

# EDUCATION FOR ALL NATIONAL PLAN OF ACTION



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## INTRODUCTION

**N**epal is a landlocked country, which borders China in the North and India in the East, South and West. Approximately, it has an area of 147,181 sq. km. The country is located between 26°22' to 30°27' latitude North and between 80° 4' and 88°12' longitude East. Nepal is a mosaic of geographical and social diversities. Geographically, it consists of four layers of distinct zones: 1) the Himalayas, the high mountain range with snow-covered peaks 2) the Mahabharat range, lush high hills and valleys 3) Siwalik, low conglomerate hills and shifting valleys, and 4) the Terai, a strip of fertile plains. All these geographic belts of Nepal run from east to west. According to the census of 2001 Nepal has a population of 23151423. It is inhabited by people of diverse social, cultural and ethnic backgrounds. The census noted 102 social groups, recorded 92 languages out of which more than a dozen are in active use among a significant size of the population section (each having a strength of more than one hundred thousand). Nepal is also home to a number of large varieties of birds, animals and plants, some of which are rare species in the world and are unique to Nepal.

Till the late 18th century, Nepal consisted of small and fragmented states. In 1781, the King of Gorkha annexed these small nations into a unified kingdom consisting of people belonging to several different languages, cultures, castes and ethnic groups.

Nepal had remained virtually isolated from the outside world for many centuries until 1950, and mostly dormant with little interaction between various ethnic groups as well. This internal and external isolation was mainly due to the country's rugged topography, the autocratic regime and a feudal society. Within this context, Nepal under-went a major political change in 1951, when the multi-party democratic system was introduced, which lasted only for a short period until 1961. In the years that followed until 1990 several political unrests took place, and the multi-party democracy was again restored after the people's movement in 1990. The 13 years of experience since then have been a mix of hope, anticipation and dilemma. It has of course opened the road to take initiatives for the development and implementation of the concept of community empowerment for local self-governance, of grassroots to centre planning approach, and of democratic approach and the issues of social inequities including resource mobilization. Achieving the desired changes has however been a difficult task because of several constraints, mainly of human and financial capacities.

Since mid-1950s Nepal has embarked upon a planned approach to development in various areas including the education sector. The country is now rolling on to the Tenth National Development Plan. The focus of the plan is on the need for poverty alleviation. This very focus placed on this aspect reflects the economic condition of the country, which is rather miserable. Nepal is one of the least developed countries in terms of human development index, so that 38% of the population in the country are under absolute poverty. The per capita annual income of the country is about \$240 (Statistical Year book 2002). In the world poverty index 2001 Nepal ranked at 77<sup>th</sup> out of 90 developing countries.

Education is looked upon as a force to address the issue of poverty through human development measures by enhancing the capacity of the people in terms of appropriate life skills, knowledge and experiential wisdom to acquire economic and social prosperity. For the past five decades educational development has been one of the most important priorities. Many commissions have been formed to study the aspirations and needs of the people and to review the development courses. Projects have been launched to streamline the courses and to accelerate educational development. However, Nepal still faces several limitations. According to the census 2001, 46.3% above 6 years of age and 56 % above 15 years of age are illiterate. Similarly, according to the annual school based data of MOES, 2000, of the total primary school age children 19.6% are never enrolled in school, 45.4% of the children enrolled in primary schools drop out without completing grade five. Dropout occurs mostly at grade one, which stands at 14.5%. The magnitude of the problems of illiteracy, non-enrolment and school drop out varies by region, by gender and by difference in



social groups. There are variegated gaps between the rural and the urban, males and females and between ethnic groups and social groups. Remote rural areas, females, ethnic minorities, *dalits* (untouchable castes according to the old tradition) and the poor are disadvantaged in terms of educational attainments.

Although the current situation is a vast improvement upon the situation that existed five decades ago when the schooling of children was a rare phenomenon and was limited to children of elite and literacy was confined to certain sections of the society, the condition poses difficult challenges in the context of the present-day world. The development trends show a rapid growth of school enrolment of school age children in the past few decades and then the growth has become slow despite intensive efforts. It is presumed now that this relates to the challenge of taking school education to the unreached section of the people who are poor and disadvantaged. The geographic and social realities contribute to the challenges of educational development in the country. Rugged mountainous topography, lack of economic means and resources, diverse social contexts including ethnic, linguistic, and cultural diversities are rather difficult to contend with. Added to these challenges is the continued inertia of feudal social dynamics that used the system of caste hierarchy, ethnicity and language as a means of political and social domination by the elite over the poor and the disadvantaged. There has been a skewed environment of social opportunities in favour of the elite. The other aspect of modern day challenges of Nepal relates to the values and norms that look down upon manual work and the working class people, mainly consisting of the minority ethnic communities, the *dalits* and the poor. It is often critically pointed out that the educational development so far has been addressing the needs of the people who have stakes in the existing social circumstances. A question is raised whether this is contributing to the perpetuation of the obscurantist social and economic situation?

It would be only a limited view to analyse the situation in Nepal from critical perspectives alone. For the situation in Nepal is rather a complex mixture of many aspects and conditions. In it one can find a very fine collection of the living history of cultural riches -- more than a dozen sites are now listed as the world cultural heritage. And it continues to sustain the culture of celebration that combines spiritual values, mythology and the wonders of nature. The activities of common people in Nepal continue to be linked to numerous heritage sites according to the annual lunar calendar and the position of the stars. Because of the cultural values and the ideal, many social groups in Nepal have been living a spiritually and culturally driven life even in the circumstances of tough economic and geographic challenges for survival. This should be taken as a brighter aspect of the social and cultural heritage of Nepal that is potential for unfolding a different dimension of human development. The challenges are thus to ensure educational development that helps enhance the strengths of the indigenous cultural riches of simplicity, hard work, devotion and faith, and at the same time to rectify the social evils.

Besides, educational development needs to address the global realities, the needs for generating resources and systems for enhancing the quality of life on a par with the modern development thereby helping the country keep up with the rest of the world.

## **The EFA Context**

The campaign of Education For All started off by the World Conference of Jomtein in 1990 has put immense impetus on the development of education in the country. The current achievement in the educational development in Nepal at the basic and primary level is largely attributable to this decade-long campaign. However, the country assessment of EFA has indicated that the challenges still remain far from attaining the EFA goals.

The World Education Forum on Education for All (EFA), held in Dakar, Senegal in April 2000 to review the achievements of EFA campaigns in 1990 realised the difficulties of countries like Nepal. Accordingly the Forum adopted the Dakar Framework for Action (DFA), Education for All: Meeting our Collective Commitments. The Dakar Framework for Action lists six major EFA goals to be achieved by 2015. It also lists strategies for achieving the goals. The focus of the framework is on collective commitments nationally as well as internationally to ensure that no country is left behind because of a lack of technical capacity or resources. This international commitment comes both as an inspiration as well as a support for the development of basic and primary education in Nepal. And the country has adapted continued EFA campaign as the core strategy of educational development. It has adopted the goals of EFA as the goals of educational development in the country. The time line and the strategies outlined by the world forum have also been adapted. The preparation of National Plan of Action for achieving the goals of EFA has thus been a national priority.

This is a report of the process and outcome of the preparation of the National Plan of Action for achieving EFA goals. The National Plan of Action is approved by the HMG/N for implementation.

## **The EFA Goals**

The National Plan of Action has outlined its framework according to the following six major goals set by Dakar Forum for the year 2015.

1. *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
2. *Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.*
3. *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.*
4. *Achieving a 50% improvement in levels of adult literacy by 2015, especially*

*for women, and equitable access to basic and continuing education for all adults.*

5. *Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in, basic education of good quality.*
6. *Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.*

These goals and strategies have been adapted in the NPA to suit the national contexts in keeping with the spirit and the ultimate goals of EFA. In view of the ethnic, social and linguistic diversities one more goal has been considered while preparing this NPA. The goal is to ensure the rights of indigenous people and linguistic minorities to quality basic and primary education through their mother tongue. Accordingly, Nepal has reviewed the current situation with these goals in perspective and adapted them with the contextual understandings as presented in the following sections.

## **Review of Current Policies and Status Regarding the EFA Goals**

This section presents a critical review of the situation by the seven goals. It analyses the government policy measures and efforts to implement them. It lists short-term and long-term efforts directed towards the EFA goals as well as the issues and challenges that stand in the way towards meeting the goals.

### **1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.**

#### **Current policies and strategies**

- Community-based Early Childhood Development (ECD) centres
- Partnership with Nongovernmental Organizations (NGOs), Community-based Organizations (CBOs) and Local bodies
- Consolidation and expansion of community-based ECD centres

HMG/N acknowledges the importance of early childhood care and education at the early stage (3-5 years of age) not only for the current well being of the child but also for its future development. However, developing a system and the mechanism to provide ECD service to all children is still a big challenge.

The Ninth Plan (1997 - 2002) had the target to establish ten thousand ECD centres by the end of the plan period. The earlier efforts were focused more on preparing children for primary schools, to minimise drop-out and repetition rates at the primary level, particularly at grade one. Meanwhile, it has been realised that the programs for pre-school age children should meet the overall needs of a child. The ECD programs should have made provision for developing the inherent potentialities of every child. In this line the ECD program of BPEP II (1999 –2004) has laid emphasis on all related aspects for

overall early childhood development, not just on pre-school education. To that end, BPEP recognises the importance of the roles of the community and the parents. Therefore, the ECD program of BPEP is geared towards developing and sustaining community-based ECD centres.

There are two types of ECD programs; school-based pre-primary classes, and BPEP II-supported community-based ECD centres. Similarly different INGOs/NGOs and other social organisations are running various forms of community-based ECD centres. Most of the private schools have nurseries and kindergartens for pre-school age children.

HMG/N intends to support community-based ECD programs in collaboration with other governmental and non-governmental agencies. The government is facilitating the development of ECD through provision of training at various levels, development of curriculum and activity-related materials, support in the establishment of the ECD centres, and providing monitoring and supervision support. The local communities will be encouraged and facilitated to take the initiative for the development, operation and monitoring of the centres. Support of the local bodies including VDCs, CBOs, and NGOs as well as INGOs will be utilised for the development and sustenance of the ECD centres.

The government of Nepal also recognises the important roles of the private sectors that are providing nursery and kindergarten services and intends to let this practice continue. Similarly, HMG, Nepal acknowledges the important role of various organisations including NGOs that are directly providing various forms of ECD services. These services will be continued.

Education Act 7th amendment in 2002 recognises both the school-based pre-primary classes and community-based ECD centres.

### **Issues and Challenges**

The challenges ahead in achieving the goals relate to the inadequate number of qualified facilitators, lack of institutionalised development of training for ECD facilitators and lack of sustainable resources.

The issues regarding development of ECD provisions relate to the insignificant existence of appropriate physical infrastructure and training facilities for the resource persons. The gross enrolment rate in ECD is estimated to be 13% and the percentage of children with ECD experience in grade one enrolment is estimated to be 10.5%. It is important to have both good physical environment and qualified facilitators to make ECD centres meaningful and beneficial, without which the centres could be even counter-productive. One other issue relates to the lack of provision of professional and resource support for the communities to start ECD centres and to sustain the operation of the centres.

- 2. Ensuring that by 2015 all children, particularly girls, the disabled, and children in difficult circumstances and those belonging to ethnic minorities, and dalits have access to free and compulsory primary education of good quality***

HMG, Nepal is committed to providing universal access to basic and primary education for all. For this it has been taking measures to expand the access. For the past several decades, there has been a significant expansion in the numbers of schools, teachers and students. However, there is still a large number of school age children (about 19.6% of the school age population) who have not been able to join the school. The children who belong to the disadvantaged and the deprived communities and girls constitute a larger proportion of this population. The special needs children are the other significant section of this deprived population. Therefore, today the major challenges towards meeting the goal of universal access to schooling relate to the following questions:

- how to reach the disadvantaged and deprived children, who remain unreached by the current school system ?
- how to remove gender disparities in schooling and
- how to address the needs of the various special need children (such as Kamaiyas, the disabled, street children, orphans, child workers, etc.)

**The following are important measures undertaken by HMG/Nepal to meet the challenges:**

1. Special measures for girls and the children of disadvantaged communities and ethnic minorities to complete primary school cycle
  - Scholarship program for *dalit* children
  - Scholarship program for girls
2. School improvement and expansion program in the areas of low enrolment, high repetition and dropout.
3. School improvement program to improve the existing school physical facilities.
4. School feeding program in the areas where the nutritional status of the children is low. This program also provides extra incentives for the parents whose daughters are retained at school to let them complete grade 2 and above.

Alternative schooling programs to facilitate children in difficult circumstances -- school outreach for children in remote and difficult areas, flexible school for working and disadvantaged children, and out of school programs for children who are not enrolled in school or who are school dropouts.

**Piloting of compulsory primary education in some districts.**

1. Piloting of inclusive education for special need children.
2. Piloting of community ownership and management of schools.
3. Education for children with disabilities.

The Basic and Primary Education Program has laid emphasis on prioritising access to and improvement of girls and women's education. The major policy considerations taken by BPEP for enhancing education of female and

disadvantaged groups are -- to increase girls' enrolment in primary school, to expand alternative school programs for children between 6 and 14 years of age. Additionally, there is also a policy to enhance female teachers. In order to implement the policy the HMG/N has formed Women's Education Section (WES) under DOE to look after the educational needs of girls and children of focus group of disadvantaged children.

### **Issues and Challenges**

The gross intake rate and the net intake rate at grade one are 117.2% and 54.3% respectively. Similarly the gross enrolment rate and the net enrolment rate at the primary level are 119.8% and 80.4% respectively. The problem of access and completion of primary education relates to underage and overage enrolment. This may partly relate to the awareness of the people regarding the need of school enrolment at the appropriate age. The challenge therefore lies in how to sensitise as well as mobilise people regarding the appropriate age level for the schooling of children.

The overall net enrolment ratio (NER) is 80.4% (girls 74.6% and boys 86.0%) which is a significant improvement. There are however differences in NER as well as other educational indicators by districts, ecological regions and ethnicity. The census data shows that 14 out of the 75 districts have NER close to 100%, a majority of the districts (48) however remain behind the national average. Social assessments of educationally disadvantaged communities show that the low GER and NER relates highly to the non-enrolment of the children of disadvantaged and deprived communities at school. The challenge therefore lies in how to bring the children of disadvantaged and deprived communities to the schooling system.

### **3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs**

The main policies regarding life-skill education are to make current educational scheme more relevant to life. The policy also lays emphasis on expansion of educational access through alternative forms of education to facilitate innovations and entrepreneurship.

In order to meet the appropriate learning needs of young people and adults to enhance their life-skill HMG/N is undertaking several strategies through the MOES and other line ministries, NGOs, and INGOs. The policy measures of the MOES include:

- Making school curriculum more practical and relevant to day-to-day life. This entails curriculum revision for better relevance to day-to-day life and practical applicability
- Developing technical and vocational education suitable and accessible to secondary school children who need/wish to join the job market. Vocational program dovetailing the school system is being developed.
- Developing market-oriented and flexible skill training program for adults

related to cottage industries/home utilities -- Life skill as a means of poverty alleviation

- Developing special program for out-of-school youths
- Developing functional literacy and post-literacy programs with skill training components for adults
- Developing the system of life-long continuous learning through Community Learning Centres.

To cater for the learning needs of both children and adults, various steps have been taken by the government over the last several years. Also, many educational and developmental agencies are implementing various forms of adult literacy and non-formal education programs for children who missed the normal schooling program.

### **Issues and Challenges**

The challenge in the provision of catering for the learning needs of adults and youths lies in the cost aspect of the skill training and vocational training programs. Besides, there is lack of qualified trainers to motivate and guide the people towards appropriate life skill training. Overall, the infrastructure and the system arrangements still need to be developed to reach the people in an effective and beneficial way.

#### **4. 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.**

The target by 2015 is to achieve 15+ adult literacy rate of 90% by 2015. The policy strategies taken by the government in this line are:

- Literacy campaign for eradicating illiteracy
- Expanding access to schooling so that the up-coming generation of adults get better educated -- Alternative school as a flexible extension of educational access to-out-of-school youths
- Operating non-formal and alternative education for facilitating out-of-school children and youths to join school
- Providing various forms of nonformal education programs, particularly focused on female adults, for example, literacy for women's empowerment and functional literacy for women
- Providing facilities for continuing education to upkeep learning abilities relevant to the changing contexts-- Literacy education as an educational/skill training support for local income generation needs
- Developing Community Learning Centres (CLCs) as the community-based physical provisions for learning resources and activities -- venue and support system for literacy activities, continuous/lifelong learning, community-based educational forums and income-generating activities

Apart from MOES, the concerned line agencies, like health and agriculture departments and other non-governmental agencies are also producing and implementing their own learning materials among the target groups with the provision of follow-up.

The government has been implementing women's literacy programs with specific objective of increasing their literacy rates and the quality of their life. Different kinds of readers, primers and continuing education materials have been developed and tested for many years. Currently the effort has been to connect the literacy graduates to income generation skill development activities.

### **Issues and Challenges**

National statistics (Central Bureau of Statistics, CBS) reveals that the literacy rate (reading and writing literacy) for 6+ years population in the country is 54%. The reading only literacy rate is slightly higher -- 60.25%. The literacy rate for 15-24 years age group is 74% (gender parity 0.7) and for 15+ age group the literacy rate is 44% (gender parity 0.6).

The current literacy rates show steady improvement over the past situation. However, the improvement pace is still inadequate to meet the EFA goals by 2015. It could be now assumed that the problem of illiteracy now lies more with the current adult population. Since the enrolment rates have improved, the upcoming adults are likely to be literate at higher proportion.

The challenge for achieving better adult literacy lies in the fact that a large majority of the population in Nepal are subsistence farmers for whom there is little time to spare for literacy efforts. The oral tradition of folk education is very strong in Nepal. This does not necessitate written literacy. Consequently, although many people may be illiterate on the basis of alphabetic definition, they may be knowledgeable and capable on the basis of their capacity to cope with the social and economic needs as well as on the basis of their capacity to reflect on their realities. This has given rise to thinking among the senior people that they have passed the phase of getting education and that all they can do is to provide education for their children, or for new generation. This thinking is reflected in the higher percentage of literacy among younger age group. The literacy gender parity is also higher among the younger age group.

### **5. *Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality***

HMG, Nepal aims to eliminate gender inequity in the education sector by 2015. It has aimed at eliminating gaps between boys and girls' enrolment rates as well as in the proportion of male and female teachers at the primary level by 2005. The government intends to incorporate progressive gender perspectives in the curriculum and textbooks to achieve sustained



gender equity.

In order to achieve the above-mentioned objectives, the government has formulated policies, plans and corresponding programs. For instance, the Ninth Plan laid down the policy of regulating life-relevant secondary and higher secondary level education to ensure gender and social equity without discrimination of caste, ethnicity and disability. It not only emphasized making women and girls' education appropriate to their lives but also advocated for programs to increase the access of women and disadvantaged groups to education. In addition, the plan stressed the recruitment of female teachers in order to increase women and children's participation in education. The on-going Tenth Plan emphasised the need to increase women's literacy rate and to provide them with self-employment skills. The Plan also highlighted the need for the development of indicators to assess women's participation in all sectors including education.

**Currently, the main policy-strategies to reduce the gender gap are:**

- providing scholarship/incentives for girls to join school and complete the full cycle of schooling
- improving school environment in order to make it more gender friendly
- enhancing participation of females in education through affirmative actions, e.g., promoting the recruitment of female teachers at primary school. There is provision for the recruitment of at least one female teacher in each primary school. Special incentive programs such as girls' scholarship program have been implemented to enhance participation of girl students.
- implementing gender sensitisation programs for teachers, head teachers, educators, community, parents and students. The concerns of gender equity are now in-built in teacher training packages.
- undertaking reforms for gender sensitive curriculum, textbooks and teacher training materials.

Various programs such as school improvement program, orientation for gender sensitisation of teachers, and community awareness programs are some of the measures taken to implement the policy strategies. These policy measures and the programs are outcomes of research, piloting and persistent efforts. Some of the highlights in this line are -- Seti Education for Rural Development Project, Studies in Gender and Secondary Education, School Curriculum revision from gender perspectives, etc.

One of the major focuses of BPEP is to increase the participation of women in the overall educational activities so that the enrolment rate of girls could be raised. In order to achieve this goal, the DOE has initiated various incentive programs, such as, scholarship, feeder hostel, and learning materials to the girls. The district and regional education offices have been instructed to implement the policy of increasing the number of female teachers by employing females at the rate of 50 % of the total new

replacements. The DOE intends to carry out a study on supply, recruitment and appointment of female teachers and on the basis of the study to suggest to MOES necessary policy changes. An equitable share will be given to the female employees while implementing the capacity building program. Currently 25% of the primary school teachers are females.

### **Issues and Challenges**

Changes are taking place in Nepal in favour of social and gender equity. The changes are visible in the case of schooling, particularly at the primary level. However, the problem grows as the age level of the girls increases. This relates to the perception of gender roles and misperception regarding sex. Gender disparity is mainly a social and cultural issue. It entails perceptual changes as well as readiness of the communities to shift to the perceptions and practices based on gender equality. Such readiness and initiative for changes depends not only on rational outlook but also on many other aspects that are not quite within the grasp of planning and program interventions.

#### **6. Ensuring the rights of indigenous people and linguistic minorities to basic and primary education through mother tongue**

Language is one of the most important tools of education. It is the medium of instruction, learning and interaction. Besides, the way how the teacher presents himself/herself to a child in terms of spoken, written, as well as body language highly influences the learning environment and the process of classroom transactions. Use of students' mother tongue creates a congenial school-home relationship whereas the use of students' non-native, unfamiliar language may give a linguistic shock to them adversely affecting their learning ability. In this line, a universal declaration was made by the UN to emphasise Linguistic Rights by making the following assertion: "All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory, pre-school, primary, secondary, technical, and vocational, university, and adult education."

In view of the importance of mother tongue in education, particularly at the basic and primary education, HMG/N has taken several steps. These include:

- Formation of national language policy commission

In (1993), the National Language Policy Recommendation Commission constituted by His Majesty's Government's Ministry of Education (MoE) had suggested measures to design curriculum, prepare textbooks and introduce mother tongue as the medium of unilingual and transitional bilingual primary education and literacy programs. Later both the National Education Commission (1999) and the Ninth Plan have prescribed a policy to provide primary education in the mother tongue.

- Mother tongue in primary education gets included in the Education Act seventh amendment (2001).

As a follow-up to the recommendations of the commissions, the seventh amendment (2001) to the Education Act has made the provision that mother tongue be used as a medium of instruction at the primary level of education.

Developing curriculum and textbooks for teaching mother tongue

Provision of mother tongue as an optional subject in primary education

Allowing communities, with their own resources, to establish and operate primary schools in mother tongue

### **Issues and Challenges**

The linguistic minorities and most of the indigenous peoples in Nepal have mother tongues different from Nepali, which is used as the medium of instruction at the school level. In such a situation, the children of indigenous people tended to lag behind in their academic achievement. Studies show that non-Nepali speakers are at a disadvantage in school education. This obviously raises a vital question about the existing practices of language use in classroom teaching - in terms of the medium of instruction, as well as promoting students' participation in school activities. As regards the languages in existence and linguistic areas, the Census of 2001 listed has 92 different languages.

*Population Census 2001* mentions 102 social groups, mainly Indigenous Peoples (IP) and 92 languages in the country. The languages (except Kusunda) belong to four language families Indo-Aryan, Tibeto-Burman, Austro-Asiatic (Munda) and Dravidian. Each of these languages has naturally several regional and social dialects. It is interesting to note that the relations between Indigenous Peoples (IP) and the languages they speak are varied and diverse. Some IPs and languages correspond with one to one such as Magar, Tamang, Gurung, Limbu, Sherpa, Dhimal, etc. In the case of Rai-Kirantis, a single IP, speak several languages such as Bantawa, Chamling, Athpahre, etc. In the case of Newari, it is a language, which is shared as a common link language by several IPs.

Different status -- there are 11 major language groups each having a population of over one hundred thousand. Some of the languages such as Newari, Maithili, and Limbu have their own scripts, literature, and publications. Other language groups are still by and large in the spoken form only and are in the process of development. There are some languages, which are spoken by only a few and are on the verge of getting lost altogether.

The people of various social and language background are settled in a mixed way, sharing the same public service system including schools. So the students in the classes come from an assorted mix of more than one language group.

Lack of support materials for running classes in mother tongue.

Lack of mechanism and resource provision to promote primary education in mother tongue as well as to establish and run mother tongue schools in the spirit of the constitution.

**7. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

In order to improve the quality of basic and primary education, the policy strategies taken by the government include

1. Improvement in overall school infrastructure and physical environment  
School Improvement Program (SIP) is one of the basic aspects of BPEP II to ensure better quality of school environment necessary for improving the classroom process and enhancing students' learning achievements.
2. Improvement in curriculum, textbooks and instructional materials to achieve more life-relevant and practical curriculum.

Identification of learning outcomes in the curricula and revision of the textbooks are the core of the curriculum and textbook reform process.

BPEP II considers curriculum improvement as one of the key components for quality education. Curriculum improvement is being achieved by making it flexible, relevant, and contextual. Developments are taking place to provide primary education in mother tongue/local language, to make curriculum free of social and gender biases, and to make it simple and direct. Similarly, tasks of textbooks and other instructional material improvement are being undertaken under BPEP II.

3. Improvement in school examination system through introduction of formative assessment system instead of annual grade examination.  
Annual grade examination has been considered as one of the major problems hindering improvement in classroom processes. This is also one of the major problems that contributes to higher rates of grade repetition and drop-out. In view of these problems one of the major reforms considered is to introduce the system of continuous assessment and the policy of liberal promotion at early grades of primary education.

The objective of introducing the formative evaluation package is also to enhance the quality of teaching learning as it continuously monitors the progress. It is an appropriate method to improve classroom practices, students' achievement and to examine students' development level.

4. Enhancement in teacher qualification by a) raising the minimum

requirement for teacher recruitment, b) by introducing the system of teacher certification, and c) by providing pre-service training and recurrent in-service teacher training.

BPEP Master Plan (1997-2002) has laid emphasis on the upgrading of the primary level teachers' qualification to 12+ grades. Work is underway to develop effective pre-service teacher training. Plans and policies are being developed to introduce teacher certification system.

5. Implement the school cluster system with Resource Center to undertake various activities including teacher training, orientation, monitoring and supervision.

The concept of school cluster with Resource Center providing technical and professional support is the core of the basic and primary education development strategy under BPEP.

6. In order to achieve learning achievement the strategies taken by HMG/N are:
  - revision of the textbooks,
  - preparation/revision of workbooks,
  - teacher guides,
  - supplementary readers and training materials.
  - pre-service training and teacher licensing
  - in-service recurrent teacher training.
7. Decentralisation of school management to empower school and community to take ownership and responsibility of school. This is expected to improve the efficiency of school management by involving school community in the days-to-day management of schools. MOES has piloted the policy of giving block grants to 100 primary schools as a preliminary measure.

### **Issues and challenges**

A national achievement test at grade 5 shows that the mean national achievement scores in major subjects like Nepali and Social studies and Mathematics are low. There is the need to upgrade the achievement level of the children. This will be possible only through improvement in the learning environment in the classroom, teacher qualification and commitment, and student motivation. The curriculum and the instructional materials are equally important in this regard.

There are several issues and challenges that stand in the way of meeting the desired situation regarding the quality of education and better learning achievement on the part of the students. The understanding that the school improvement program will bring about desired changes in the infrastructure and environment in a school is based on the assumption that the school community and the people are aware of better alternatives. This however needs to be examined critically.

Regarding training, firstly, there is a need to start from a situation where even the basic ground work has yet to be consolidated for making the provision of better training. Secondly, the existing provision to provide training to the untrained teachers is rather too inadequate to address the training needs. On the whole about 48% of the teachers have no training at all. Only about 15 teachers have completed all four packages of (2.5 month x 4) the ten month training program provided by HMG/N through NCED. The rest of the teachers have partial training only. The current qualification status of the primary school teachers cannot be considered satisfactory. The challenge is how to achieve better teacher qualification status.

The poor quality of primary school education is reflected in its poor efficiency. The repetition rate at grade one is still 41.8%, the survival rate up to grade 5 is 63.1%. The overall coefficient of efficiency is 55%. The high repetition rate at grade one relates to a large proportion of under-age children admitted at grade one. Often these young children are placed in a separate section where they repeat until they are able to join grade one. Such low efficiency and low cycle of completion rate have led to huge wastage of investment. BPEP has introduced Shishu Kakshyas (early childhood class) to address this problem. But the problem is still too large as compared to the provision made.

## **VISION AND KEY STRATEGIES**

### **Vision and Goals**

The vision of World Conference on Education for All (WCEFA) Jomtien, 1990, was that by 2000 access to basic and primary education would be universal and the basic learning needs of all people, no matter where they live, are met. Besides, as mentioned in Article II of the declaration, EFA refers to catering for the basic learning needs of all and to that end it requires more than a recommitment to basic education as it now exist. What is needed is an “expanded vision” that transports the basic educational status to an ever-enlarging realm – ever surpassing the present resource levels, institutional structures, curricula, and conventional delivery systems by building on the best that are found in current practices.

However, the experiences of the decade indicated that full achievement of the EFA goals was not an easy task, particularly in the developing countries like Nepal. It has now been strongly realised that more consolidated efforts and commitments are needed to achieve the goals. Accordingly the World Education Forum (April 2000, Dakar) reviewed the earlier goals set by Jomtien World Conference and adopted the Dakar Framework for Action (DFA), Education for All: Meeting our Collective Commitments. DFA made collective commitments to achieve six major EFA goals by 2015, and recommended strategies to achieve them. Nepal has been directing its efforts to achieve these goals and has reaffirmed its commitments.

Accordingly the EFA vision of Nepal is to ensure that all children in Nepal have quality basic and primary education, in caring and joyful environment and to receive primary education especially in their mother tongue without having to feel prejudices in the form of cultural, ethnic or caste discrimination. Besides the school and educational places must have gender balance in terms of teacher post and student enrolment. It is also envisaged that almost all adults get not only literate but also engaged in continuous learning through Community Learning Centres and that varieties of appropriate learning and life skill education materials that are contextual and directly beneficial for youths and adults are made available through different modes including CLC.

### **Approach for Achieving the EFA Goals**

The EFA goals are to be achieved gradually phase by phase by the year 2015. By when community-based as well as school-based ECD centers will be providing services to most of the pre-primary age children. There will also be other early childhood care and education service providers, such as private schools and NGOs. There will be provision of training made for the mothers and caretakers to provide home-based ECD services. With these service facilities in place, all pre-primary children will be provided at least one year of special care service that addresses both pre-school preparation needs as well as the overall needs of the children of that age group.

The current provisions under BPEP II to bring school age girls and the children of disadvantaged and deprived communities into the mainstream schooling system will be further improved and reinforced. This will include continuation, and reinforcing of various programs, such as girls regularisation scholarship program, scholarship programs for disadvantaged children, and provision of a larger proportion of female teachers in primary schools to achieve gender balance. Residential schools will be developed for children in rural remote areas, primary school education will be conducted in mother tongue, and mother tongue schools will be established to facilitate education of children of ethnic and linguistic minorities. Furthermore, the implementation of Compulsory Primary Education will gradually be extended to cover all parts of the country. This way, the goals of achieving universal access to primary school education is to be achieved by 2015. Reform measures will be undertaken to improve school environment, curriculum contents and practices, teacher's professional capacities and evaluation system including examination system to enhance the quality of basic and primary education. Currently, Nepal is in the process of major curriculum reforms. Such major reforms are undertaken every ten years. Also by this time there will be a sustainable mechanism to ensure that all children are enrolled in school at the appropriate age level and that they complete the primary education cycle with good learning achievement.

Appropriate policy measures and programs are already underway to make school education relevant to the world of work. Soon there will be piloting of the ideas to transform current school practices to achieve this. Similarly vocational education provisions will be expanded by dovetailing it with the current school infrastructure. The lessons learnt from the previous efforts of expansion of vocational education will be extensively used to make current programs more effective and efficient. For each citizen, there is a continuous need to learn and to be able to address the changed social, economic and political contexts. A system of lifelong and continuous education will thus be developed with the introduction of Community Learning Centres. By 2015 a viable system as well as a network of CLCs will be developed to address this need.

## Targets

The EFA goals are targeted to be achieved gradually phase by phase by 2015. The targets are set to be fulfilled in five phases: i) by 2005 ii) by 2007, (end of 10th Development Plan), iv) by 2012, (end of 11th Development Plan) and v) by 2015.

The following table presents the current status in terms of EFA indicators and the targets by 2015.

**Table 1: Targets by core EFA indicators**

Indicators	2000	2005	End of 10 <sup>th</sup> Plan, 2007	End of 11 <sup>th</sup> Plan, 2012	2015
1. Gross enrolment rate, GER for ECD	13	20	32	60	80
2. % of New entrants at Grade 1 with ECD	10.5	30	40	65	80
3. Gross Intake Rate, GIR at Grade 1	141	125	123	111	102
4. Net Intake Rate, NIR at Grade 1	53.7 <sup>a</sup>	67	73	89	98
5. GER at Primary Grade 1-5	119.8	110	110	110	105
6. Net Enrolment Rate, NER (Primary Grade 1-5)	80.4	88	90	95	100
7. Primary Exp. /GNP	1.8 <sup>b</sup>	1.9	2.0	2.3	2.5



8. Primary Exp./Total Ed. Exp.	56.7 <sup>b</sup>	60	62	65	65
9. % of teachers with req. qualification and training	15.4	50	100	100	100
10. % of teachers with required Certification	-	60	100	100	100
11. Pupil Teacher Ratio	37	34	34	31	30
12. Repetition Rate : Grade 1	42	30	24	14	10
Grade 5	11	9	8	8	8
13. Survival rate up to G5	63	71	75	86	90
14. Efficiency	55	63	67	76	80
15. % of Learning Achievement at Grade 5	40	52	57	70	80
16. % of Literacy Age Group 15-24	70 <sup>c</sup>	76	79	86	95
17. % of Literacy : Age Group 6+ years	54 <sup>c</sup>	65	75	85	90
Age Group 15+ years	48 <sup>c</sup>	58	63	70	75
18. Literacy GPI (15+ years)	0.6 <sup>c</sup>	0.7	0.8	0.9	1.0

a/ 1997, b/2001/02, c/ 2001

## Strategy to Achieve the Targets

The EFA goals are part of the comprehensive national vision regarding implementation of basic and primary education in Nepal. Nepal envisages that by 2015 there should be universal access to quality basic education which is relevant to the current time. EFA campaign is the key strategy to be followed for giving a concrete form to the vision.

In order to fully achieve the EFA goals by 2015, the overall strategy is to coordinate and streamline all the ongoing programs including those undertaken by the government, local bodies, communities, NGOs and others concerned. The ongoing programs will be reinforced, the system capacity enhanced, and new programs launched, where necessary. There will be networking of educational institutions such as schools, Community Learning Centres, Community Based Organizations, and other Non Governmental Organizations that will be continually generating knowledge and disseminating information. There will be a social web to ensure that all the children, youths and adults have at least basic knowledge, skills and information for sustainable living with dignity. The overall development strategy consists of three stages: immediate, medium term and long term.

## Immediate Strategy (2001-2005)

BPEP is the main immediate strategy to meet the targets set for 2005. Steps are being undertaken continuously for consolidation of BPEP to make it more effective and encompassing. The Tenth Plan (2002-2007) also constitutes the immediate strategy for achieving EFA. For this EFA targets have been adopted in the 10th Plan.

BPEP is the major national program that has been developed according to the BPEP Master Plan. It was started in 1992 as a project. Currently it is in phase II (1999-2004) as the major government program for basic and primary education sub-sector. It will be continued beyond the present program period as a sectoral program of HMG/N. A concept paper is being prepared for taking BPEP beyond phase II.

BPEP has been guided by regular reviews and preparation of Annual Strategic Implementation Plan (ASIP) with detailed program and budget breakdowns. Regular review meetings are held to monitor and facilitate the progression of the

program. Besides the government budget, this program is supported by the donors' group in basket funding scheme.

### **Medium Term Strategies (2005-12)**

The second two years of the Tenth Plan as well as the 11th Plan will constitute the core of the medium term plan. The extension of BPEP beyond phase II will also constitute the medium term plan. The major actions during medium plan will include quality-focused strategies to consolidate the achievements made and achieve the goals of a satisfactory level of learning with life relevant skills. The programs during this period will include

- integrated approach to ECD -- community-based ECD and school-based ECD
- free and compulsory primary education of reasonable quality
- open learning opportunities to enhance life-long learning
- income generation program for the parents
- completion of infrastructure for the initiation of basic and primary education up to grade 8
- increasing the minimum qualification of teachers (12+ years of education with 10 month training)

### **Long-term Strategies (2012-15)**

The later two years of the Eleventh Plan and the first 3 years of the 12th Plan will constitute the core of the long-term plan. There will be BPE subsectoral program as a part of the education sector program to undertake EFA activities and to sustain the process of educational development of this subsector continuously.

By 2015, all the children of current primary school age group (6-10) will participate in and complete primary education achieving a satisfactory and acceptable level of learning. The preparatory exercises for establishing infrastructure to extend primary education up to grade 8 will be completed by the end of 2012 and its implementation will be started in the subsequent years. The major actions during the long-term plan will include

- Extension of basic and primary education up to grade 8 (grades 1-8)
- Decentralised curriculum and textbooks with adequate life skill-related content
- Definitive improvement in the school curriculum practices
- Full enhancement of the teacher qualification and training
- Introduction of information technology-based education at the basic and primary level.

Comprehensive approach to development of school education including pre-primary, primary and secondary education, drawing the support of the stakeholders focused on the contextual needs of children's learning.

## THEMEWISE STRATEGIES AND ACTION PLAN

This section lists sets of thematic strategies and action plans developed for the achievement of EFA goals. The strategies and the action plans are listed under the seven thematic goals. Seven teams were formed to develop the thematic action plans. This is a synthesized collection of the actions and strategies suggested by each of the seven thematic action plans.

In line with the Dakar Framework of Action, it is assumed that this plan of action will be a comprehensive document as a basis of cooperation and collaboration among all the concerned actors -- the HMG/N line ministries and agencies, NGOs, CBOs, local government bodies and development partners. The actions and strategies listed are indicative only. They do not make for a fixed plan. It will be the collective responsibility of the concerned actors in undertaking activities and generating resources. The MOES will be the key coordinator for the implementation of this plan.

This plan is focused on the EFA goals and targets. However it has been envisioned for sustaining the educational development process beyond 2015. It is anticipated that the capacity, human as well as other resources would be getting enhanced simultaneously in the process. Therefore, the targets and the action strategies should not be judged on the basis of current capacities alone.

An effort was made to estimate the resource requirements on a holistic and comprehensive basis. Therefore the costing includes the resource to be borne by the families, communities, and government. It is also anticipated that there will be supportive development partners assisting Nepal by providing resources and technical support.

### Early Childhood Development

#### STRATEGIES

**Development of policies and programs:** Policies will be developed regarding the management and financing of ECD programs. There will be three types of programs: school-based program including pre-primary and community-based program for 3-5 years age group and program for children under 3 years of age. The Government will provide support for the establishment and development of ECD program in Nepal. It will adopt two different modalities of support for urban and rural areas: demand-driven approach with partial government support for urban and accessible areas and approach of full government support and facilitation for establishment and operation of ECD centres in the areas of deprived and disadvantaged communities. Involvement of the community and the local government will be fundamental parts of community-based ECD program. Partnership with I/NGOs will be promoted to expand ECD program in terms of quantity and quality.

**Integrated approach to ECD:** Strategy to integrate the health, nutrition, sanitation and education activities in the curriculum will be adopted. Community based ECD centres will receive support from all concerned ministries and other agencies. MOES with the support of ECD council will work as a coordinating body.

**Adoption of community-based approach:** In order to enhance efficient implementation of the ECD programs and ensure sustainability, the expansion of community-based ECD programs will be promoted. Arrangements will be made for the hand-over of government-operated ECD centers to the local bodies. It has also emphasized the system of recruiting facilitators from the local community and of giving preference to women facilitators in the recruitment process.

**Delegation of authority to local bodies:** Guidelines will be developed to delegate authority to the local bodies to run ECD programs. Each VDC and municipality ward will have at least one to four ECD centers respectively by 2007. VDCs and municipalities will take the responsibility to establish and operate these centers with block grants / technical supports from the government as well as with resources mobilized at the local level. VDCs and municipalities will collaborate with INGOs/NGOs/CSPs and other community level organizations as required. District and local body will be authorized to run the ECD centers with partnership among NGOs/CBOs and local bodies.

**Implementation of low cost programs:** The government intends to implement low-cost ECD programs by encouraging the use of locally available low-cost educational materials.

**Implementation of parental education program:** The Tenth Plan encourages the non-governmental and social organizations to launch parental education programs. The BPE Master Plan has stated as one of its goals the task of creating awareness among parents towards the need for providing facilities to help children develop their innate capacities before entering primary schools. This strategy will be consolidated and programs in this connection expanded.

**Utilization of Information, Education and Communication (IEC):** The BPE Master Plan has stressed the need for using mass media to convey the messages of ECD to the parents in rural and remote areas. It has also stated that raising awareness is important in preparing VDCs to initiate ECD programs. A comprehensive IEC program for ECD including awareness raising among parents will be designed and implemented with these aspects in view. The government will make necessary institutional arrangements to ensure effective implementation of ECD programs.

**Effective institutional arrangements:** MOES recognizes the importance of coordination, monitoring and evaluation of child development programs run by the Government, national and international Non-governmental Organizations and other related organizations. Moreover, it has also emphasized the need for institutionalising the coordination, monitoring and evaluation activities. It

recognizes that 'fragmented and isolated efforts by different sectors and agencies are costly and therefore a coordinated and integrated approach with cross-sectoral linkages is essential'.

**Piloting the program:** The piloting program will cover all activities related to ECD including parental education, and ECD counselling. The piloting program will test strategies for the promotion of community-based activities linking them with other activities such as primary teacher training, NFE and special needs education program.

**Capacity building:** Capacity building program of ECD professionals, parents, community, people and local bodies will be initiated and boosted where it is in operation for the institutionalisation of ECD activities in the country.

## **Areas of Activities**

### **Learning Opportunities**

ECD and pre-primary curriculum and learning materials including reading materials and handbooks will be developed and continuously updated emphasizing flexibility to fit in the diverse situation of the country. Facilitators' training package and resource materials will be developed. Trainers' training, training for facilitators, and Ayas (female care-takers of babies) will be undertaken.

### **Parental Education Program**

Effective Parent Service Program (EPSP) will be developed with aims to extend the knowledge base and skills of parents and others involved in child caring on early childhood development. The focus will be on health care, behaviour management, family relationship, parenting rights and duties. Centres for parents will be developed in co-ordination with the child development related ministries for counselling them on child's development providing different services. Parent's forum such as 'Effective Neighbourhood Parent Association' will be formed.

Home-based training program, Counselling Centre, Mass Media mobilization, Parental volunteer and Special training package are some of the important steps to be undertaken under this program.

### **Health and Nutrition Program**

Health and nutrition program package within the ECD centres will be developed at the local level (enlisting all the possible ECD sponsoring organizations including health clubs, user groups, schools to have them develop a task force composed of all involved in GO, NGO, INGO and the community). Local people will be trained as ECD facilitators and resource persons to follow an integrated approach that includes health and nutrition. Health awareness and publicity materials will be developed and disseminated (Electronic media like radio, TV, cultural program, guidebooks and pamphlets, street drama and documentary, parental gathering and interaction, home visit, local media).

### **Policy Development, Advocacy and Communication Program**

A number of measures will be implemented as a matter of urgency to create a healthy condition for successful implementation. Orientations on ECD will be organized for various levels of line agencies based on decentralization policy structure of the government. A common understanding is created at every level about child development and about the need of different alternatives/ approaches/services. To increase people's awareness on the importance of ECD the Information, Education and Communication (IEC) strategy will be widely used. Key messages on child development will be incorporated in Non-Formal Education (NFE) program, mobile health clinics and Community Health Volunteers (CHV).

### **Capacity Building Program**

Institutional restructuring is necessary to expand ECD program based on the principles of the children's holistic development through community-based ECD activities. For the development of capacity appropriate institutional structure from the centre to the grassroots level will be established. Training programs will be conducted to enhance the skills of parents and of the different levels of ECD members. Capacity of community and VDC will be built for transfer of the ownership of the ECD centre. ECD section under DOE will be strengthened. ECD focal point will be established at the district level.

### **Monitoring, Evaluation and Supervision**

Proper monitoring and supervision are vital aspects of the entire program. Monitoring and supervision have to be based in the community with the additional support from the VDC and district and national level agencies. The ECD section of DOE, head teacher, SMCs, VEC, NGOs will be involved in monitoring and supervision. Coordination of the ECD programs will be taken care of by RPs, DEOs, DDC, and NGOs. Head teachers and SMCs will ensure that no children under 6 are enrolled in grade 1. Measures will be taken to follow a policy that prohibits enrolment of children below 5 years of age in primary schools and that makes it necessary to establish on the basis of urgency.

### **ACTION PLAN**

**Table 2: Part one: Early Childhood Development**

<b>Task Objectives: Expansion of the Learning opportunities</b>			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>

Develop curriculum and material. Develop resource book.	2003-04	<b>Main:</b> Council, I/NGO, DECD board. Council, I/NGO ECD Centre VDC <b>Cooperating:</b> Parent, facilitator, Community SMC	No. of developed
Develop training package. Link ECD program with teacher training, literacy, and women education.	2003-05		Curriculum, # of published books training package, linked program,
Enrol all below 6 years children.	2003-15		No of enrolled children.
Establish ECD center	2003-15		No of centres established and operated.
<b>Task objectives: Development and implementation of parental education program</b>			
Establish parental counselling center	2003-07	<b>Main:</b> Council, DECD, I/NGO  <b>Cooperating :</b>  VDC  SMC	No. of centre. established
Conduct parental service program through mass media.	2003-05		Times of published and broadcast. No. of developed package and module.
Develop a comprehensive package and module for parental education.	2003-05		No. of volume and items of materials and information.
Develop materials and information about ECD for parents.	2003-04		
<b>Capacity building program</b>			
Provide technical inputs to the ECD activities. Provide training of key trainers.	2003-15 2003-07	<b>Main:</b> Council, I/NGO, DECD, VDC  <b>Cooperating:</b> MOES, training institutions	No. of trained people
Provide training of district level trainers.	2003-07		No of research and .
Research, monitoring and evaluation.	2003-07		

**Table 3: Estimated Cost of the Program Activities**

1ECD (Rs in Million)						
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD Establishment		4014.0	3909.0	2362.0	10285.0
2	ECD Operation		10966.0	21554.0	18058.0	50578.0
3	District RC Establishment		13.5	15.0	9.0	37.5
4	DRC Operation		7.6	22.5	20.7	50.8
5	Advocacy		5.0	5.0	3.0	13.0
6	Capacity Building		2.5	2.5	1.5	6.5
7	Curricular Management		1.0	1.0	0.5	2.5
8	Parental Education		0.5	0.5	0.5	1.5
9	Health and Nutrition		1.0	2.0	2.0	5.0
	<b>Total</b>		15011.1	25511.5	20457.2	60979.8

	HMG/N		2007.0	1954.5	1181.0	5142.5
	Donor		4045.1	3957.5	2399.2	10401.8
	Local Community/Parents		8959.0	19599.5	16877.0	45435.5

## **Free and Compulsory Primary Education**

### *STRATEGIES*

#### ***Mechanism to ensure free and compulsory education***

Basic and primary education is the right of the child. In the present context of Nepal, "Free and Compulsory Education" will mean introduction of legal obligations for families to send to school their children who are in the age group of 5 to 10 years until they complete five years of schooling. HMG/N will make primary education compulsory in phases in collaboration with the local government bodies and the community-based organisations. Based on the willingness of the community and the status of enrolment, the government will take various measures including persuasive measures, support measures and legal provisions to ensure mandatory attendance of children in school.

#### ***Decentralization approach***

Decentralized planning process will be the main strategy for achieving the goal of EFA. Municipalities and VDCs will be made responsible for the field-based execution of the CPE policy. Each Village Education Committee (VEC) will prepare a comprehensive Village Education Plan (VEP), for its VDC and the municipalities will prepare municipality level education plan to address the issues of non-enrolment, non-attendance and non-completion of basic education. Tracking children not attending schools and mainstreaming them will form an indispensable part of community mobilization program. The core of VEP will be to ensure access to education for all by planning additional facilities in schools and other alternative measures. School Improvement Plans (SIP), on the other hand, prepared with the active involvement of stakeholders, will target programs for retention and quality delivery of education through schools. Schools will be given with adequate autonomy for school management in order to meet their plan targets and ensure accountability towards children and parents. The government will provide financial, human and technical support on a transparent and equitable basis.

The stakeholders at the local level, such as teachers, parents and students will be empowered to take an active part in the strategic decisions regarding the preparation, implementation and monitoring of SIPs and VEPs. The role of government and its agencies will be to facilitate the genuine efforts of the communities by providing knowledge, skills, attitudes and resources to translate their aspiration of educating their children into reality.

#### ***Partnership***

In order to achieve the objective of free and compulsory primary education (FCPE), partnership will be established on a broad basis at the national and



international level with GOs, NGOs, INGOs and other private agencies. This will enhance the capacity to achieve FCPE with additional expertise, resources and efforts. Ownership of governance of basic education will be provided to communities, through appropriate representation in the form of empowered School Management Committees (SMCs) and Parent-Teacher Associations (PTAs). The various government agencies at various levels such as RPs at the cluster level, and DEO at the central level will be given full authority and responsibility to develop collaboration and partnership at their respective levels.

### ***Sustainability and Financial Autonomy***

Sustainability of the educational program will be given due priority. The government will encourage local communities to generate and mobilize resources. Adequate autonomy will be provided to communities for generating resources and furnish sustainability in the education programs. The government will provide a block grant, which the community will have full power to allocate in specified education activities as per their plan and priority. However, special resource measures will be undertaken to ensure the access of vulnerable groups to quality basic and primary education.

### ***Quality and Relevance of Basic Education***

Ensuring quality basic education will be one of the key strategies to assure parents and to win the trust of people in education. Quality education requires institutional as well as human capacity to manage and deliver education services effectively. A comprehensive Human Resource Development Plan will be prepared and implemented that addresses the needs of different agencies in order to develop capacity at all levels to effectively plan, manage, implement and monitor the programs for CPE. The implementation of such a plan will require institutional linkages and networking with appropriate institutions within and outside the country. An integrated teacher-training program will also be developed and implemented in order to improve the teachers' qualifications and competencies.

A continuous revision of curriculum and text materials for the inclusion of life skills will also form a part of immediate strategy. Improved relevance will relate to the inclusion of cultural, linguistic and other social values of the local communities in the education system. This will encourage the ethnic minorities to enroll their children in schools. Decentralized curriculum and textbooks with provision for learning life skills will be implemented.

### ***Phased Implementation***

The CPE will be implemented in a phased manner. In the initial phase, areas of non-enrolment will be identified with special focus on the pockets of disadvantaged communities such as ethnic minorities, disadvantaged castes, and remote area dwellers. Programs will be developed to address the needs of these pockets case by case. Gradually, lessons and experiences drawn will be consolidated in order to improve the efficiency of the program for further

expansion. The successful experience will be gradually replicated in different parts of the country, aiming at national level coverage by 2015.

### **Communication and Good Governance**

The government interventions should emerge out of the needs, aspirations and the expectations of the people. In order to understand expectations and aspirations of the people and disseminate government reform programs among a wider audience an effective communication strategy will be adopted. Target group specific communication (ethnicity, cultural groups, deprived communities, child labourer) strategies will be developed using local languages, local groups and traditional methods (community communication, drumming, cultural rituals, etc.) to address the issue of non-enrollment, non-participation and non-completion of basic education. Partnership will be built with print as well as electronic media for community awareness programs in regional languages and help mainstreaming the out-of-school children. Partnership with the local communities including VDCs, CBOs, NGOs, Local bodies/municipalities, local clubs and other cultural groups will be built in order to identify children requiring special supports for schooling and the supports will be channelled through them.

### **Monitoring and Supervision**

Participatory monitoring process involving the stakeholders and program partners will be initiated. This will develop a feeling of ownership among stakeholders and encourage them to get involved more effectively and enthusiastically in the program implementation. Monitoring indicators will be developed on a participatory basis for each VDC, municipality and district making them responsible for ensuring the achievement of targeted indicators.

### **School Mapping**

School mapping will be adopted as a means of rational and equitable distribution of education facilities. In order to address the topographical and regional diversity school-mapping process will be used as a continuous means of facilitating equitable distribution for accommodating children outside schools. It will be considered as an effective tool for micro-planning process. Intra and inter-district redeployment of teachers based on the density of students, opening of school outreach programs for isolated habitations, flexible schools for child workers and other non-formal education facilities will be based on the recommendation of the school mapping process. Identification of inclusive strategies to address the issues of children with special needs will form a part of school mapping.

### **Mainstreaming Out-of-School Children**

In order to develop an effective mechanism for bringing the disadvantaged and deprived child labourer into the fold of formal schooling system, a scheme for compensating the opportunity cost has been developed. The implementation of this program will establish and promote partnership with VDCs and SMCs. As the

poverty of households is a great hindrance toward universalization of primary education, DOE will implement this program linking with other poverty alleviation programs implemented in the country by other ministries and INGOs/NGOs. Similarly provisions of alternative schooling and school extensions such as morning schools and night schools will be developed.

Special programs such as development and operation of residential schools in sparsely populated areas and the areas where school enrolment of children is sparse and difficult will be undertaken. Similarly the government will take the policy for the development of factory-supported schools for the children of workers.

*Upgrading the level of Basic and Primary Education Program*

Increasing the minimum qualification of teachers (12+ grade with training)

Extension of basic and primary education up to grade 8 (grades 1-8)

**ACTION PLAN**

**Table 4: Free and compulsory education for all primary school age children**

<b>Task Objectives:</b> Rationalize and equate educational facilities			
<b>Main Action:</b> School mapping			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Survey of education facilities; Collection and analysis of education information; Identification of education needs;  Sharing, communicating and disseminating education information to wider audience; Planning and implementation for redistribution	2003-2005	<b>Main:</b> DDCs/VDCs/SMCs  <b>Cooperating:</b> DOE/DEOs/RCs	GIS data base established at VDC level Plans prepared based on SM information
<b>Task objectives:</b> Mainstreaming out-of-school children			
<b>Main Action:</b> Social mobilization			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Establish channels of communication for flow of communication Form volunteer groups involving women and disadvantaged groups Packages of affirmative action Incorporate it into the VEPs and allocate budget for positive discrimination	2005 - 2007 Revision in 2010	<b>Main:</b> DOE  <b>Cooperating</b> DDCs/VDCs/SMCs Industries/Factory	GER/NER Out of school children mainstreamed

<b>Task objectives:</b> Gender, caste, ethnicity and disability equity			
<b>Main Action:</b> Gender caste, ethnicity and disability equity activities			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Professional training on strategic planning focused to a) gender; b) ethnicity; c) caste and d) disabilities  Revising teacher service code to foster recruitment of female in teaching as well as managerial posts Family-friendly posting Gender equity in sections and divisions of MOES/DOE Enforcing policy of recruiting teachers from female and disadvantaged groups for addressing the issue of disparity. Teacher policy for social and gender equity	2005-2007 Revision in 2010	<b>Main:</b> DOE MOES/DOE <b>Cooperating</b> NCED	% of female staff at all levels Gender disparity reduced

<i>Task objectives:</i> Good governance <i>Main Action:</i> Decentralized plan			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Establishment of communication unit; Initiation of bottom-up planning; Reporting and dissemination Delegation of school management authority at local levels VEP SIP DEP Alternative School Activity Rehabilitation Physical Construction with Computer, Library, Laboratory Facilities Staff Development Communication, Information and Dissemination	2003-2005	<b>Main:</b> DOE DEO MOES/DOE/RED/DEO/VDC/School  <b>Cooperating:</b> CLAs VECs/SMCs/ Schools Stakeholders	Involvement of stakeholders increased; Efficiency Accountability, transparency and ownership; Informed stakeholder Ownership developed; Accountability/transparency
<i>Task objectives:</i> Development of Partnership <i>Main Action:</i> Partnership at local, national and international levels			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Creation of common interest, common goal and mutual trust Formation of partnership	2003-2005 To continue after review in 2005	<b>Main:</b> MOES/DOE  <b>Cooperating:</b> DEO/VDC/II/NGO/CBO/international agencies	Effectiveness in resource and expertises generated and utilized
<i>Task objectives:</i> Synergy <i>Main Action:</i> Coordination; mechanism; Programs restructuring			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Coordination committees at central and district level; Review institutional arrangement; Creation of organization structure with broad components; Equip sections with appropriate staff	2003-2005 and continue after review	<b>Main:</b> MOES/ DOE  <b>Cooperating:</b> Sectoral ministries	No duplication, Optimal utilization of available resources Effectiveness and efficiency
<i>Task objectives:</i> Head teacher/teacher accountability and authority <i>Main Action:</i> Empower head teachers/teachers			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Delegation of authority with accountability Continue professional support through monitoring and supervision and training program	2003-2005 continue after review	<b>Main:</b> MOES/DOE  <b>Cooperating:</b> SMC/VDC/DDC	internal efficiency Accountability/transparency/ efficiencies

<b>Task objectives:</b> Improving relevance of education			
<b>Main Action:</b> Revise curriculum			
Program Activities	Time Frame	Actors	Monitoring Indicators
Implement three language policy (local, national and English) language transfer, presentation and improvement approaches as appropriate; Incorporation of cultural values of different cultural groups in the text materials; Allow flexibility in curriculum; make it contextual; Rewrite social studies focussing on inspiring contributions made by different ethnic and cultural groups in the process of nation building	2005-2007 Review in 2010	<b>Main:</b> MOES  <b>Cooperating:</b> CDC/JEMC NEFEN and its member organizations,	Language policy formulated and implemented Text materials revised to support multilateral concept
<b>Task objective: EMIS at VDC/Municipality level</b>			
<b>Main Actions</b>	<b>Time frame</b>	<b>Main actors</b>	<b>Monitoring indicators</b>
Establish monitoring mechanism for tracking school age children and mainstreaming them.	003-004	VDCs/Municipalities  Collaborating agencies: DDC/ I/NGOs/CBOs	Monitoring system in place

<b>Task objective:</b> Support mechanism for mainstreaming disadvantaged, deprived, displaced and vulnerable groups			
<b>Main action</b>	<b>Time frame</b>	<b>Main actors</b>	<b>Monitoring indicators</b>
Establish fund to support children out of school because of deprivation due to multiple disadvantagedness. Identify children requiring support for attending schools. Carry out community mobilization and advocacy activities. Provide support to children requiring support for attending schools. Implement income-generating activities to the parents of poor children in order to subsidize opportunity cost.	003-010	VDC /Municipality  Collaborating agencies: DDC	Fund established.  Database  Number of activities Number of children supported. Number of programs
<b>Task objectives: Parental orientation</b>			
<b>Main task</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
Establish mechanism for parental and social counselling.	003-007	VDC /Municipality <b>Collaborating agency:</b> DDC, I/NGOs, CBOs	Counselling mechanism in place

<b>Main task:</b> Legal provision			
<b>Main task</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
Initiate dialogue on the need of	003-012	Parliament	Legal provision

<p>legal provision for enforcing FCPE</p> <p>Undertake study on the need of legal provision for FCPE.</p> <p>Carry out advocacy program for the provision of legal provision to enhance FCPE</p> <p>Enact legal provision from the parliament.</p>		<p>Collaborating agencies: Communities, NGOs, CBOs, Line Ministry</p>	<p>developed.</p>
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**Table 5: Estimated Cost of Program Activities**

Free and Compulsory Education					(Rs in Million)	
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	School Mapping	40.0	200.0	200.0	100.0	500.0
2	Social Mobilization	7.7	20.0	60.0	20.0	100.0
3	Teacher Policy for Gender and Social Equity	3.8	10.0	30.0	10.0	50.0
4	VEP	100.0	500.0	500.0	300.0	1300.0
5	SIP	105.0	525.0	525.0	315.0	1365.0
6	DEP	7.5	37.5	37.5	22.7	97.7
7	Financial support for mainstreaming disadvantaged children	1000.0	5000.0	5000.0	3000.0	13000.0
8	Alternative Schooling	5.6	12.5	37.5	22.5	72.5
9	Rehabilitation	75.0	375.0	375.0	225.0	975.0
10	School Physical Construction, Library, Computer, Laboratory	2854.8	14274.0	14274.0	8565.0	37113.0
11	Communication, Information and Dissemination	75.0	375.0	375.0	225.0	975.0
12	Additional Teacher (Females and Disadvantaged Groups)	130.0	650.0	650.0	390.0	1690.0
13	Staff Development	10.0	50.0	50.0	30.0	130.0
14	Free distribution of books		2890.3	3014.8	2621.0	8526.1
			24919.3	25128.8	15846.2	65894.3
	HMG/N		650.0	650.0	390.0	1690.0
	Donor		20700.8	20910.3	13314.9	54926.1
	Local Community/Parents		3568.5	3568.5	2141.3	9278.3

## **Appropriate Learning for Life Skills**

### *STRATEGIES*

Needs of the various age groups, social groups and special focus groups should be addressed separately through an appropriate learning scheme to ensure provision of appropriate learning and life skills for all.

School education should be improved to make it practical, effective and relevant to the life contexts. The curriculum should be based on front line approach always adapting it to diverse geographic conditions, changing needs, cultural contexts. It should be open, changeable, and flexible. It should utilize indigenous resources and local environment.

Community-based facilities such as Community Learning/Resource Centre should be strengthened and enriched. Similar new centres should be established on the basis of social mapping. The focus of such provision is to address the diverse needs of youths and adults by providing group facilitation, space for learning for everybody, and opportunity for mutual interaction. Such provision should become the physical base for forum or the life skill education in a continuous way.

Community organizations such as community support groups should be mobilized to take an active role in keeping the resource centres functioning and in regularly operating the forums.

Self-learning module, promotional materials in the form of short messages, wall magazines with audio visuals, community notice board should be developed and utilized. Local resources and indigenous wisdom should be capitalized for such material development.

Open and distance mode of education utilizing Radio, TV, Internet, print media and other modes of communication should be developed. Community Learning Centre, Resource Centre, and other education institutions should be utilized to support open and distance learning.

Association of out-of-school children and the youths with the work places – association with service delivery system with live reality ground some support/facilities in matter of health, veterinary, agriculture and environment in learning centres and the institutions of their interest can provide appropriate learning in practical but informal ways. Occupational preparation by association with work through transitional scheme should be developed to bridge educational endeavour with work -- bridging school and work; bridging literacy classes with work. Partnership/cooperation between services and education, promoting local entrepreneurial aspects such as local artisans' skills are also some of the ways of giving wider exposure to the local know-how and appropriate technology.



Appropriate learning and life skill education for the physically disabled will be geared to taking advantage of general provision, and encouraging inclusive mode.

Local entrepreneurial activities should be incorporated in life skill education programs promoting local indigenous skills and knowledge.

All the provision of education made should be friendly/open for inclusive mode of education.

Support special focus groups (disadvantaged people) to take advantage of the provision of life skill education through social empowerment and economic support.

Promoting local artisan's entrepreneurship to work with school graduates and dropouts.

Ageing people need special support with special focus on health, companionship, and opportunities for continued social engagement.

The experience and skills of the resourceful aged people such as retired professionals should be utilized by providing them space in the work place and in the society for volunteer services, social projects, etc. Aged people should be given due recognition and honour for their age status and past contributions; they should be invited to share their experiences/stories in the educational sessions of the youths. The social provision made for cultural activities involving aged people will be promoted.

Because agriculture is the predominant social and economic contexts of Nepal, agriculture should constitute the core area of the life skills education.

ACTION PLAN

**Appropriate Learning and Life Skill Education for All**  
**Table 6: Focus: Primary school age children (6 –10 years)**

<b>Task objective:</b> To make primary school education life skill-oriented and to associate school education with ground reality.			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
<p>Review and revise school curriculum, textbook and current teaching learning practices to develop association with lived reality: to incorporate components of appropriate learning and life skills)</p> <p>Orientation of teachers and curriculum experts</p> <p>Periodic assessment of transfer of life skills education</p> <p>Strengthening supervision and monitoring</p>	<p>2003 -2005</p> <p>Periodic reviews and updating in 2005, 2007, 2010, and 2015</p>	<p>Main: CDC, NCED, DOE, RC</p> <p>Cooperating: Life skills groups; CTEVT, MOLT, MOWSW, Social Coordination Council, NPC, UN agencies, Donors, NGOs and INGOs</p>	<p>Formation of life skills group/forum</p> <p>Standard list of life skills for Primary School</p> <p>Revised curriculum and materials</p> <p>Teacher orientation package</p> <p>Trained teachers</p>
<b>Task objective:</b>		To provide life skill oriented flexible and alternative primary education to out of school children through Non-formal modes	
<p>Review the status of out of school children (primary school age data regarding status of non-enrolled and dropout working child)</p> <p>Identify needs of the out of school children</p> <p>Review and revise the existing provisions of education for out of school children (Enhancement of quality and provisions of school outreach and alternative schooling) to incorporate components of appropriate learning and life skills</p> <p>Develop distance and flexible learning provisions with interesting and motivating self-learning modules</p> <p>Provide orientation/training to teachers/facilitators and curriculum experts</p> <p>Periodic assessment of transfer of life skills education</p>	<p>2003-2005</p> <p>Periodic review and updating in 2005, 2007, 2010, and 2015</p>	<p><b>Main:</b> MOES, CDC, NFEC, NGO</p> <p><b>Cooperating:</b> INGO, UN agencies</p> <p>Teachers, Life skills groups</p> <p>Community organizations, Local Development groups, Local government</p> <p>Social Welfare Council</p>	<p>Document and Reports on provisions of flexible schooling and alternative forms of schooling</p> <p>Status report</p> <p>Needs assessment</p> <p>New set of curriculum and materials</p> <p>Trained teachers/facilitator</p> <p>Increased access</p>

**Table 7: Focus: Out of School youths (11-15 years)**

<b>Task objective:</b> To provide appropriate learning and life skill education to out-of-school youths through non-formal education, literacy classes and occupational skill training			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
Identify the status of out of school youths, Review and revise the curriculum and material packages of non-formal education for out of school youths Formal and non formal mode of education for skill training Develop non-formal, formal education linkage and learning accreditation system (complimentarily) to facilitate mainstreaming of the education of the youths Develop flexible and distance learning system and open learning system with suitable self-learning modules as well as audio-visual provision including the use of radio, and television, electronic media, etc. Develop Community Learning Centres to facilitate youths to get access to flexible learning space materials, interaction with fellow youths and resource persons Orientation of teachers/resource persons and curriculum experts on life skill education Develop schemes of workplace association, career guidance and information support to prepare youths for productive life by combining study and work Periodic assessment of transfer of life skill education	2003-2005 Periodic review and updating in 2005, 2007, 2010, and 2015	Main: MOES, NFEC, CDC, NGO Cooperating: MOWSW, MOLD, MOLT Teachers, Life skills groups UN agencies, INGO, Community organizations, Local Development groups, Local government Chamber of Commerce, FNCCI, CTEVT Social Welfare Council	Document and Reports on provisions of flexible schooling and alternative forms of schooling Status report Needs assessment New set of curriculum and materials Trained teachers/facilitator Increased access

**Table 8: Focus: Youths and adults 15+ age group**

<p><b>Task objective:</b> To develop provisions of appropriate learning and life skill education for youths and adults that addresses</p> <ul style="list-style-type: none"> <li>- the current contexts and needs (such as health, sanitation, occupation, information exchange, preparation for natural disaster, relief management etc.)</li> <li>- the need to develop a culture of continuous learning and refresher training</li> </ul>			
Program activities	Time frame	Actors	Monitoring indicators
<p>Identify the status of illiterate youth adults</p> <p>Review and revise the curriculum and material packages of non-formal education for illiterate and post-literate adults</p> <p>Develop suitable self learning modules</p> <p>Develop Community Learning Centres to facilitate youths and adults to get access to flexible learning space, materials, interaction with fellow youths and adults and resource persons</p> <p>Open possibilities of developing entrepreneurial skills, community organization, and innovations for enhancing life skills</p> <p>Associate NFE with occupation– NFE followed by vocational training, income generating activities</p> <p>Associate skill development with applications focusing on work place and daily life needs (GOs and NGOs and service delivery agency should be mobilised)</p> <p>Promote social artisans' skills as entrepreneurship by linking it with school education</p> <p>Develop open learning system utilizing audio-visual provision including the use of radio and television</p> <p>Enhance flexible hour educational institutions such as morning/night classes, schools, etc.</p> <p>Develop core and area-specific approach to life skill education e.g., language and cultural contexts</p> <p>Develop learning accreditation system and</p>	<p>2003- 2005</p> <p>Periodic review and updating in 2005, 2007, 2010, and 2015</p>	<p>Main: MOES, NFEC, CDC, MOLD, MOLT, MOWSW, NGO</p> <p>Cooperating: Teachers, Life skills groups, Community organizations, UN agencies, INGO, Local government Chamber of Commerce FNCCI</p>	<p>Document and Reports on current life skill education for youths and adults in Nepal</p> <p>Status report</p> <p>Needs assessment</p> <p>New sets of curriculum and materials</p> <p>Trained teachers/facilitator</p> <p>Increased access</p>

non-formal/formal education linkage Orientation of teachers/resource persons and curriculum experts on life skill education Periodic assessment of transfer of life skills education			
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**Table 9: Focus: Disabled group**

<p><b>Task objective:</b> To provide appropriate learning and life skill education provision that addresses</p> <ul style="list-style-type: none"> <li>- the special needs of the various disabled groups</li> <li>- the need to make general provisions accessible to the special groups as well</li> </ul> <p>The need to empower the disabled groups to be part of the normal social and educational activities</p>			
Program activities	Time frame	Actors	Monitoring indicators
<p>Identify the status of disabled people</p> <p>Develop suitable self-learning modules for various physical disabilities/appropriate delivery approach</p> <p>Develop provisions in the Community Learning Centres for easy access to disabled people</p> <p>Develop provisions for disabled people to enable them to take advantage of open learning system</p> <p>Training of teachers/resource persons and curriculum experts on the life skill education needs and provisions of disabled people</p>	<p>2003-2005</p> <p>Periodic review and updating in 2005, 2007, 2010, and 2015</p>	<p>Main:</p> <p>MOES, NFEC, CDC, MOWSW, NGOs, Organizations of/for disabled groups</p> <p>Cooperating:</p> <p>Teachers, Life skills groups, CBOs, UN agencies, INGOs, MOLD, MOLT,</p>	<p>Documents and Reports on current life skill education for disabled people in Nepal</p> <p>Status report</p> <p>Needs assessment</p> <p>Appropriate curriculum and materials</p> <p>Trained teachers/facilitators</p> <p>Increased access</p>

**Table 10: Focus: Special focus groups  
(Disadvantaged communities such as ethnic and linguistic minorities, dalits)**

<p><b>Task objective:</b></p> <p>To empower special focus group people to get access to the provision of appropriate learning and life skill</p> <p>To support the special focus group people to get benefit of the provision of appropriate learning and life skill education</p>			
Program activities	Time frame	Actors	Monitoring indicators

<p>Identify the status and difficulties of special focus group people  Develop provision of special support/motivation for facilitating the groups to enter and get benefit from mainstream education system  Establish forum for advocating social justice and equity  Establish support group, enhance the capacity of the support groups facilitating the educational development of the special focus groups  Proactive awareness program for social justice, equality, and social sharing of facilities and responsibilities  Sensitize and train teachers/resource persons and curriculum experts regarding the issues of social evils, social justice and equality</p>	<p>2003-2005  Periodic review and updating in 2005, 2007, 2010, and 2015</p>	<p>Main: MOES, NFEC, CDC, NGO  Cooperating: Teachers Life skills groups, Community organizations, ILO and UN agencies, INGO  Local Development groups, Local government, MOWSW, MOLD, MOLT, Chamber of Commerce, FNCCI</p>	<p>Documents and reports on current life skill education for youths and adults in Nepal  Status report  Needs assessment  New sets of curriculum and materials  Trained teachers/facilitators  Increased access</p>
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**Table 11: Focus: Senior adults (Aging people)**

<p><b>Task objective:</b> To provide appropriate learning and life skill provision to old age people that addresses</p> <ul style="list-style-type: none"> <li>- the need for learning support for the old age people</li> <li>- the need to develop culture of integrated community living that provide due space and opportunity for all in the present contexts             <ul style="list-style-type: none"> <li>• the need to develop system and culture that utilize the experience and skills of old age people (to develop space for engagement as expert, volunteer etc.)</li> </ul> </li> </ul>			
Program activities	Time frame	Actors	Monitoring indicators
<p>Identify the status and needs of old age people</p> <p>Develop Community Learning Centres to utilize the experiences of old age people and provide access to them to flexible learning space, materials, and interaction with others</p> <p>Enhance/develop space to engage old age people as expert, volunteer, etc. Social gathering, Saptaha/Bhajan, social reflection sessions with the active participation/initiative of the old age people</p> <p>Orientation/training of teachers/resource persons and curriculum experts regarding the potentials and limitations of old age people regarding life skill education</p>	<p>2003-2005</p> <p>Periodic review and updating in 2005, 2007, 2010, and 2015</p>	<p>Main: MOES, NFEC, CDC, NGO</p> <p>Cooperating: Teachers, Life skills groups, Community, organizations</p> <p>ILO and UN agencies, INGO, Local Development groups, Local government</p> <p><u>MOWSW</u>, <u>MOLD</u>, Chamber of Commerce, <u>FNCCI</u></p>	<p>Document and Reports on current life skill education for old people in Nepal</p> <p>Status report</p> <p>Needs assessment</p> <p>Modules of self learning</p> <p>Trained teachers/facilitator</p> <p>Increased access</p>

**Table 12: Estimated cost of the program activities**

Life Skills				( Rs in Million)		
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	Reviews and Studies	1.0	8.0	2.0	2.0	12.0
2	Orientation Teacher Training		3.5	2.0	1.5	7.0
3	Materials Development		2.0	0.5	0.5	3.0
4	Curricular Revisions		0.5	0.5	0.5	1.5
5	Link Formal/ NFE		0.5	0.3	0.2	1.0
6	Capacity Building		20.0	20.0	20.0	60.0
7	Occupational Training /Skill Training		75.0	150.0	150.0	375.0
8	School Preparation for life skill training		100.0	100.0	100.0	300.0
9	EMIS		5.0	3.0	2.0	10.0
10	Supervision and Monitoring		3.0	3.0	1.5	7.5
11	CLC Development	1.0	25.0	40.0	10.0	75.0
12	Social Mobilization and Awareness		30.0	20.0	10.0	60.0

13	Periodic Assessment		14.0	7.0	7.0	28.0
	Total		286.5	348.3	305.2	940.0
	HMG/N					
	Donor		286.5	348.3	305.2	940.0
	Local Community/Parents					

## Ensuring Social Equity and Gender Parity

### STRATEGIES

It has often been pointed out that the socio-cultural-construct of the society and the less transformative political system contribute to continued educational disparities on the basis of gender, caste, ethnicity, religion, and disabilities. Such disparities could be observed in several places from school classroom to policy level offices. This situation requires persistent but gradual changes in the contexts. Different strategies need to be taken to bring about changes. The following is a list of different activities and strategies proposed:

**Advocacy/lobby measures:** MOES and other service providing agencies, over the years, have adopted advocacy measures to sensitise the stakeholders of education in relation to gender parity. Messages regarding harmony, equality, and compassionate coexistence of people of all castes, ethnicity, and disability are propagated. These steps will be continued with enhanced means and approach. Folk as well as high tech media will be used to ensure cultural sanitisation in matters of patriarchic mindset, hierarchical practice, caste taboos, ethnic disputes, and child right versus child duty perspectives.

**Meritocracy measures:** MOES as well as other service providing agencies are providing incentives to the meritorious children. These incentive programs will be continued by reforming their delivery systems. Besides, some programs will be added to cater for the meritorious students comprising girls, *Dalit*, children of the ethnic groups, and disabled.

**Reflective measures:** trainers, teachers, supervisors, and other stakeholders of education take a non-committal stance and so detach themselves while discussing the contemporary and lived issues. Because of this attitude of detachment, participants cultivate contradictions in their words and actions. This issue of detachment will be addressed through a series of reflective sessions at different locations.

**Pedagogical measures:** One-fits-all approach to teaching is prevalent in Nepali classrooms. This "equalizing pedagogy" fails to cater for the children of special needs such as girls, *Dalit*, ethnic groups, and disables. In this context, individualized and group teaching measures will be adopted.

**Special program measures:** Because of the numerous efforts put in the field of education, many children are enrolled in school. The non-schooled children so far are those who belong to a group marginalised by the obscurantist socio-

ethnic and hierarchy-based cultural composition of the country. These hard-core groups mostly constitute girls, child labourers, *Dalits*, ethnic nubieurt groups, small linguistic communities, tribal religious groups, and the disabled. All of these children along with their parents need special packages. Some of these packages have already been developed to ensure access of girls, *Dalits*, ethnic groups, and disabled to education. In this consideration, different strategies will be developed under special program measures.

**Measures for the enhancement of cultural identities:** A healthy school system including environment and curriculum practices will be developed to acknowledge and enhance the culture, language, and skill of the local people, particularly that of the ethnic minorities and *dalits*.

**Local record keeping measures:** DOE is developing EMIS at the local level under its SIP and SPIP. Even the local government is producing such records under local self-government plan. Consequently local information is available from different sources. Strategies will be adopted to ensure the availability of disaggregated information about non-schooled girls, *Dalit* children, children of the ethnic as well as religious groups, and disabled at the school/local government/VEC levels. In view of the different sources of information one window policy regarding national representation data will be adopted. The concept of national data authority will be developed and implemented for this purpose.

### **Areas of equity and parity**

Social equity and gender parity should be examined in four areas viz. parity in access, parity in quality, parity in relevancy, and parity in management. In each area, different actions will be taken to ensure educational parity of girls, *Dalits*, children of the ethnic as well as religious groups, and the disabled. These actions are:

### **Guaranteed 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, and short duration school hours. Strategy will be developed to support the education of individuals and groups in such circumstances.

School extension program and full-time as well as part-time residential schools will be developed as part of ensuring access to education. Some of the other strategies include (a) reorienting and supporting current school system for extension activities (b) establishing full-time as well as part-time residential schools in the sparsely populated and poverty ridden areas (c) encouraging and supporting individuals, groups, and institutions to run these schools.

### **Guaranteed quality education**

Children of different cultural groups and abilities study in school. Disadvantaged children need additional support to be at par with their counterparts because (a)

being the first generation learners as they are, in most cases, they have less chance of having familial support in education (b) they are relatively weak or different from the mainstream group in their classroom performance (c) they need special support no matter whether it is emotional, academic, tutorial, and moral.

Teachers and volunteers play a major role in the process of guaranteed quality education. In this situation, there will be (a) re-orientation of the teachers by using whole school approach (b) preparation of students and local peoples' group as volunteers to support the needy children (c) pairing the needy children with the teacher/student/local people volunteers for additional support (d) production and use of varieties of educational materials in different languages and cultural contexts (e) organization of quality competition programs.

### **Guaranteed relevancy in education**

Life skill and career skills are highly important for the development of the disadvantaged communities. Two major steps will be taken to address the need. They are (a) development of lived reality-based spiral curriculum at the local level (b) pedagogical changes. Development of community curriculum targeted to girls, *Dalits*, children of minority ethnic as well as religious groups, and the disabled and reorientation of teachers are the major processes to be followed. Training for the development of local curriculum, development and collection of local materials in different locations, and re-training of the teachers are the inputs needed for guaranteed relevancy in education.

### **Gender parity and social equality in management**

Girls, *Dalits*, children of minority ethnic as well as religious groups, and the disabled have non-routine issues to be addressed. These non-routine issues are alien to the routine management. Because of this situation, management approach will be developed to (a) reorient teachers (b) initiate social dialogue about local issues and derive educational implication (c) adopt a definite language policy for a specific area (d) provide community option for language choice as schooling in the students' mother tongue or mother tongue as optional subject or bi-lingual/multi-lingual education or language transfer approach to teaching (e) introduce guidance and counselling services for the needy children, and (f) establish skill and creativity preservation centres.

To address this, reorientation of the school management, school management committee, VEC, local government, and service providing agencies will be needed.

## **ACTION PLAN**

### **Expansion of Access to Disadvantaged Communities**

#### **Table 13: (a) Area: Policy**

<b>Task Objectives:</b> Develop new policies or reorient the existing policies on inclusion of ethnic minorities, <i>Dalits</i> , and females, on the development and use of local languages and on cultural flexibility			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Inclusion of gender, caste, ethnicity, religion and disability mainstreaming policies	2003 -2005	<b>Main:</b> DOE, RED, and DOE <b>Cooperating</b> DDC, VDC, and Schools	Discussion sessions on gender, caste, ethnicity, religion, disability at DDC, VDC, and schools
Announcement of three language policy at the political level and language transfer policy at the classroom level	2003 - 2005	<b>Main:</b> MOES <b>Cooperating:</b> Ethnic organizations and language activist groups	Declared language policy for educational purpose
Adaptation of core and local curricular approach in curriculum development		<b>Main:</b> DOE and CDC <b>Cooperating:</b> Organizations related to women, Dalit, ethnic and religious groups, and the disabled	Curricular policy reform for accommodation of local curriculum and instructional materials

<b>Task Objectives:</b> Enforce the current system and expand alternative forms of the learning system to address the needs of non-schooled girls, <i>Dalits</i> and the social minorities			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Introduction of home delivery courses or open learning courses for special focus children Develop residential schools for special focus children		<b>Main:</b> DOE/DEC	Equivalent alternative education for the special focus group children through open learning system Policy and program implementation for residential schools for the special focus children

**Table 14: (b) General programs**

<b>Task Objectives:</b> Prepare both the primary and secondary stakeholders of education for girls, Dalits, ethnic and religious groups, and disabled education			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Issue-based discussions at policy, implementation, and grassroots levels. The issues include the mainstreaming of girls, Dalits, ethnic and religious groups, and the disabled	2003 - 2015	<b>Main:</b> Political agency such as DDC, VDC, and Municipality; bureaucratic agencies such as DEO, RC; community-based agencies such as school and community organizations <b>Cooperating:</b> NGOs and INGOs	Mutually agreed indicator  Critically alert school teachers, students, educational bureaucrats, and political personalities
<b>Task Objectives:</b> Positive actions in the forms of residences			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Incentives and subsidy programs for girls, Dalits, ethnic and religious groups, and disabled in the form of (a) student scholarship (b) opportunity cost subsidy for parents (c) guaranteed job scheme for poor parents (d) scholarship for ethnic and religious groups	2003 - 2015	<b>Main:</b> DEO, RC <b>Cooperating:</b> Local government and other development partners including local government	VDC-based shared indicators for granting subsidy and incentives  Established basket incentive and subsidy programs in each VDC, municipality and school
<b>Task Objectives:</b> Recruit and/or reorient teachers to address social disparities that occur from gender, caste, ethnicity, and disability factors			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Inclusion of contents to address gender, caste, ethnicity and religion, and disability-related inequalities in teacher training packages, curriculum, textbooks, and other reading materials	2003-2005	<b>Main:</b> DEE and teacher training institutes such as PTTC, DEC, FOE, SOE and its constituent as well as affiliated campuses <b>Cooperating:</b> NGOs and INGOs that are working for egalitarian society	Curricular well as textual revisions  Implementation of gender, caste, ethnicity, religion, and disability friendly curricula and textual materials
<b>Task Objectives:</b> Implement open learning program for girls, Dalits, ethnic groups, and disabled			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Development of self-learning and minimum help seeking packages to ensure home delivery education	2003 - 20015	<b>Main:</b> DEC Schools and RCs <b>Cooperating:</b> Local governments and NGOs	Varieties of open learning packages available  Open learning programs in operation
<b>Task Objectives:</b> Enhance representation and participation of the Dalits, minorities and females in various educational activities			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>

<p>Initiation and continuation of physical representation of the disadvantaged group in a proportionate manner. For example, girls', Dalits', ethnic groups, and the disabled representation in play, delegation, tours, etc.; Activities to boost the capacities of the disadvantaged children to compete with others in the mainstream</p>	<p>2003 - 2015</p>	<p><b>Main:</b> DOE, DEO and RC <b>Cooperating:</b> School, local government and NGO as well as INGO</p>	<p>RC-based shared indicators  Proportionate representation of girls, Dalits, ethnic and religious groups, and disabled in different activities</p>
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<b>Task Objectives:</b> Develop and implement identity protection programs			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Initiation of identity support programs such as (a) cultural mosaic for cultural identity (b) creativity and skill exhibition program for caste/ethnicity identity (c) multi-lingual literacy for language identity (d) performance exhibitions for disabled children's identity	2003 - 2015	<b>Main:</b> RC and schools <b>Cooperation:</b> Women, <i>Dalits</i> , ethnic as well as religious groups' organizations, NGOs and INGOs	Activist- developed indicators  Identity support programs in different schools, RCs, VDC/municipalities, district, and capital cities
Introduction of pedagogical reform programs such as (a) reflective approach to teaching and learning (b) reflective supervision and monitoring system (c) teaching through case analysis (d) generating local knowledge and linking them with global knowledge in a spiral way (e) group and individualized approach to teaching	2003 - 2015	<b>Main:</b> Teacher' training institutes and RC system <b>Cooperating:</b> Teachers unions, parents' associations, and students' associations	Shared but union-developed indicators  Implementation of reformed teaching approach in schools
Replacement of traditional examination system by individualized progress card system	2003 - 2007	<b>Main:</b> DEO, RC and school <b>Cooperating:</b> District and Village Education Committees	Progress chart of the individual  Individualized progress report form in place

<b>Task Objectives:</b> Ensure local government level disaggregated information system			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
Creation and updating of local government's EMIS	2003 - 2015	<b>Main:</b> Schools, local governments, and VDC/municipality associations <b>Cooperating:</b> NGOs and INGOs	Updated data base at the local government level as well as in schools
Introduction of remedial education program for girls, <i>Dalits</i> , ethnic and religious groups, and the disabled		<b>Main:</b> Schools	Number of remedial classes and the beneficiaries  Remedial classes for girls, <i>Dalits</i> , ethnic and religious groups, and disabled
Establishment of workable relationship with the concerned parties for material development	2003 - 2015	<b>Main:</b> CDC, JEMC, IPs and Nationalities' organizations <b>Cooperating:</b> NGOs and INGOs	Shared indicators  Number of materials for the children belonging to different IPs and nationalities



**Table 15: (c) Special programs**

For girls			
<b>Task Objectives:</b> Change dress code			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
Elimination of compulsory uniforms for girls campaigning for toilet construction for girls	2003 - 2007	Main: Schools  Cooperating RC, NGO and INGO	Dress code  Girls' toilet in each school

For Dalits			
<b>Task objective:</b> Promote joint feast program through schools			
School initiated periodic common mess system/program for <i>Dalits</i> and non- <i>Dalits</i>  Campaign for <i>Dalits</i> ' temple and house entry Development of <i>Dalit</i> -specific reading materials that contain (a) history of <i>Dalits</i> (b) heroes and heroines of <i>Dalit</i> movement (c) <i>Dalit</i> and international contributors  (d) <i>Dalits</i> ' contribution in different field of knowledge especially in the field of vocational and technical education	2003 2015	<b>Main:</b> Schools Cooperating <i>Dalit</i> and pro- <i>Dalit</i> NGOs and <i>Dalit</i> Organizations	Number of school and community organized common mess programs School and community indicators that break the barrier of untouchability  Number of locally developed materials  Specific materials addressed to the education of <i>Dalits</i>

For ethnic and religious groups			
<b>Task objective:</b> Promote ethnic language and culture			
<b>Program activities</b>	<b>Time frame</b>	<b>Main actors</b>	<b>Monitoring indicators</b>
Initiation of language and cultural promotion programs in school mother tongue teaching Develop multi- language learning dictionary Prepare bi-lingual teachers Encouragement of programs for teachers to be bi-lingual at the local level Inclusion of linguistic and cultural sensitivity content in teacher training programs	2003 2015	Main: Schools and RC Cooperating Local government, NGOs INGOs, IPs and National language based organizations and ethnic as well as religious organizations	For protection and promotion of language and culture Language issue in education resolved Availability of multi-language dictionaries Number of bi-lingual teachers

For disabled groups			
<b>Task objective:</b> Develop disability-specific reading packages			
<b>Program activities</b>	<b>Time frame</b>	<b>Main actors</b>	<b>Monitoring indicators</b>
Development of disability-specific reading materials that ensure access to (a) disabled of different types and situations (b) inspiring history of the disabled personalities (c) contributions of the disabled from the local to the international levels	2003 2015	Main: DOE and DEO Cooperating Different disability-based organizations, NGOs and INGOs, CDC	Availability of a variety of suitable reading materials

**Table 16: Estimated cost of the program activities**

Gender Development			(Rs in Million)			
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	Policy Advocacy		1.5	1.0	0.5	3.0
2	Social Mobilization		1.0	0.5	0.5	2.0
3	Curricular Reforms		1.0	0.6	0.4	2.0
4	Self-Learning Materials Development		1.0	0.6	0.4	2.0
5	Parental Support Program		3.0	3.0	3.0	9.0
6	Residential School		5.5	5.5	5.5	16.5
7	IEC Program		2.0	1.5	0.5	4.0
8	Teacher Sensitisation Materials (Girls)		1.0	0.6	0.4	2.0
9	Dalit		1.0	0.6	0.4	2.0
10	Ethnic Minorities		1.0	0.6	0.4	2.0
11	Disabled		1.0	0.6	0.4	2.0
12	Braille Materials		5.0	3.0	2.0	10.0
	<b>Total</b>		24.0	18.1	14.4	56.5
	HMG/N					
	Donor		24.0	18.1	14.4	56.5
	Local Community/Parents					

## **Ensuring the Right of Indigenous People and Linguistic Minorities to Basic and Primary Education through Mother Tongue**

### *STRATEGIES*

One of the main problems regarding effective and meaningful participation of language and ethnic minorities relates to the difference in the language they speak and the national language in which the instructions are available. This also brings forth another problem, which is caused by the difference in the cultures and the ways of life. The overall strategy is therefore to use the local language, the language of the ethnic and linguistic minorities, as the medium of instruction and thereby incorporate the local culture in education. This has double objectives; first to make basic and primary education learner friendly and easily available to the people of linguistic and ethnic minorities in a meaningful and effective way and secondly, to help enhance the social and cultural status of the groups including enrichment of their languages. However, steps will also be taken to ensure national integration of the different groups by helping them learn the national language. Thus it has listed the following objectives towards achieving the universalized educational access to the linguistic and ethnic minorities:

- To facilitate the use of minority languages as the medium of instruction at the primary level of education in a phased manner;
- To suggest strategies for bilingual education at the primary level in a multilingual situation;
- To recommend for the active support of the government and the concerning communities in boosting the use of mother tongue in primary and other levels

of education;

- To prepare educational materials in all primary subjects through the medium of mother tongue relevant to the life skills and cultures of all indigenous peoples and linguistic minorities and gradually introduce them in education in a phased manner;
- To suggest policy for the recruitment, training and deployment of mother-tongue-teachers
- To introduce minority languages in various types of non-formal education

**Four main strategies will be taken to achieve these objectives:**

1. *Use of mother tongue as the subject and the medium of instruction*
2. *Bilingual education*
3. *Teachers' recruitment, training and deployment*
4. *Special programs for endangered languages and cultures*

**1. Use of mother tongue as subject and medium of instruction**

In keeping with the status of minority languages, measures are to be adopted in five phases in introducing them at the primary level of education. These phases are as follows:

**PHASE I:** To boost up the teaching of the 11 minority languages with literate traditions and textbooks (namely, Maithili, Newar, Limbu, Bhojpuri, Awadhi, Bantawa, Tamang, Tharu, Magar, Sherpa, and Urdu) as the medium of instruction and as a subject in multi-lingual context at the primary level of education in the first three years (2003-2005),

**PHASE II:** To design curricula and textbooks for teaching the minority languages inclined towards developing their writing system and to introduce them as medium of instruction and as subject in multi-lingual context at the primary level of education in the next three years (2006-2008),

**PHASE III:** To develop the writing system for the minority languages which have no literate tradition, design curricula and textbooks for teaching such languages and introduce them as medium of instruction and as a subject in multi-lingual context at the primary level of education in the next three years (2009-2011),

**PHASE IV:** To design curricula and prepare textbooks in order to introduce all the minority languages including the most endangered ones as the medium of instruction at the primary level of education during the next two years (2012-2013),

**PHASE V:** To open mother tongue schools for endangered languages (2014-2015) at the rate of at least one in each election constituency.

**2. Bilingual education**

To introduce the use of both the mother tongue and the national

language at the primary level of education in a bi/multilingual situation;

### **3. Teachers' recruitment, training and deployment**

- To formulate policies and programs for mother tongue teachers' recruitment, training, and deployment at the government level,
- To relax the academic requirements for the recruitment of the mother tongue teachers,
- To develop a policy to ensure the recruitment of mother tongue teachers from among indigenous people (IP) and linguistic minorities.

### **4. Special programs for endangered languages and cultures**

To design special programs for the immediate use of endangered languages and cultures in basic education and for their preservation and promotion,

#### **Advocacy**

To seek the cooperation of NGOs, teachers and community leaders from among the IPs and linguistic minorities to create awareness about using mother tongue as the medium of instruction/subject,

#### **Economic incentives**

To provide economic support to the families not able to send their children to school owing to poverty,

#### **Revision**

To revise school textbooks and curricula especially of social studies, history and culture to incorporate multicultural realities of Nepal, to foster national harmony and to forestall conflicts.

Action Plan for ensuring the Rights of Indigenous People and Language Minorities to Basic and Primary Education through Mother Tongue.



<p><b>Phase IV</b> To establish mother tongue schools in all the minority languages with and without literate traditions</p> <p>To include minority languages without literate traditions as subjects in multi-lingual context:</p> <p>To design curricula and prepare textbooks</p>	2012-2013	<p><b>Main:</b> Schools and MoE /S</p> <p><b>Cooperating:</b> Local IPs and/or linguistic minority groups, NGOs, INGOs, CDC and linguists and other specialists NEFEN and its member organization</p>	Indicators developed by co-operating agencies
<p><b>Phase V</b> To open at least one mother tongue school for each endangered indigenous people's (IP) and linguistic minority languages in each viable areas</p> <p>To develop the writing systems for these, design curricula and textbooks incorporating the specific cultures they embody</p>	2014-2015	<p><b>Main:</b> Schools and MoE/S</p> <p><b>Cooperating:</b> Local IPs and/or linguistic minority groups, NGOs, INGOs, CDC and linguists and other specialists NEFEN and its member organization</p>	Indicators developed by co-operating agencies

**Task Objective:**  
**Bilingual education:** to introduce 2 languages in teaching  
**Adult Literacy:** To introduce mother tongue in adult literacy programs

Program Activities	Time Frame	Actors	Monitoring Indicators
<p>To prepare textbooks and train teachers</p> <p>To prepare reading materials with focus on ethnic cultural values</p>	2003-2005	<p><b>Main:</b> Schools and MoE/S</p> <p><b>Cooperating:</b> Local IPs and/or linguistic minority groups, NGOs, INGOs, CDC and linguists and other specialists NEFEN and its member organizations</p>	Indicators developed by co-operating agencies

**Task Objective:** Teachers' recruitment, training and deployment

Program Activities	Time Frame	Actors	Monitoring Indicators
To formulate policies and programs for mother tongue teachers' recruitment, training, and deployment	2003-2005	<p><b>Main:</b> MOES</p> <p><b>Cooperating:</b> Local IPs and/or linguistic minority groups, NGOs, INGOs, CDC and linguists and other specialist NEFEN and its member organization s</p>	Indicators developed by co-operating agencies

**Task Objectives:** Non-formal education and adult literacy for linguistic and ethnic minorities

Program Activities	Time Frame	Actors	Monitoring Indicators

<p>To prepare reading materials with focus on ethnic cultural values</p> <p>To develop adult literacy and non-formal education programs in local languages incorporating local social and cultural contexts.</p> <p>To adopt such programs and materials in the CLC-based activities.</p>		<p><b>Cooperating:</b> NEFEN and its member organizations</p>	
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**Table 18: Estimated cost for the program activities**

Mother Tongue		(Rs in Million)				
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	Establishment of Minority Language Schools					
	Establishment Cost		75.0	125.0	100.0	300.0
	Operation Cost		375.0	1000.0	750.0	2125.0
	Teacher Training		1.1	1.9	0.8	3.8
2	Curriculum Development and Advocacy		5.0			5.0
3	Printing of teachers' book		15.0	40.0	30.0	85.0
4	Training of Teachers in Bilingual Education		10.0			10.0
5	Policy Development		0.5			0.5
6	Reading materials		0.5			0.5
	Total		482.1	1166.9	880.8	2529.8
	HMG/N		375.0	1000.0	750.0	2125.0
	Donor		88.4	135.7	105.8	329.8
	Local Community/Parents		18.8	31.3	25.0	75.0

## Adult Literacy

### STRATEGIES

There is a need for evolving effective and practically viable policies for the enhancement of adult literacy. Based on the analysis of the present context and a study of relevant documents, the following measures will be undertaken:

### **Special measures for the communities far lagging in literacy**

Illiteracy and poverty often go side by side. Therefore, basic literacy programs should be conducted on a priority basis for the disadvantaged social groups based on the following criteria:

**Remoteness:** The areas that are a long way from the road network or the airport and the far-western development region.

**Dalit:** The disadvantaged group of people from among the Dalits who fall under the priority groups in the National Dalit Commission document, e.g., Musahar, Dushad, Badi.

**Minority Ethnic Groups:** Such as Raute, Rajbansi, Dhimal, Chepang, or the groups that are in the priority list of the National Ethnic Upliftment Academy.



**Women:** Women activists, elected representatives and the groups that are prioritised by the National Women's Commission.

**Age-Groups:** Adolescents and children, etc.

**Economic:** Landless, jobless, *Dalits*, women, people from ethnic groups, groups involved in production promotion, farmers, labourers, housewives, etc.

From among these groups, the groups or areas as prioritised by VDCs and DDCs.

Public awareness and participation is crucial for the success of non-formal education program. Campaigns should be launched to bring about awareness and to mobilize the public for this purpose. Media of mass communication will be mobilized for this.

### **Measures to establish complementarity between formal and non-formal education**

Establishing harmonious complementarity between formal and non-formal education systems is important to make non-formal education and literacy activities effective and meaningful for long-term benefit. System of accreditation and equivalency of non-formal education with formal education system will be developed to facilitate functional relationship and transferability of the students from one stream to another. Non-formal education programs for the out-of-school children that are equivalent to the formal stream will be further developed.

Expanding the provision of post-literacy programs and making necessary coordination with the skill-training-providing institutions and the institutions that provide loan services and thereby linking the literacy programs with income generating activities so as to support the poverty alleviation program.

### **Community Learning Centre (CLC) for community-based Literacy Program**

A Community Learning Center (CLC) is a very effective and locally sustained institutional provision for conducting continuing education. In view of the need for opening a large number of CLCs to provide literacy classes and continuous education the physical structures of the local primary schools should be utilized after and before the school hour so as not to hamper the teaching schedule of the schools. CLCs should be provided with initial physical and technical supports from the local bodies, i.e. the VDCs and the ward offices of the municipalities.

Steps are to be taken to revise and improve the existing curriculum and textbooks and to link non-formal education with the formal system. The reading / learning materials for different agencies involved in the literacy programs will be made available through the market. Similarly, the private sectors should be encouraged to produce these materials. The Non-Formal Education Council will involve itself more in action research than in developing curriculum and materials.

The Non-Formal Education Council will be strengthened to operate as an organization with representation of stakeholders. It will be entrusted with and thereby made responsible for the promotion of basic and non-formal primary education and function as business coordinator and facilitator (If it cannot

handle this job, then there should be a separate organization to carry out these functions). Similar structures will be developed in the DDCs and VDCs.

Interest groups and stakeholders like sister organizations of political parties, members of trade unions will be mobilized to conduct literacy campaign.

The NFE Council will be more involved in the expansion of non-formal children's education and local agencies will be encouraged to involve themselves in the literacy raising campaign. The demand and supply management of literacy programs should be managed through the local governments. The Council will make arrangements to provide block grants to the districts on priority basis. Then the districts and the villages will be entrusted with the task of preparing literacy programs and will be encouraged to make as many people literate as possible.

The district level literacy personnel will receive orientation training on the key teaching/learning methods through I/NGOs. Moreover, the local bodies will be made responsible for choosing the methods / approaches.

Enhancing the capabilities of the DEOs in publishing quarterly newsletters to be used as reading materials for the neo-literates.

### **Action Areas**

Mainly there are three types of activities to be carried out for the basic education and literacy programs: a) Facilitation and Coordination, b) Research and c). Providing Grants-in-Aid (GIA)

#### **a) Facilitation and Coordination**

A structure will be developed to establish a coordination and facilitation service unit in non-formal education sector. A committee will be formed to functionalise the service provision. The NFE Council should provide technical leadership in the provision of such facilitation and coordination. A gradual development approach will be taken to enable the NFE Council to take this role. The facilitation and coordination committee will be made responsible for the effective implementation of the decisions of the Non-Formal Education Council. At the district level DEO and RC will be held responsible for this job.

Non-Formal Education Resource Centres will be established at the district level, at/under District Education Office. This centre will co-ordinate with the existing system of school-based resource centres to utilize their facilities for NFE activities. It will also co-ordinate with the CLCs in organising NFE activities. An officer will be designated to operate the district level NFE Centre and also coordinate non-formal education activities in the district. The district level NFE Centre should also work as the focal point, and the involvement of the stakeholders will be improved. At the district level, there will be a Basic Education Coordination Committee. The functions of the committee would be to motivate the local governments, NGOs and related agencies and attract resources in addition to ensure coordination and criteria development for the distribution of resources made available. NFE Resource Centres will provide training and services to the local bodies,

NGOs and other agencies to acquaint them with the new approaches of literacy. The district coordination committee will ensure that the NGOs that are running literacy courses at different levels including the district level have appropriate level of competence.

**b) Research**

Lack of research-based information is felt in almost all aspects of non-formal education sector in Nepal. However, information and understanding regarding development and operation will be a priority, i.e., conducting action researches are highly needed. Such action researches will be carried out at the district level. A working relationship will be developed between professional educational institutions and the NFE institutions to carry out such researches. The research will include development and production of appropriate reading materials including textbooks. Local bodies including private organizations should be encouraged to support the development process. There will be some institutional capacity building activities up to the district level.

**c) Providing Grants-in-Aid (GIA)**

The policy of providing GIAs to the DDCs and VDCs for non-formal education will be encouraged and a block grant system adopted. As the provision of non-freeze fund is very much a progressive step, there will be such funds in each of the districts for non-formal education. The funds available for non-formal education for the district will be put in a basket. This fund will be operated according to the decisions made and guidelines prepared with the involvement of all stakeholders.

## ACTION PLAN

**Table 19: Elimination of Illiteracy and the Development of a System of Continued Learning**

<b>- Task objective:</b> Achieve 90% adult literacy rate by 2015 (with special reference to women) and provide opportunities for continuing education for neo-literates			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
<p>Review and reform of policies regarding NFE</p> <p>Conduct literacy campaign</p> <p>Implement client-centered innovative program like LEA, REFLECT, Whole Language approaches etc.</p> <p>Orientation program for VDCs DDCs, Municipalities personnel involved in educational activities.</p> <p>Establishment of coordination and facilitation committee at central level.</p> <p>Orientation/Seminars on different methods and approaches.</p> <p>Finalize policy to provide NFE fund to VDCs, DDCs.</p> <p>NFEC to work as a national resource center of network</p>	<p>2003</p> <p>Periodic review and change in strategies and activities (if necessary) in 2005, 2007, 2010, and 2015</p>	<p><b>Main:</b></p> <p>VDCs, Municipalities, DDCs, NGOs, CBOs, NFEC,</p> <p><b>Cooperating:</b></p> <p>Professional civil society groups and possibly other Ministries, UNICEF/ UNESCO and others (INGOs, UN agencies, Bi-lateral donors)</p>	<ul style="list-style-type: none"> <li>- Increase in literacy rate.</li> <li>- Documents and records.</li> <li>- Increasing number of VDCs involved in literacy activities.</li> <li>- Implementation of innovative programs.</li> <li>- Increased number of NGOs implementing NFE program.</li> <li>- New policies and full decentralization of NFE program to local bodies.</li> <li>- Direct channelisation of fund from center to VDCs.</li> </ul>

<b>Task objective:</b> Ensure opportunities for basic education for out-of-school children.			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
<p>Expansion of OSP for the disadvantaged and never-been-to-school children especially for girls.</p> <p>Child-focused training program.</p> <p>New type of training for facilitators and supervisors.</p>	<p>2003</p> <p>Review target. Set new target in 2010.</p> <p>Updating in 2015</p>	<p><b>Main:</b></p> <p>NFEC</p> <p><b>Cooperating:</b></p> <p>VDCs, DDCs and professional NGOs</p>	<ul style="list-style-type: none"> <li>- Increased access and number of children in schools and OSPs.</li> <li>- Increased number of classes.</li> <li>- Revised OSP program.</li> <li>- Implementation of Urban OSP.</li> </ul>
<b>Task objective:</b> Promote critical awareness of participants about literacy.			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
<p>Revise the present package for awareness raising as well as the NFE and literacy activities and reform/update them.</p> <p>Revitalize the present awareness program with the use of electronic media and other means of mass media</p>	<p>2003</p> <p>Periodic review of impact of program and reset target in 2005, 2007,</p>	<p><b>Main:</b></p> <p>NFEC</p> <p><b>Cooperating:</b></p> <p>NGOs, CBOs, VDCs, DDC, Municipalities, other government line agencies and UN</p>	<p>Awareness raising materials</p> <p>Forums activities</p> <p>Awareness raising activities conducted</p>

<b>Task objective: 4. Make literacy life-related.</b>			
<b>Program activities</b>	<b>Time frame</b>	<b>Actors</b>	<b>Monitoring indicators</b>
Finalization of policy for Community Learning Centers (CLCs). Distribution of CLC manual. Motivate other stakeholders to open CLC. Promotion of mother tongue literacy programs Development of local materials. Orientation training for all stakeholders: DEO, VDC, Municipality, DDC, etc.	2003 Periodic review of impact of program and reset target in 2005, 2007, 2010 and 2015.	<b>Main:</b> NFEC <b>Cooperating:</b> NGOs, CBOs, VDCs, DDC, Municipalities, other government line agencies and UN agencies.	- Increased number of CLCs. - Strengthening CLC by introducing multi-media program. - Increased number of stakeholders opening CLC in all parts of Nepal.

**Table 20: Estimated cost of the program activities**

<b>Literacy</b>						
<b>( Rs in Million)</b>						
<b>SN</b>	<b>Expenditure Heading</b>	<b>Unit Cost</b>	<b>Tenth Plan</b>	<b>Eleventh Plan</b>	<b>Twelfth Plan</b>	<b>Grand Total</b>
1	Adult Literacy Campaign		1100.0	1100.0	550.0	2750.0
2	Women Literacy (WEP)		550.0	550.0	275.0	1375.0
3	Post Literacy		550.0	550.0	275.0	1375.0
4	Continuing Education		600.0	600.0	300.0	1500.0
5	Research		10.0	10.0	10.0	30.0
6	CLCs (1000)		100.0	250.0	150.0	500.0
6	CLCs Operating Cost		100.0	250.0	150.0	500.0
7	Advocacy Social Mobilization		5.0	5.0	3.0	13.0
8	RC Support Program		10.0	10.0	6.0	26.0
9	NGO Mobilization		40.0	60.0	30.0	130.0
10	Monitoring and Evaluation		10.0	10.0	10.0	30.0
	<b>Total</b>		3075.0	3395.0	1759.0	8229.0
	HMG/N		1200.0	1350.0	700.0	3250.0
	Donor		1850.0	1982.5	1021.5	4854.0
	Local Community/Parents		25.0	62.5	37.5	125.0

## Improving Quality of Basic and Primary Education

### STRATEGIES

In order to maintain the quality of education, a holistic approach needs to be taken. This requires that it addresses the improvement needs and provides assurance for systemic support, adequate input, appropriate process and effective output. The following framework is considered for a holistic approach:

**Table 21: Framework**

<b>System Support Indicators</b>	<b>Areas of Input Indicators</b>	<b>Areas of Process Indicators</b>	<b>Output and Outcome Indicators</b>
National Policy Support Political Commitment Support of Civil Society Legal Provisions Change in Role	The school management system Teacher management system Physical facilities management system	The teaching learning system Curriculum transaction and instruction system The student achievement assessment system	Higher national norm of student achievement. Positive impact on social community life Increase quality of social and economic life Higher rate of achievement at secondary education

Nepal's primary education system has evolved step by step and the present strengths and weaknesses of the system is a product of the national experience. So, the future efforts to raise the quality of primary education should address all the strengths and weaknesses of the system. This framework helps to address the system holistically. The framework emphasizes on the identification of the areas of the system that give adequate scope to prepare comprehensive lists of indicators in all four areas and four phases of the framework: system support, input, process and output/outcome.

### **System Support Areas**

**Policy:** Priority on primary education will be reflected in the development plan. Concept like compulsory primary education will have to be approved by the national parliament. Priority on primary education will be reflected in the election manifesto of political parties.

**Decentralization of management:** Devolution of decision-making authority at the school level will be made the management of the school, for to the school level managers.

### **Areas of Input**

## **A. General Management and Administration**

Trained qualified head teacher will be appointed through the due process on the basis of the criteria approved by the stakeholders.

Effective School Management Committee with the adequate authority in the financial and personnel administration will be made operational.

Provision of extension of the services on the basis of the evaluation made of the performance of the head teachers by SMC will be made.

Full and complete attendance of teachers and students in the academic year will be ensured.

Full teaching days as prescribed by the Education Regulation (220 days) will be strictly enforced.

Full teachers time on task as reflected in the school regulation will be adhered to.

Total promotion, 100% promotion rate, zero drop-out rate will be made the benchmark to serve as the criteria for efficiency.

Class-size in a primary school will not exceed 25 students in Grade I and 30 in Grade II to V.

Staff meetings taking place at close intervals with meaningful agenda and due process will be the norm of management at the school level.

Active Parent Teacher Association (PTA) will hold frequent meetings and effective interaction will take place between teachers and parents.

Effective and meaningful classroom supervision by head teacher at regular intervals will be insisted upon.

## **B. Teacher Management System**

Gradual steps will be undertaken to ensure that primary teachers have 12 years of schooling and 1 year of teacher training.

12 years' successful school education and one academic year's training will be made mandatory for becoming a primary school teacher.

Primary school teachers will be trained to become generalists who are enabled and prepared to teach all primary subjects effectively.

Teachers' participation will be promoted in all academic planning, lesson planning and annual school planning as well as operation.

Provisions will be made to promote teachers to higher levels on a regular basis, once in every five years, on the strength of their performance evaluation (the Education Regulation provides three levels for primary teachers). It should open opportunities to move up the ladder to lower-secondary and secondary levels on the basis of their interest, experience,

evaluation and academic qualifications.

All teachers will receive 10-days' refresher training every year.

All teachers will receive one academic year's training.

In-house trainings for teachers will be organized regularly.

Teachers will be evaluated by students, peers and parents, and such evaluation records are kept for reference by the head teacher.

### **C. Physical Facility Management System**

Each school will be advised to provide a space of at least 0.75 square meters for each student. Each student will be provided with basic furniture for comfortable sitting. The school building will meet adequate safety standards.

Provision will be made to ensure good chalkboards of adequate size in each classroom and appropriate instructional materials to meet all aspects of school curriculum including co-curricular activities.

Regular maintenance and updating of school provision will be ensured with the provision of budget.

A fairly well equipped library which contains several sets of textbooks and reference materials covering all curricular areas will be established in all primary school.

### **Areas of Process Indicators**

#### **A. The Teaching Learning System**

Appropriate and adequate daily and annual schedule that provides sufficient time to teach all contents.

Annual teaching learning program is designed to achieve the curricular objectives. Teachers' competency will be enhanced through training and orientation to enable them to draw an instructional program on their own, and to undertake the program and they will have participated in the curriculum transaction related workshops.

#### **B. Teacher evaluation criteria will be developed with the following indicators:**

- The number and quality of teacher generated and collected materials
- The number of students passed
- Enrolment in extra-curriculum activities
- Average attendance
- Time and task
- Average score of the students

Classrooms are arranged to support effective instruction. Staff-meetings are



organized sometimes mainly with student assessment as the agenda.

Schools possess materials produced by CDC to help teachers in curriculum transaction. Schools have teacher's guides (TG), which they use for instructional purposes. Textbooks are available in sufficient quantity on time. Teachers are made competent to provide instruction in the classroom by using teacher-made textbooks and other materials.

Students are evaluated on the basis of continuous assessment system. Teachers use various tools of evaluation, which are appropriate for the type of knowledge, skill or attitude that the teacher deems dreams proper to measure. Student assessments are made on the basis of the learning outcome. Examples of some assessment tools are given in the annexes.

The schools maintain records on individual students' performances build has a system that helps retrieve the information when needed. The schools follow a system to provide detailed reports of student achievement to parents and seek reaction from the parents.

Tutoring system is organized to help weak students to cope with class teaching. Special programs are organized for gifted students to provide opportunity to ahead beyond the average standard.

Schools have homework management system. Teachers are trained to provide appropriate homework on the basis of student capability and needs.

### ***Areas of Output and Outcome***

The national norm of student achievement is fixed at around A level for all primary students of the country. Criterion referenced assessment system is used and each student is helped on to achieve at his/her highest level of ability.

The primary school graduates help improve the condition of their family life by following better health habits and by being sensitive to sanitation and cleanliness at home and the community.

Almost one hundred percent of primary school graduates attend lower secondary classes. Nearly 50% of the school age children of the community successfully complete secondary education.

Community level organizations are more effective with the participation of the school graduates.

### ***Measuring Learning Outcomes to Ensure Quality Instruction***

**The following activities related to student assessment will be improved and expanded:**

- Expansion of Continuous Assessment System (CAS).
- Identification of items to measure the learning outcomes specified in the primary curriculum for all subjects and grades.

- Special package preparation to train district level educational personnel, mainly the head-teachers and teachers.
- Introduction of theoretical and practical courses on primary school children's academic performance assessment in the in-service and pre-service training curriculum.

Reforming the student assessment system is a challenging task. As this reform requires skill as well as devotion of additional time on the part of the teachers, they will be prepared adequately for this. A large number of varied materials will be produced for the teachers and the students to introduce this reform. A time frame will be developed to implement this reform nationwide. Similarly Measurable Tools for Learning Outcomes/ Competencies will also be developed.

ACTION PLAN

Improving the Quality of Education

**Table 22: a) To Enhance Efficiency in the Management of Education**

<b>Task Objective:</b> Improving every aspect of the quality of education, and ensuring its excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.			
<b>Program Activities</b>	<b>Time Frame</b>	<b>Actors</b>	<b>Monitoring Indicators</b>
<p><b>To delegate school management authority to community level</b></p> <p>i) Introduce block grant system in funding school education</p> <p>ii) Handover of schools to community</p> <p>iii) Provide orientation training to DDC, VDC, Municipality, SMC</p>	<p>Start in 2002 and complete by 2015</p> <p>Start in 2002 and complete by 2015</p> <p>2005</p>	<p><b>Main:</b> MOES, DOE, SMC, DEO, PTTC</p> <p><b>Cooperating:</b> DDC, VDC, FOE, LDTIC, NGOs</p>	<p>Revised education regulations</p> <p>Contract Papers</p> <p>Training Reports</p>
<p><b>Effective Leadership</b></p> <p>i) Provide at least one month long training to HTs to conduct in-house teacher training</p> <p>ii) Introduce systems to recruit and retain capable HTs</p> <p>iii) Strengthen SMCs</p>	<p>Complete by 2015</p> <p>2005 and contd.</p> <p>2005</p>	<p><b>Main:</b> MOES, DOE, NCED, PTTC, SEDU</p> <p><b>Cooperating:</b> FOE, DEO, SMC, DDC, VDC</p>	<p>Training Reports</p> <p>Revised regulations</p> <p>Revised regulations</p>
<p><b>Teacher Management</b></p> <p>i) Upgrade the minimum qualification required for primary school teachers</p> <p>ii) Provide 10 months of basic training to primary teachers</p> <p>iii) Implement the mandatory provision of teaching licenses</p> <p>iv) Establish requirements for teacher accountability-</p>	<p>2005</p> <p>2007</p> <p>2007</p> <p>By 2005</p>	<p><b>Main:</b> MOES, DOE, DEO, NCED, DEC, PTTCs, TSC</p> <p><b>Cooperating:</b> Teacher Unions, SMC, Training institution</p>	<p>Revised regulations</p> <p>Training Reports</p> <p>License issued</p> <p>Revised regulations</p>
<p><b>Supervision Services</b></p> <p>i) Provide more frequent and localized supervision services through supervisors, RPs, HTs</p> <p>ii) Provide training to supervisors and RPs</p> <p>iii) Provide post supervision workshop</p>	<p>2002</p> <p>2002 and contd.</p>	<p><b>Main:</b> DOE, DEO, NCED</p> <p><b>Cooperating:</b> DDC, VEC, SMC, FOE/TU, SoED/KU PTTCs</p>	<p>Supervision reports</p> <p>Training reports</p>

<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>i) Set standards for quality education</li> <li>ii) Establish reporting requirements</li> </ul>	<p>2003-2005</p>	<p><b>Main:</b> MOES, DOE, DEO</p> <p><b>Cooperating:</b> FOE, SoED, SMC, VEC</p>	<p>Manuals Reports</p>
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**Table 23: b) To Improve Primary Curriculum and Assessment System**

Program Activities	Time Frame	Actors	Monitoring Indicators
Develop comprehensive Teachers' Guides / Teacher Support Materials based on national curriculum Develop Work books, and other supplementary materials (local level involvement) (core subjects, Grades 1-3) Revise primary curriculum Disseminate curricular materials Introduce curriculum-based tests at different levels (RC, District, Regional and National for Grades 3, 5) Institute school evaluation and ranking mechanism vii) Expand Continuous Assessment System	2007 (ii) Initiate in 2005 and to be contd. (iii) Completed by 2005 Others by 2007	<b>Main:</b> CDC, NCED, , DEO, DOE, PTTC <b>Cooperating:</b> FOE/TU, SoED/KU, DEC, SMC	Materials available Materials available Revised curriculum Reports Test results available Rank reports Records

**Table 24: c) To Improve the Physical Facilities and Learning Environment**

Program Activities	Time Frame	Actors	Monitoring Indicators
i) Maintain appropriate class size at grade one # 25-30	2005	MOES/DOES	
ii) Maintain appropriate class size at all primary grades # 30-35	2009		
iii) Ensure minimum classroom space per child # 0.75	2009		
	2009		
Education expenditure	2011	MOES	
Maintain a balance in the share of budget allocated/ spent on recurrent and development expenses # 70:30		MOF	
Facilities Provide 2 computers to each of the primary schools Establish school libraries in all primary schools Establish science laboratories in all primary schools Develop adequate/appropriate facilities * at schools	By 2015	Main: MOES, DOE Cooperating: DDC, VDC, VDC, SMC	Computers available Libraries established Labs. established Conditions improved

**Notes:**

# These items will be reflected in CPE Group's report

**Adequate Facilities\***

Students per toilet = 50 (for both sexes)

Playground (60mX40m) (for 200 students) and sports facilities for boys, girls and for children with special needs

Drinking water (Availability of safe drinking water)

Compound wall / fence and garden

**Table 25: Estimated cost of the program activities**

Quality		(Rs in Million)				
SN	Expenditure Heading	Unit Cost	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	Training of Community People		10.0	7.0	4.0	21.0
2	HTs/SMCs Training		200.0	75.0	25.0	300.0
3	Upgrade Teacher Qualification and Provide Recurrent Training		1100.0	1300.0	700.0	3100.0
4	SSs/RPs Training		100.0	75.0	75.0	250.0
5	Monitoring		1.0	1.0	1.0	3.0
6	Curriculum /Assessment Materials Development and Distribution		20.0	7.0	7.0	34.0
8	Equipment and Physical Facilities		600.0	4000.0	3000.0	7600.0
	<b>Total</b>		2031.0	5465.0	3812.0	11308.0
	HMG/N					
	Donor		2031.0	5465.0	3812.0	11308.0
	Local Community/Parents					

## **INSTITUTIONAL ARRANGEMENTS**

In the administrative structure of His Majesty's Government of Nepal (HMG/N) there is the Ministry of Education & Sports, which bears the responsibility to develop policy, approve annual programs and monitor and evaluate the implementation of all educational programs. Recently, HMG/N has established the Department of Education to serve as the modal body at the centre supported by five Regional Education Directorates and 75 District Offices (one in each district) to implement all educational programs throughout the country. There is a District Education Committee in each district to formulate plans and to assist the District Education Officer (DEO) in the implementation of the district level school education programs. Each school has a School Management Committee, which supports and supervises the school level management. In addition, there is a Village Education Committee in each of the 3912 Village Development Committees, which have managerial and supervisory authority to effectively operate primary schools in the village. Besides the DOE, REDs, and DEO, there are specialized institutions at the central level, which support MOES to perform the professional and academic tasks. The Curriculum Development Centre, National Centre for Educational Development, Distance Education Centre and Office of the Controller of Examinations are specialized agencies which operate as supportive agencies of the Ministry of Education & Sports. The organogram of the national education management structure is given in appendix A and B.

### **Management of EFA Programs**

Each of the thematic reports has specified the tasks to be performed by the various agencies. The following are the tasks assigned to these agencies.

**Table 26: Roles and functions of the different stakeholder institutions**

<b>Institution</b>	<b>Roles and Functions</b>
MOES	Formulation of educational policy, plans and programs and giving directions for their implementation Education sector annual planning, programming and budgeting Policy analysis and development Institutional coordination Foreign aid co-ordination and mobilization of national and international resources Education sector management information system Monitoring and evaluation at macro level Public relations and parliamentary affairs
DOE	Annual programming and budgeting for primary and secondary education Design of educational development programs and dissemination Research and development Technical assistance to districts for program implementation Policy management and enforcement Feedback to the Ministry on educational policies and programs Supervision and monitoring of program implementation in the districts
CDC	Curriculum policy framing and planning Design, review and revise curricula and textbooks Authorize and publish textbooks and supplementary reading materials Promote sound assessment practice in schools through assessment guidelines

Institution	Roles and Functions
	and training workshops Develop teacher support materials for effective use of curricula and textbooks Curriculum dissemination and monitoring Curriculum evaluation and research Development of school library



Institution	Roles and Functions
CDC	Curriculum policy framing and planning Design, review and revise curricula and textbooks Authorize and publish textbooks and supplementary reading materials Promote sound assessment practice in schools through assessment guidelines and training workshops Develop teacher support materials for effective use of curricula and textbooks Curriculum dissemination and monitoring Curriculum evaluation and research Development of school library
NCED	Planning and organizing in-service training of teachers, educational managers, head teachers and other educational personnel Training of trainers Accreditation of training courses Development of training packages and materials Identification of professional needs of teachers and other educational personnel Coordination of public and private teacher training institutions Support and supervision to PTTCs Research on teacher development and teaching Development of teacher management information system
SEDEC	Development and delivery of in-service training programs for lower secondary and secondary teachers Training of master trainers Development of training materials and teacher support materials Supervision, coordination and support to SEDUs Development and delivery of head teacher training courses Carrying action research and evaluation studies
DEC	Plan and conduct distance-based teacher training courses Prepare self-instructional materials for distance-based teacher training courses Distribute materials to support classroom activities of teachers
NFEAC	Annual planning and programming for adult education program Post-literacy and continuing education program Implementation of NFE programs in partnership with local bodies and NGOs Supervision and monitoring of NFE programs Organization of literacy campaigns Design and implement out-of-school education
RED	Coordination of the implementation of educational plans and programs within the region Professional upgrading of educational personnel through training, workshops, and seminars Monitoring and evaluation of DEOs Coordination of DEO activities within the region Supervision
DEO	School administration Decentralized planning School improvement planning Teacher personnel management Preparation and costing of educational plans, programs and projects. Teacher evaluation Implementation management School evaluation and monitoring Working with NGOs, community-based organizations, teacher associations and local governments Administration and management of examinations General and financial administration
RC	Identification of recurrent training needs of teachers Planning of recurrent/refresher training courses Training follow-up, supervision and evaluation Classroom observation and analysis of classroom data Teacher professional support Conducting professional meetings, workshops, and seminars

	Conducting community surveys and community mobilization Coordination of cluster-wide instructional activities
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<b>Institution</b>	<b>Roles and Functions</b>
VEC	<ul style="list-style-type: none"> <li>Coordination of SMCs, schools and educational programs within the VDC</li> <li>Preparation of educational plans and programs within the VDC</li> <li>Advise the VDC on educational matters</li> <li>Monitoring and follow-up of implementation of educational plans and programs within the VDC (e.g., early childhood education, literacy)</li> <li>Mobilize resources</li> </ul>
SMC	<ul style="list-style-type: none"> <li>Preparation of school improvement plans and programs</li> <li>Recruitment of temporary teachers</li> <li>Monitor school and teacher performance</li> <li>Mobilize resources for school development</li> <li>Oversee general functioning of the school</li> <li>Mobilize communities in the preparation and execution of school improvement plans</li> <li>Reward and punishment of teachers</li> <li>Management of school funds and property</li> <li>Control of school finance</li> </ul>
Local bodies (DDC, VDC, Municipality)	<ul style="list-style-type: none"> <li>Prepare plan and programs to ensure basic and primary education within their area</li> <li>Generate resources to support education programs</li> <li>Monitor education activities to ensure accountability towards the beneficiary</li> <li>Support for program implementation-- coordination, resource mobilization and monitoring</li> <li>Prepare literacy/education maps</li> <li>Prepare formal and nonformal education plans</li> <li>Launch programs/campaigns for eliminating illiteracy</li> <li>Building relationship with the agencies working in the respective areas</li> <li>Be aware of the different cost-effective and innovative measures for increasing the number of literate.</li> </ul>
UN Agencies, INGOs, Development Partners (EDPs)	<ul style="list-style-type: none"> <li>Linkage and support, program facilitation, financial support, evaluation</li> <li>Develop partnership program for education activities</li> </ul>
NGO	Program implementation support, professional services, advocacy
Training institutes, Universities	Provide trained manpower,
Media	Supportive publicity, information and advocacy
Volunteer organizations	Program implementation support, professional services, advocacy
CLCs	<ul style="list-style-type: none"> <li>To implement NFE program,</li> <li>To provide life skills to the out-of-school youths and adults using NFE materials as well as new materials and activities</li> <li>To facilitate community-based forum for EFA activities</li> <li>To provide material and institutional support to community education</li> </ul>
Schools	<ul style="list-style-type: none"> <li>Education program implementation, to deliver basic and primary education including life skills to the children through school curriculum</li> <li>Organize extension activities for EFA</li> </ul>
Teacher organizations	<ul style="list-style-type: none"> <li>Advocacy for basic and primary education</li> <li>Awareness programs</li> <li>Monitoring of educational development</li> <li>Monitoring of professional development for quality improvement</li> </ul>
<b>Institution</b>	<b>Roles and Functions</b>

Local Community	Program implementation support, resource mobilization, monitoring, motivational support and participation
PTA and local intellectuals	Safeguard beneficiaries interest Support classroom practices' for joyful learning

As the government has adopted the policy of integrating all EFA activities in its regular programs in primary education like the BPEP, it has decided to maintain the forums, committees and Groups to perform various functions during the process of the implementation of the EFA programs:

- The EFA Forum which has the representation from the other line ministries along with reputed educationists will continue to function as the highest body which would steer the process of implementation on the basis of the progress report presented at regular intervals.
- The core group on EFA which has the representation of all allied agencies along with education experts will remain a body which has the assigned tasks of preparing the progress report on all the six goals. The members of this group will be involved in field visits and in providing professional support, whenever and where required.
- The seven Thematic Groups will conduct formative evaluation of the concerned task areas and continuously provide professional support to the concerned agencies of the MOES/DOE.

## RESOURCE REQUIREMENTS

### Estimated Total Costs

Total cost estimates of the proposed EFA program for 2003-2015 in 2002 constant price index is Rs 295.3 billion (US\$3786 million). This cost estimate includes both regular and development budgets and the expenditure to be borne by the community. ECD and free and compulsory primary education activities account for more than 70% of the development cost estimated for the EFA program. The following is the component-wise description of the cost estimation.

**Table 27: Estimated cost by themes and regular budget**

Total estimated cost by themes and regular budget					(Rs in Million)
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD	15011.1	25511.5	20457.2	60979.8
2	Free and Compulsory Education	24919.3	25128.8	15846.2	65894.3
3	Life Skills	286.5	348.3	305.2	940.0
4	Gender Development	24.0	18.1	14.4	56.5
5	Mother Tongue	482.1	1166.9	880.8	2529.8
6	Literacy	3075.0	3395.0	1759.0	8229.0
7	Quality	2031.0	5465.0	3812.0	11308.0
8	Regular Budget	42487.3	51327.0	51556.0	145370.3
	<b>Total</b>	<b>88316.4</b>	<b>112360.5</b>	<b>94630.8</b>	<b>295307.7</b>
	US \$ Million	1132.3	1440.5	1213.2	3786.0

### Financing

The cost estimate is made on the basis of the total activities visualized in the National Plan of Action. This includes the cost to be expended through system mechanism as well as through the communities, homes and individuals. The expenditures to be made through different sources are anticipated as follows:

**Table 28: Estimated expenditure by different sectors**

Total estimated expenditure by different sectors					(Rs in Million)
Expenditure by	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total	
HMG/N	46719.3*	56281.5	54577.0	157577.8	
Donor	29025.8	32817.3	20973.0	82816.2	
Local Community/Parents	12571.3	23261.8	19080.8	54913.8	
Total	88316.4	112360.5	94630.8	295307.7	
Donor + HMG/N	75745.1	89098.8	75550.0	240394.0	

\* Based on the current spending which is 3.22% of the GDP, the total tenth plan period spending would be about 427600. It is however anticipated that the government

spending should be at least 3.5% in the tenth plan period, progressively increasing in the later period. In which case it would be near amount indicated here. The financing plan assumes that all regular and recurrent types of expenditure will be borne by the internal sources of the government and the local community and local bodies will share some portion of specific activities. External Development Partners (EDPs) meet all the development costs. Based on these assumptions, the amount to be borne by the donors is estimated at Rs 82.8 billion or (US\$ 1061.7 million). The government would require allocating Rs 157.5 billion (US\$ 2020.2 million) during the 2003-15 period.

**Theme-wise the expenditure of the government is anticipated as follows:**

**Table 29: Theme-wise expenditure of HMG/N**

Theme-wise expenditure of HMG/N					(Rs in Million)
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	ECD	2007.0	1954.5	1181.0	5142.5
2	Free and Compulsory Education	650.0	650.0	390.0	1690.0
3	Life Skills *	-	-	-	-
4	Gender Development *	-	-	-	-
5	Mother Tongue	375.0	1000.0	750.0	2125.0
6	Literacy	1200.0	1350.0	700.0	3250.0
7	Quality *	-	-	-	-
8	Regular Budget	42487.3	51327.0	51556.0	145370.3
	<b>Total</b>	<b>46719.3</b>	<b>56281.5</b>	<b>54577.0</b>	<b>157577.8</b>
	US \$ Million	599.0	721.6	699.7	2020.2

\* Listed below separately

It is expected that the government will spend 9% of the total budget as direct expenditure for the development of life skill education and for improvement of quality of education on top of the several in-built measures in other areas. Similarly it will spend about 10% of the total budget for gender development. The budget for direct expenditure on life skill education, quality improvement of basic and primary education and gender equity is reflected in the table below.

**Table 30: Theme-wise expenditure of HMG/N (Rs in Million)**

SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
3	Life Skills*	25.8	31.3	27.5	84.6
4	Gender Development*	2.4	1.8	2.4	6.7
7	Quality*	182.8	491.9	343.1	1017.7
	<b>Total</b>	<b>211.0</b>	<b>525.0</b>	<b>373.0</b>	<b>1109.0</b>
	US \$ Million	2.70	6.73	4.78	14.22

Of the total expenditure by the government, a significant amount will be in the form of regular budget. This will consist of the salary component. The following is an estimation of the salary cost.

**Table 31: Government regular budget salary component**

Government regular budget salary component					(Rs in Million)
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	Teacher Salary	39928.4	48213.7	49373.0	137515.1
2	Adm. Salary	2558.9	3113.3	2183.0	7855.2
	<b>Total</b>	<b>42487.3</b>	<b>51327.0</b>	<b>51556.0</b>	<b>145370.3</b>

**Resource Envelope**

Based on the assumption of a medium GDP growth scenario and assumption that the government would allocate 3.7% of GDP for the education sector and 1.5% of GDP for the BPEP sub-sector, the resource envelope for the sub-sector during 2003-2015 is estimated to be Rs. 188.8 billion (US\$ 2421 million).

**Table 32: Resource Envelope Constant Price**

Resource Envelope Constant Price					(NRs Million)
SN	Expenditure Heading	Tenth Plan	Eleventh Plan	Twelfth Plan	Grand Total
1	GDP Current Price	2416640	5132776.7	4615642.4	12816521
2	Education Budget	89415.7	189912.7	170778.8	474211.3
3	BPEP Budget	48345	71863.3	68612.4	188820.8
	Gap	-27400.1	-17235.5	-6937.7	-51573.2
	US\$ (million)	-351	-221	-89	-661

**Resource Gap**

Based on the comparison of estimated costs against resource availability, the resource gap of Rs 76.1 billion (US\$976 million) has been estimated. This gap represents the amount to be met from additional sources including additional support from the EDPs.

## TOWARDS EFFECTIVE IMPLEMENTATION OF NATIONAL PLAN OF ACTION ON EFA

### Framework for Planning and Implementation

Three broad planning frameworks are considered for the development of this national plan of action and its effective implementation. Firstly education is a birth/right of every child. Secondly it is the duty of the state to ensure that all the children in the country have access to quality education. Thirdly the state should mobilize and co-ordinate the educational institutions and agencies in the country in the development and implementation of this plan of action.

In other words, the EFA goals will be achieved by incorporating the elements of the EFA National Plan in the 10th, 11th and 12th plans, taking a comprehensive approach to educational development program incorporating secondary education, integrating with the programs undertaken by various agencies including NGOs and INGOs. Currently BPEP II will be the main program strategy of the national plan of action. Efforts are being made to visualize the scenario after BPEP II and to develop a comprehensive education sector program concept. Several development partners of BPEP II have shown interest to continue supporting Nepal after BPEP II. Similarly HMG/N is engaged in the job of preparing a blueprint to expand the cooperation with development partners.

Regular committees and forums will be developed right from the grassroots to the central level to translate the spirit of NPA into action. This will include village committees, district forums, regional forums and the national forum. These forums will be used for information flow, monitoring activities, and sharing experiences. In this line the following forums which have been engaged in the preparation of the national plan of action will be given continuity for the implementation of the plan:

**EFA Core group:** The MOES has formed a core team to prepare a national plan of action for EFA in line with the DFA. The core team consists of 13 people represented by MOES, DOE, NFEC, NPC, educationists and researchers. Donor group, UNESCO country office, and other representatives are invited regularly. This core team, after having an extended discussion at different levels (national to school), has finalised the national plan with all the necessary mechanism to ensure the achievement of targeted objectives. This core group will be continued as a core body for monitoring and evaluation of the NPA.

**National EFA forum:** The government of Nepal has formed an EFA forum to provide guidelines for NPA and to monitor and assess the achievement of EFA



goals in a continuous way. The forum consists of 33 people representing major stakeholders such as the representatives of line ministries, NPC, schools, community, NGOs, INGOs, donors, etc. The EFA forum is chaired by the Minister of Education. This forum will be continued as the national forum for EFA during the implementation phase as well.

**Thematic groups:** Seven thematic groups have been formed to prepare the national plan of action each focussing on one of the seven themewise goals. Each of the thematic groups formed forums of concerned agencies and individuals by way of brainstorming and stimulating interactions with them for getting inputs for the theme wise plan of action. They also conducted situation analysis, needs identification, and prepared themewise plan of action. These groups will be continued as the professional support group for the implementation of EFA national plan of action.

**Consultative groups at the regional/national level:** Consultative group meetings were held at different levels to share experiences and enhance commitments from all stakeholders. The outcomes of these meetings are incorporated in the NPA document. The consultative groups will be elevated to the EFA forum at the regional level.

### **Continuous Planning for EFA**

This National Plan of Action is in the nature of a macro plan. Its translation into action requires further specification of program activities. Annual plans would be most appropriate for this. The annual planning should be contextual and flexible. It should focus on priority needs of the time. The government, in collaboration with the various stakeholders including NGOs, should identify the priorities and review them on an annual basis before making preparation for the annual implementation program.

For the implementation of the plan the roles and responsibilities of various agencies including NGOs should be identified. Such roles and responsibilities should be made flexible and readjusted on the basis of the annual assessment of the capacities and performances. For example, at the district level, each district will review its DEP to incorporate programs to meet EFA goals. District Education Officer (DEO), in co-operation and consultation with District Development Council, District Development Committee, line agencies, and NGOs/ INGOs, will take educational leadership to accomplish this task. At the school level, school improvement plans will be prepared under BPEP and SESP with expanded scope and vision in line with EFA goals. The local government, community and the NGOs/CBOs will be mobilised. DDCs, Municipalities and VDCs will be made responsible to plan EFA activities in the respective areas.

### **Technical Backup for Planning and Implementation**

Since, EFA requires visionary and rolling plans and their effective implementation, there is a need for constant technical backup. Universities and their constituent as well as affiliated colleges will provide academic and research supports of academic institutions such as educational research centres and the faculty of

education in the universities in planning, implementation, monitoring, and evaluation of the EFA activities in the program districts, school and communities. However, there will be efforts to use the expertise that are available in the government and non-government sectors, no matter whether they are at the centre or at the grassroots.

### **Progress Towards Attaining the Goals of EFA**

In line with its commitment to achieve EFA goals in the spirit of Dakar Framework for Action, HMG/N has taken several important measures. Some of the important steps in this line are as follows:

**Revision of Education Act and Regulations:** HMG/N has brought about 7<sup>th</sup> Amendment of the Education Act and accordingly revised the Regulations 2002. The focus of this amendment is to make the local parents and communities accountable for school education by ensuring their ownership and management participation. The purpose behind this strategy is to improve the access and quality of primary education through collective efforts of teachers, head teachers, parents and the communities.

**BPEP as the Major Strategy of EFA:** BPEP II has been developed as a major program for the achievement of EFA goals regarding basic and primary education. The program was started in 1999 and will complete its phase in 2004. Annual Strategic Implementation Plans are prepared every year to implement the program. The exercise of developing ASIP has been well attuned to EFA goals and the guidelines provided by DFA. It has set important targets for achievement by the end of the second phase.

**Comprehensive Approach to Education Sector:** Various studies related to basic and primary education are initiated and undertaken by MOES in collaboration with development partners in order to understand the educational scenario as well as for projections, visions and identification of better strategies. Accordingly, basic and primary education is considered as a part of the comprehensive education sector development. In this line a concept paper is being developed for this after BPEP II. Similarly Secondary Education School Plan (SESP) is also being conceptualised.

**Restructuring MOES:** MOES established Department of Education (DOE) and Non-formal Education Council (NFEC) in 1999 to carry out all technical and managerial functions to support effective implementation of activities through District Education Offices (DEOs) and schools. MOES believes that the existing management structure with technical backstopping from national and international supports would be adequate to implement all EFA activities. Accordingly, MOES has implemented a decentralized school management system by handing over full managerial authority to the school Management Committee in the form of a pilot program in 100 primary schools.

**Piloting of Community Learning Centers (CLCs):** Community Learning Centers (CLCs) have been established in three districts (Kavre, Baitadi and Kathmandu).

NFEC has initiated a piloting program to develop CLC as a centre for community learning for continuing education and life-long learning.

**Initiating Decentralised Planning:** Decentralised planning has been initiated by developing district level education planning. The implementation of BPEP II follows the principle of decentralisation keeping well in tune with the Local Self-Governance Act (LSGA). The basic approach under this principle is to develop local expertise and maintain transparency in school funding. It aims to improve implementation of BPEP II activities with meaningful participation of the real stakeholders and make them accountable for school operation, facilitate realistic and need-based planning and address the issues related to topographical/ regional diversities as well as to the socio-ethnic, socio-economic and gender gaps.

The DOE has been progressively reallocating the annual budget with major shares given to the districts – 60% in 1999, 67% in 2000 and now 87.4%. This scheme has been adopted to facilitate the districts so that the district level bodies can prioritise, plan, implement and monitor the educational activities as per their own felt needs. Several initiatives have been undertaken to institutionalise the district planning process. District planning guidelines, basic statistics and district plans for 75 districts are available. MOES has adopted the policy of two-pronged strategy (a) consolidation of the on-going district-based education planning process on a nation-wide basis and (b) initiation of bottom-up education planning based on micro-level plans such as School Improvement Plans (SIPs) and Village Education Plans (VEPs).

*Teacher Training and Licensing:* HMG/N is undertaking a scheme of comprehensive teacher training and teacher licensing scheme to ensure professional quality of schoolteachers.

*Resource Mobilization (BPEP II donors and the government):* The government has made commitments to invest necessary resources to achieve EFA goals. In this line the BPEP II under the MOES has secured funds in the form of a joint basket scheme from various donors and other international organizations in the form of loans and grants. Similarly, an agreement has been reached between ADB and HMG, Nepal for soft loan support from the former to fund teacher-training program.

## **Twenty-Nine Point Educational Improvement Policy**

HMG/Nepal has recently launched 29-point policy guidelines to give a new impetus to the educational development in the country. The points basically focus on the needs to address the emerging issues of social equity, teacher regulation, private versus public schools, quality and relevance of education and the concerns of making education accessible to various ethnic and linguistic groups, disadvantaged communities and communities in the rural areas. The thrust is on to bring about effectiveness in the implementation of educational development programs, to ensure social participation in the development and to

ensure justifiable share of all concerned in the educational provisions in the country. The policy guideline lays emphasis on the school and educational institutions as places of peace zones free from political interference and party conflicts.

## **Main References -- The Seven Thematic Reports**

1. Early Childhood Development
2. Free and Compulsory Primary Education
3. Appropriate Learning for Life Skills
4. Ensuring Social Equity and Gender Parity
5. Ensuring the Right of Indigenous People and Linguistic Minorities to Basic and Primary Education Through Mother Tongue
6. Adult Literacy
7. Improving Quality of Basic and Primary Education



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## ACRONYMS

ASIP	Annual Strategic Implementation Plan
ADB	Asian Development Bank
BPE	Basic and Primary Education
BPEP	Basic and Primary Education Project
BPEP I	Basic and Primary Education Project (First Phase)
BPEP II	Basic and Primary Education Program (Second Phase)
CAS	Continuous Assessment System
CBO	Community Based Organisations
CDC	Curriculum Development Centre
CERID	Research Centre for Educational Innovation and Development
CHV	Community Health Volunteers
CLC	Community Learning Centre
CPE	Compulsory Primary Education
CSP	Community Support Program
CTEVT	Council for Technical Education and Vocational Training
DDC	District Development Committee
DEC	District Education Committee
DECDB	District Education and Community Development Board
DEO	District Education Office
DEP	District Education Plan
DFA	Dakar Framework for Action
DOE	Department of Education
DRC	District Resource Centre
ECD	Early Childhood Development
EDP	External Development Partner
EFA	Education For All
EMIS	Education Management Information System
EPSP	Effective Parent Service Program
FCPE	Free and Compulsory Primary Education
FNCCI	Federation of Nepal Chamber of Commerce and Industries
FOE	Faculty of Education
GER	Gross Enrolment Rate
GIA	Grant-In-Aid
GIR	Gross Intake Rate
GIS	Geological Information System
GO	Government Organizations
HMG/N	His Majesty Government of Nepal
HT	Head Teacher
IEC	Information, Education and Communication
ILO	International Labor Organization
INGO	International Non Governmental Organizations
IP	Indigenous People



JEMC	Janak Education Material Corporation
KU	Kathmandu University
LDTC	Local Development Training Centre
LSGA	Local Self Government Act
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOF	Ministry of Finance
MOLD	Ministry of Local Development
MOLT	Ministry of Labour and Transportation
MOWSW	Ministry of Women and Social Welfare
NCED	National Centre for Educational Development
NEFEN	Network for Educational Federation Nepal
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFEC	Non-Formal Education Council
NGO	Non Governmental Organizations
NIR	Net Intake Rate
NPA	National Plan of Action
NPC	National Planning Commission
OCE	Overseas Cooperation for Education
OSP	Out of School Program
PTA	Parent Teacher Association
PTTC	Primary Teacher Training Centre
RC	Resource Centre
RED	Regional Educational Directorate
REFLECT	Renenerated Frchierean Literacy Through Empowering Community Techniques
RP	Resource Person
SEDEC	Secondary Education Development Centre
SEDU	Secondary Education Development Unit
SESP	Secondary Education Support Program
SIP	School Improvement Plan
SMC	School Management Committee
SOE	School of Education
SOED	School of Education and Development
SS	School Supervisor
TG	Teacher's Guide
TSC	Teacher Service Centre
TU	Tribhuvan University
UN	United Nations
UNESCO	United Nation Educational, Scientific and Cultural Organisation
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan
WCEFA	World Conference on Education for All

WEP

Women's Education Project