates can achieve optimum employment rates?
- ❖ What competencies should technical school develop in their students so that the graduates can get the employment and earning opportunities in the international labor market?

4.4.3 Current trends related to TEVT

- ❖ In response to the poverty reduction strategy of Ninth and Tenth plans, there will be continued support and adequate investment from the government and donor community for employment based technical and vocational training programs. Those technical training providers, which are capable of delivering employment based technical and vocational training programs, will have high market potential;
- ❖ Increasing job opportunities for Nepali workforce in the international job market in recent years. Construction, manufacturing and service sectors are the three potential areas.
- ❖ Highest priority to enterprise-based training and apprenticeship training programs. Training programs which facilitate enterprise creation and promote self-employment will also receive top priority;
- ❖ Modularizing the programs and curricula in order to provide flexibility, promote wider participation, increase the system's responsiveness to changing skill needs, and encourage more student centered-learning.

The above information suggests that Nepalese education system along with technical education and vocational training need reform measures to improve quality and efficiency in educational delivery.

4.5 Barriers to quality education

- Inefficient resource inputs for instructional improvement;
- Inadequate physical facilities, teaching materials and equipment;
- Irrelevant curricula, unsuitable textbooks and other instructional materials to address the diversified needs of learners;

- Faulty teaching methods, teaching strategies, inadequate evaluation techniques, ineffective management, lack of commitment of teachers and head teachers, weak leadership;
- Poor planning, delivery and evaluation of instruction;
- Ineffective supervision and monitoring of instruction;
- Lack of ongoing teacher support mechanism to enhance instructional quality;
- Lack of poor motivation along with the reward for best performance;
- Inadequate delegation of authority to head teachers;
- Inadequate community support and local ownership in education;
- Lack of learning resources and library/laboratories facilities in most of the public schools;
- Politicized teaching forces;
- Weak political commitment to improve quality and efficiency in education.
- Lack of alternate delivery of educational services;
- Teachers are not adequately trained and motivated to deliver quality instruction.

4.6 Future directions

- Setting realistic expectations with clearly stated educational outcomes with standard of performance and measurable indicators;
- Developing a realistic planning with involvement of main stakeholders and make sure that there are people capable of carrying it out like school improvement plan(SIP) and District Education Plan(DEP) through their practices in all of the district of the Kingdom;
- Follow a quality model by establishing national and district level quality standards and monitor the performance based on the established standards. Arrange local monitoring and supervision provisions for the purpose of improving the quality of instruction and management;
- Devolving the authority to the local level for institutionalizing the decentralized management practices;
- Avoiding the quick fix mentality;
- Encourage team work both in educational management and classroom instruction too;
- Benchmarking.

4.7 Partnerships and participation by civil society in the process of educational change

The Tenth Plan has extremely emphasized on the active role of joint steering government i.e. the role of non-governmental organizations, civil society and the private sector for the promotion of education in the country. The role to be played by such sectors is presented below:

NGOs and INGOs: NGOs are working as civil society. They have started several programs focusing mainly on gender issues. Some programs are conducted independently and some others are in the partnership with the government and the private sectors. For example, World Education, UNICEF, United Mission to Nepal, UNESCO, Action Aid, Plan international, Nepal, etc. Moreover, such institutions are also involved in running ECD program at the local level too. The private sector is also engaged in conducting ECD schools like Seto Gurans and many others in the country. The Community Based

Organizations, with the government's partnership, are also involved in literacy and alternative schooling programs.

HMG/N has made some of the provisions for Civil Society's active participation in micro level planning such as SIP, VIP and DEP formulation process. Likewise, its role has been strengthened and is being institutionalized through the election of School Management Committees (SMCs) and Parents Teacher Association (PTAs).

Chapter-5

Education and Social Inclusion

5.1 Context:

Nepal is known as a multi-lingual, multi-ethnic and multi-cultural country in terms of geographical and bio-diversities. The structure of Nepalese society is based on the Hindu culture and caste system. It has not only directed the social satisfaction based on caste but has also imposed a number of rules, which is sheer injustice to Nepalese society. Such a prevailing situation in Nepalese society created a kind of socially, economically, educationally and culturally discriminative system. More than 50 percent of the people are under the definition of 'un-served' or disadvantaged groups. The castes under the Dalit, ethnic (janjati) and tribes are:

- Dom Chamars, Paswan (Dusadh), Kami, Sarki, Damai, Dhobi, Gaine, Badi, Chepang, Praja, Majhi, Rajbansi, Bhujel, Koiri, Tharu, Kisan, kusunda, Kusbadia, Ban Kari, Meche (Bodhe), Rajhi, Jirel, Tamang, Bhote, Sherpa, Magar, Rai, Limbu, Teli, etc.

Still 18 percent of children of primary school age group are out of school. Among them 23% are girls and the rest belong to minority, deprived community, ethnic groups and below the marginal poverty line known as "hard core group". 46% of the total population is illiterate of which 57 percentage are females of above six years age. Thus, the scenario shows that there is still 22 percentage of gender gap between literate male and female. It could now be assumed that out of total 12 million illiterate populations, 8 million are adults. However, the government has taken measures to meet the targeted goals through Basic and Primary Education for All and Non-Formal Education Program.

5.2 Policy and program initiatives: To address the need of the special need education groups, the policy initiative documents of His Majesty's Government of Nepal are:

- The Constitution of Nepal 1990;
- Education for All ;
- Education for All- National Action Plan, Nepal 2001-2015;
- Tenth Plan;
- Millennium Development Goals;
- Education Rules and Regulations.

The Government is trying to maintain equity, quality and efficiency in education through various education projects, programs and activities like Education for All (EFA), Secondary Education Support Program (SESP), Teacher Education Project (TEP), Food for Education Project, Literacy programs and Technical Education and Vocational training. In addition, to increase the peoples' participation of the deprived groups, various types of incentive programs have been launched as listed out below:

- Scholarship for all girls;
- Scholarship for poor and intelligent;
- Upgrading scholarship;
- Reservation Quotas in technical education;
- Local scholarship;
- Scholarship for the martyr's children;
- Campus girls scholarship;
- Skill training and vocational education to disabled and handicapped;

- Scholarship for Dalit ;
- Educational incentive programs for the girls;
- Special program for feeder hostels;
- Secondary school scholarship (grade 9-10);
- Booster scholarship;
- School reward program;
- Special incentives;
- Girls education fund;
- Skill development program for unemployed;
- Free secondary education program for Dalit and poor;
- Food for Education Project.

The Non-Formal Education Center (NFEC) has launched and is launching especially two types of programs as mentioned below:

Alternative schooling program: There has been the provision of alternative schooling (Second Chance Education) for 6-14 years age children who are out of schools. It consists of the following approaches:

- **School out reach program:** -This program has been launched for the primary school children of 6-8 years, who are on work in small and remote communities, through satellite schools from grades 1-3 (run under the mother school).
- **Flexible schooling:** -It aims at providing five years' schooling in three years to school age working children (8-10 years), which utilizes the primary year's condensed curriculum at flexible time.
- **Out of school program (OSP):** This program is designed for the adolescents of 11-14 age groups and offers 9 months first phase and 9 months second phase programs through functional literacy classes.
- **The literacy- program:** It is conducted for Adult and Women of above 15 years and it (AEP) covers the illiterates both male and female to provide basic literacy and functional courses.
- **The Women Education Program (WEP):** The women education program is especially provided to 15-35 years of age group, which is linked to income generation program to alleviate poverty. It is conducted in three phases from basic literacy to life oriented skill development activities. Non-Formal Education Center is also involved in such a program
- **Program for Early Childhood Development:** The early childhood development schools are established to run the classes for the development of children 3 years above and 5 years below age group. The NGOs, CBOs and private sector with the partnership of HMG are also involved in establishing and conducting ECD classes in the Kingdom.
- **Food for Education Project:** This program has been launched in order to increase the enrolment rate and reduce drop out rate at the primary education. The target population of this program is the total students of primary schools in Nepal. The program aims at promoting health and nutrition of the primary school children.
- **Distance Education Mode:** Distance education program has been in operation through Radio, Television and Correspondence. This has gained ground especially for teacher training of primary level; and the government has planned for lower, secondary and secondary level teacher training too.
- **Program for disadvantaged/handicapped:** HMG, Nepal has introduced the concept of inclusive education for blind, deaf, disabled, etc. The program is in

pilot testing in some of the districts of the Kingdom. It has been the concern of the national curriculum development framework to be framed in the near future.

5.3 Issues and Challenges

Besides the conventions, declarations, legal provisions mentioned so far, 2/3 of people of the world are still living below the marginal poverty line and are deprived of the educational rights. In case of Nepal, 38 percent people are living below the marginal poverty line, 46 percent people are illiterate, and 18 percent of primary education age group children are still out of school. These situations can raise many questions before the nation to answer like: Are these chunks of the population are getting justice? Are they enjoying the equitable national and international resources proportionally? Have they the right to live like the citizens of other nations? Are the programs geared towards uplifting the target group adequate? The issues are listed out below:

Quality related Issue: The studies raise a number of issues. In almost all countries, poor and disadvantaged children are enrolled in schools of much lower quality than the national average. Rural parents are asked to pay fees or contribute in kind for the construction and maintenance of their schools. In the countries that have not yet achieved universal primary education, communities are expected to finance their own schools and pay the teachers. The practice is that volunteer teachers are recruited from the community. They have the advantage of sharing the culture of the learners and are often motivated but they are insufficiently trained and paid badly and irregularly. The same goes for numerous non-formal education programs which are not always of good quality, receive less funding and have a low status. As a result, the poorer families pay for an education which is free for others.

The disadvantaged pupils come from poorer family and are slow learners in comparison to the students of the elite and middle class families. The available curriculum, teaching methodology, medium of instructions, classroom management, physical facilities and pedagogical aspects can hardly address the needs of the target groups. Therefore, **the poor get poor education**. In Nepalese context, the S.L.C. results, presented in the following table, of last four years refer to the miserable situation in national examination and assessment:

Year	Pass percentage		Total
	Boys	Girls	
2001	21.28	10.34	31.62
2002	20.76	10.46	31.22
2003	21.20	10.95	32.05
2004	29.15	17.02	46.1

Source: OCE, Sanothimi

The above data shows that the S.L.C. results of the last three years of girls have been limited to ten percentages. However, some improvement has been seen in 2004, still there is a big gap between male and female achievement. Hence, in the case of minority, Janjati, Dalit (disadvantaged groups) could be very few.

Access related issue: The available physical facilities, classroom management, instructional materials, curricula contents, school operation time, annual calendar of traditional schools can not address the children, adult, adolescent and young people who work on the farm, in street as labor or porters. The non-formal or alternative education program has not been accessible and suitable for the deprived groups.

To increase educational facilities and incentives, interventions are not enough, adequate and accessible to the real targeted people. The real people are not getting incentives or utilizing the incentives in proper manner. Therefore, the majority of the deprived groups of people are not attaining the education system.

Cultural Challenges: The students of the marginal and disadvantaged groups have multi-religious and cultural backgrounds. But the available educational opportunities can not address the diversities. Therefore, their participation in education is insignificant from the point of view of quantity and quality.

Language Minority Challenge: The National curriculum, contents and medium of instructions are mostly decided on the basis of majority of speaking language. Thus, the language minority groups lose the opportunity of the educational mainstreaming to due to lack of multi-language curricula materials and bi-lingual and multi-lingual teachers. The constitution of the Kingdom of Nepal 1990, has imposed right to get primary education in mother tongue but it is not applied in practice.

Financing Issues: One approach to social inclusion is the *social minima* approach (Windham, 1990) in which a 'minimum' or 'foundation' level of resources are defined that are made available to all members of society, including marginalized individuals. These foundation levels of resources are defined with respect to the specific context of a given country and correspond to a 'basket' of goods and services (such as food, education, health, and other social services) that is considered essential for subsistence for members of that society.

The foundation level of resources will vary across countries. Thus, in financial terms, the foundation level for a country with a per capita GNP of US\$ 150 will not be the same as that for a country with per capita GNP of US\$ 15,000. In theory, a higher-income country is capable of providing a higher foundation level for all its members, other things being equal. In practice, it is conceivable that marginalized populations in a lower-income and more equal society may have more resources than those in a higher-income and less equal society. (UNESCO)

Costs are the heart of some tasks and issues in educational inclusion. The common tasks of planning include cost estimation, projection, and analysis for a variety of purposes. The tasks of monitoring are concerned with at least three aspects of resource utilization: (i) the status or current situation of how much and how resources are utilized; (ii) how resource utilization (how much and how) has changed over time; and (iii) whether progress has been made and which targets have been attained.

It is widely agreed that government is a 'developer' and 'equalizer' of educational opportunities. In financing and allocating public money, a government has to strive to provide those services, which are most 'public', in economic terms, to achieve the highest social benefit.

Regarding Nepal, the total population of Dalits are about 13% and Janjati more than 40% but only 50% children of these groups are going to schools. The 16% of public expenditure is allocated to education but only 3.2% budget is allocated for education, whereas 5.7 are allocated to primary education. Hardly the real targeted people are getting money in their hands. So, the distribution policy of the public expenditure is not justifiable to the disadvantaged people.

5.4 Future Directions

Viewing the above issues and challenges, the state should adopt specific strategies and the policy has to be implemented from social inclusion point of view through mainstreaming in education and creating appropriate environment to educate all the citizens of the nation by 2015. To fulfill the target satisfactorily, the following interventions should be put in place:

- ◆ Increase the public resources which are allocated for targeted groups and develop resources, follow mechanism through single door system, make provision of flowing money to the target group/school or local governance body directly.
- ◆ Create the equity in educational opportunities for disadvantaged, Dalit, ethnic groups and women. 'The clients should not follow the opportunity but the opportunity should follow the clients.'
- ◆ Make an evaluation map covering disadvantaged groups based on Regional, District, Sub-district and VDC level. Identify a school in each constituency to provide education to the Dalit children residentially.
- ◆ The local bodies should be made accountable for mainstreaming the targeted groups.
- ◆ The proportional participation of disadvantaged group people should have at all the levels of education management of the system including equal participation in teaching force.
- ◆ The first global evaluation of the 'Education for All' commitment is going to be held on 2005, and the education disparity should be eliminated by 2005. So, it is the proper time to measure the existing situation and broaden the way for future direction to achieve the goal in due time.
- ◆ The school operation time and annual calendar of operation should be changed and adjusted according to targeted group's time.
- ◆ For the universalization of educational participation, the provision for educational incentives, opportunity cost, voucher system and educational loan system should be adopted.
- ◆ The people of the targeted groups should be made aware and conscious and eliminate their inter-casticism diversities.
- ◆ The mechanism and networking should be developed at national and international level to meet the goals.
- ◆ The inequality precisions in existing Act and Regulations should be amended.
- ◆ The educational policy, incentive provision, curricula materials, medium of instructions, and strategies should be formed to address the targeted group's needs.
- ◆ Teacher evaluation/training/support program should address the needs of the marginal groups.

Chapter-6

6.1 Quality education and the key role of teachers

There is a quality crisis in education in Nepal. Five concentrated years of accelerated classroom construction and rehabilitation, curriculum development and human resource development have only put in place the first building blocks of quality in public education. Many lessons have been learned from BPEP I but many challenges remain.

Quality education is the product of maximizing the talents and resources of all stakeholders. The catalyst is collaboration. Several structures are now in place that could bring valuable cooperation and collaboration on education initiatives. Recent experience suggests, however, that more strategic effort must be invested to ensure that the new organizational structures reach their potential. For the quality improvement in education, the following initiatives have been introduced:

- ◆ With a view to ensuring quality in school education, mandatory teacher training and teacher licensing schemes shall be introduced, and all training agencies shall be involved in teacher training i.e. partnership with alternative providers. In order to ensure access to training, distance mode of education shall also be used at all levels of training programmes.
- ◆ Secondary Education Support Program (SESP) has devised the modality of demand-driven training for lower secondary and secondary level teachers in all core subjects. This will certainly support the teachers to construct their knowledge and skills to improve their classroom instructions.
- ◆ Ten months competency based teacher training curriculum in all six core subjects of lower secondary and secondary levels is in process of finalizing and training shall be conducted throughout the Kingdom through teacher training centers located at various parts of the country.
- ◆ Competency based head teacher management training curriculum has been prepared by SEDEC. The pilot training in Banke SEDU was conducted. It shall be conducted in all districts after the preparation of training manuals, which is in the process.
- ◆ Besides, National Centre for education development has been conducting ten month teacher training and training for primary head teachers too.

6.2 Education and sustainable development

The following are initiatives have been taken for ensuring the sustainability:

- ◆ Social study as a compulsory subject has been introduced in secondary level.
- ◆ Health, Population and Environment as a core subject has been introduced to sensitize and advocate the realm of sustainable development. It has certainly helped understand the linkage between development and environment.

6.3 The overall major problems/issues and challenges facing the education system in Nepal

- ◆ Universalizing literacy and primary education
- ◆ Generating and investing additional resources
- ◆ Developing rights of school management
- ◆ Making administration more effective and efficient
- ◆ Raising the quality of education
- ◆ Reforming and learning from the private sector

Conclusions

In conclusion, education act and regulations are enacted to govern school education of Nepal. The school supervisor is responsible for whole education system where as resource person is responsible for primary level only. District education office is responsible for management of schools and planning, implementation and monitoring of educational activities in the district. Present Education By-law requires that all types of schools should have a School Management Committee (SMC) to manage the school affairs. University or higher education begins after 12 years of schooling.

His Majesty's Government of Nepal needs to make school education relevant to the world of work; provide computer literacy education to the students of lower secondary and secondary levels; and link the school curriculum with the students' assessment and the teaceher training system.

HMG/N has devised certain strategies in order to increase access to education followed by several policies and program initiatives such as school improvement program, alternative schooling, and provision of scholarship in teacher training, etc.

Quality of education has been a concern for all concerned with education in Nepal. It has become an issue to be resolved. School curriculum has clearly spelled out the relevant outcomes though little attention has been paid to assessing these outcomes in Nepal. However, majority of school age children drops out from their schooling before completing their secondary education. Likewise, technical education and vocational training has not been relevant and contextual to the local level, and it further has no linkage with the world of work. There are several factors that have barrier to quality education such as one of them is inadequate community support and local ownership in education.

Still 18 percent of children of primary school age group are out of school. The Government is trying to maintain equity, quality and efficiency in education through various education projects, programs and activities like Education for All (EFA), Secondary Education Support Program (SESP), Teacher Education Project (TEP), Food for Education Project, Literacy programs and Technical Education and Vocational training. Reservation Quotas in technical education; Skill training and vocational education to disabled and handicapped; Secondary school scholarship (grade 9-10); School reward program; Girls education fund; Skill development program for unemployed; Free secondary education program for Dali and poor; and Food for Education Project. Likewise, the program launched for the inclusion of such people into education, HMG/N has initiated various programs like alternative schooling, distance education mode, etc.

There is a quality crisis in education in Nepal. Secondary Education Support Program (SESP) has devised the modality of demand-driven training for lower secondary and secondary level teachers in all core subjects. Besides, National Centre for Education Development has been conducting ten month teacher training and management training for primary head teachers too.

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