



# Nepal National Benchmark setting processes and outcomes for SDG4

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# Experience of Nepal on Benchmarking

I tried to answer below guiding questions:

- The process Nepal has adopted
- The challenges we have experienced and lessons learned
- Priorities and next steps to fill up the data gap and policy priorities



# SDG 4 : Education Indicators benchmarked by Nepal

## List of the indicators used for benchmarking, 2021

- 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics
- 4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading
- 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics
- 4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading
- 4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics
- 4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading
- 4.1.2.i Completion rate primary
- 4.1.2.ii Completion rate lower secondary
- 4.1.2.iii Completion rate upper secondary
- 4.1.4.i Out-of-school rate, primary
- 4.1.4.ii Out-of-school rate, lower secondary
- 4.1.4.iii Out-of-school rate, upper secondary
- 4.2.2 Participation rate in organized learning (one year before the official primary entry age)
- 4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary
- 1.a.2 Proportion of total government spending on essential services (education)
- 1.a.2 Government expenditure on education as a percentage of total government expenditure



## Process adopted to set the benchmarks on specified indicators:

After receiving general orientation in sub-regional workshop organized by UNESCO and UIS, below process were adopted:

### Reviewing policy documents:

- 15<sup>th</sup> Periodic Plan, National Education Policy 2019 provides guiding principals for Education System of Nepal including attainment of SDG4 Goal.
- SDG 4- Education 2030: Nepal National Framework for Action (NNFA) prepared and implemented, provides vision and way forward.
- Free and Compulsory Education Act, 2018 institutionalized free and compulsory Education for basic level (Grade 1-8) and free education for secondary level (Grade 9-12) up to the age of 16 years.

### Analysed historical trends and policy guidelines:

- The process of setting up of 'National Benchmark for SDG4 indicators for 2025 and 2030 are based on the official documents e. g. National Review of Sustainable Goals (NRSNG), historical trend of each indicator, it is missing in NRSNG.
- School Sector Development Plan (2017-2023), latest calculation by School Education Development Plan (2021-2030). These has included millstones of SDG4 for every year up to 2030.

### Consulted with stakeholders/ experts feedback:

- Important stakeholders viz., Education Review Office (ERO), National Examination Board (NEB), National Planning Commission (NPC) Central Bureau of Statistics (CBS) etc were consulted for setting benchmark



## The output of the above reviews and consultations:

Indicator	Latest year	Latest value	2025	2030
1.a.2 Proportion of total government spending on essential services (education)	2018	14.1	17.0	20.0
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	2019	13.4	24.0	30.0
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	2019	14.1	28.0	38.0
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	2018	48.0	63.0	65.0
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	2018	46.0	72.0	75.0
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	2015	35.0	70.0	80.0
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	2015	48.0	80.0	90.0
4.1.2.i Completion rate primary	2019	90.7	95.5	99.5
4.1.2.ii Completion rate lower secondary	2020	75.3	93.0	95.0
4.1.2.iii Completion rate upper secondary	2020	35.2	35.4	52.2
4.1.4.i Out-of-school rate, primary	2020	5.4	0.5	
4.1.4.ii Out-of-school rate, lower secondary	2016	6.5	1.0	
4.1.4.iii Out-of-school rate, upper secondary	2020	49.1	36.0	25.0
4.2.2 Participation rate in organized learning (one year before the official primary entry age)	2020	87.6	94.0	99.0
4.c.1.a Proportion of teachers with the minimum required qualifications, pre-primary	2019	83.4	100.0	100.0



## Challenges and lesson learned in benchmark setting

- Due to Covid–19 pandemic NASA could not conduct latest learning assessment. It was planned to conduct at Basic and Secondary levels of education and postpone for next year;
- The consultations are conducted only at the national level, not conducted at the sub-national level;
- The capacity on this area is limited and need to expand and form a team to continuously monitor the progress of SDG4 and provide policy feedback;
- COVID-19 has impacted on education but could not incorporate in benchmarking due to absence of concrete evidence, especially on



## Priorities and next steps:

### Policy Priorities to achieve SDG4 goals and addressing data gaps:

The National Education Policy (NEP) 2019 proposes the revision of the education structure, including its reform and governance. NEP set out following reforms with specific intervention to achieve various goals including SDG 4. I have listed below some:

1. Improving student enrollment, retention and learning outcomes and Improving school attendance;
2. Targeted intervention for increasing participation of girls in education and reducing their dropout;
3. Improving learning outcomes;
4. Increase digital access to students through network improvement and internet to schools;
5. Implementation the new National Curriculum Framework (NCF);
6. Developed and Implemented Learning Portal;
7. Implementation and monitoring mechanism to improve availability of data on SDG4 indicators and national indicators;
8. National Planning Commission has to provide support and guide on benchmarking to the line ministries including MOEST for SDG 4.

Thank You