

Country Profile: Nepal

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About JustEd

JustEd is an international comparative mixed methods study that explores the lived experiences of secondary school learners of environmental, epistemic and transitional justice. We produce insight into how learner experiences translate into actions to advance Sustainable Development Goals 13 (Climate Action) and 16 (Peace, Justice and Strong Institutions).

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Introduction

Nepal is a landlocked, multilingual, multicultural and multireligious country in South Asia, bordering with India in the east, south and west and China in the north. Ecologically Nepal is divided into three regions: mountain, hill and terai (plain area). Nepal has 26.6 million population, according to the 2011 census (CBS, 2011). The northern mountainous region accounts for 35% of the total land area but is sparsely populated, with 7% of the population. Similarly, the hill region occupies 42% of the land, accounting for 43% of the population and the Terai region, with 23% of the total land, supports 50% of the country's population. Within this diverse ecology reside Nepalese people of 125 diverse ethnic/caste groups speaking about 123 different mother tongues. The literacy rate among people 15 years and above is 68% (79% male and 60% female) in 2015 (UNESCO nd).

Tectonic political changes have occurred in Nepal over the last seven decades. The political system has gone through five major transformations in this period. Before 18 February 1951, Nepal was governed by an autocratic Rana family dictatorship. It was highly hierarchical, authoritarian, and ritualistic. Hindu sastras and dharmastras (epics) were sources of state laws that gave a progression of sanskritization (Sharma 2004) and the syllabus of formal education. After the 1951 democratic revolution, Nepal experienced a monarchical democracy until 1960. Constitutionally, this created various political and social opportunities for collective and individual participation in education and economic advancement (Karki 2010).

From 15 December 1960 until 8 March 1990, Nepal again reverted to a traditional monarchy under the Party less Panchayat system. It promoted modern education, the rule of law and economic development. Nevertheless, it banned the multi-party polity, outlawed oppositional activism, and continued the ideology of the integrative Nepali nationalism model of the Rana regime. In response to the massive student movement of 1979, King Birendra announced a referendum that inspired public debates. The 49-day long Peoples' Movement-I of 1990 threw out the Panchayat system, and consequently reintroduced the parliamentary constitutional monarchy. Most



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significantly, the constitution shifted the locus of power from the King to the citizen for the first time¹.

A Maoist insurgency took place in Nepal in 1996. It immobilized the country and made it virtually impossible for the government to rule. The King seized political powers and dissolved the then-elected parliament. Due to this paralysis, the seven constitutionally elected political parties and the Nepal Communist Party (Maoists) came together and reach 12 points understanding in Delhi in 2005. Consequently, the successful peoples' movements-II restored parliament. In 2006, the Comprehensive Peace Accord was signed between the government and the Maoists. The parliament promulgated the Interim Constitution of Nepal 2007. On 28 May 2008, Nepal turned into a republic state, abolishing one of the world's oldest monarchies over two millennia. Although the first Constituent Assembly, convened in 2008, failed to promulgate the new constitution, the second Constituent Assembly (2013) promulgated the Constitution of Nepal 2015. This established three jurisdictions of governments: federal, provincial and local. Nepal now comprises 7 provinces, 77 districts and 753 local governments.

Nepal is predominantly an agricultural country with 74% of the population engaged in agriculture (CBS 2011), where one-quarter of people live in poverty. Low productivity and limited market access have a negative impact on economic growth, fuelling the migration of youth to foreign countries to secure work. Though remittances contribute significantly to Nepal's GDP, fertile land is left uncultivated. Along with agriculture, hydropower, tourism and industrial developments are seen as key prospects for economic development.

The Education System

The Nepalese education system comprises formal and informal education. Various institutions provide literacy, general education, vocational and technical education, and skill training at different levels. Tertiary education starts after grade 12 school education.

School Education

¹ The concept 'integrative' has borrowed from Paul Brass (2005:10-11) by 'integrative Nepali nationalism, the study indicates to a policy of mono-linguistic, mono-regional, mono-dress. It is a more or less continuation of Ranas' policy. By the term nationalism, in this context the study indicates to both notions: to refer to the process by which ethnic groups

Based on National Curriculum Framework (NCF) 2007 (CDC 2007a) and School Sector Reform Plan (SSRP) (SSRP 2009), Nepal currently has a two-tier system: grades 1–8 constitute basic education, grades 9–12 constitute secondary school education and there is also a Kindergarten (early childhood development, or ECD) year. Children aged 4 to 16 years participate in this education system, referred to as 'K–12' (CDC 2019).

Table 1: School Education Structure in Nepal

School Level	Grade	Age Group	Annual Teaching Hours
ECD	ECD	4 years	576
Basic	Grades 1-3	5-7 years	832
	Grades 4-5	8-9 years	1024
	Grades 6-8	10-12 years	1024
Secondary	Grades 9-10	13-14 years	1024
	Grades 11-12	15-16 years	864+160

School attendance of the school-age population, measured in terms of Net Attendance Ratio (NAR²), is reported to be 75, 50 and 48 percent for lower basic (grades 1-5), upper basic (grades 6-8) and secondary (grades 9-12) levels, respectively (CBS 2019). The NAR for girls is higher than that of boys in all school levels, and it is slightly higher for urban areas than rural areas. NAR rates for children from the poorest and wealthiest quintiles are equal at the lower basic level (richest 80%, poorest 80%), while there is a large disparity at the upper basic level (richest 69%, poorest 44%). The gap widens further at the secondary level (richest 68%, poorest 33%). The completion rate in lower

and communities are mobilized for action to attain political ends, and attempt to generate loyalties are developed to the state (Brass (2005:9-10)).

² NAR is related to the number of students in the specified age group who are currently attending school.

basic, upper basic and secondary is 82%, 73% and 27%, respectively. The out-of-school rate in lower basic is 6%, in upper basic is 4%, and in secondary, 15% (CBS 2019).

Objectives of Various Levels of School Education

Level-wise objectives are further elaborated in the following section.

Early Childhood Education and Development: Early childhood development (ECED) for physical, mental and cognitive development is provided for children below four years of age (CDC 2005). ECD services are either community-based or school-based. For 4-year-old children, there is a provision of 1-year of ECCD education to prepare them for school education.

Basic Level (1-8): The objectives of basic education are to advance children's physical, socio-emotional, cognitive, spiritual and moral development. It strives to deliver a quality education to all children ages 5–12 years and to prepare them for secondary education. Children are expected to learn required learning competencies, life skills, value-based education and knowledge about the national economy and harmony in socio-cultural diversity.

Secondary Level (9-12): The objectives for secondary education are to make students ready for the world of work by developing skilled human resources, focus on access to education without compromising quality, provide options and accredited learning pathways for students between technical and general secondary education, strengthen institutional links and facilitate the transition to higher education, prepare students to uphold and fulfil their civic duties and ensure the acquisition of foundation skills through technical and vocational education at the secondary level that will enable adolescents to acquire skill sets.

Tertiary Education

Tertiary education, after grade 12, aims to produce the skilled human resources that are essential for the overall development of the country, including research in multiple sectors. Universities impart general and technical education of various durations, according to the stream/course. Tertiary education refers to university education that leads to qualifications from bachelor to doctorate of philosophy (PhD). There are eleven universities in Nepal and they offer four-year bachelor programs,

with an additional year for Bas as well as postgraduate diplomas. Universities using the semester system also offer masters level courses.

Technical and Vocational Education

Vocational training of non-certification nature is imparted by Non-formal Education Centre (NFEC) and Council for Technical Education and Vocational Training (CTEVT). CTEVT also provides formal technical education, some of which provide a pathway to general education as well. (GoN,2010). The current concern is on making Non-formal Education (NFE) and Technical Education and Vocational Training (TEVT) courses equivalent to formal courses and providing further formal higher education opportunities from these streams.



Image: An institutional school in Kirtipur, Kathmandu. From authors' personal collection.

Non-formal Education (Alternative Learning System)

NFE is considered one of the important modes for expanding educational opportunities to Nepalese children, youth and adults. Non-formal Education Policy (NFEP) aims to deliver the following objectives: 1) increase access academic and practical knowledge and skills for children of all ages and levels, and 2) support deprived children, including those who have left formal education (FE), to achieve an NFE qualification that is comparable to a FE qualification (MoE 2007). In line with these policies, the NFE program includes literacy, awareness-raising programs, income generation programs and alternative schooling opportunities for out-of-school children through open education modes. One of the weak points in the NFE system is the lack of formal literacy tests and accreditation processes. Currently, student learning and performance measures are comprised of a certification conducted and granted

by the course facilitator at the end of the course. There is an attempt to develop a formal testing procedure for the literacy participants.

NCF 2019 emphasizes non-formal, distance education, open learning, alternative education and lifelong education. With regards to these modalities, challenges include lack of uniformity in development and implementation of curriculum; streamlining education provided by religious schools such as gurukul, madrasa, gumba and mundhum; lack of a responsible body for the management of distance and open education; inadequate building infrastructure, modern technology and human resources (CDC 2019). SSDP envisioned Community Learning Centres (CLC) as the main mechanism for delivering lifelong learning and non-formal education. SSDP also emphasized the role of Ministry of Education (MoE) in creating a pool of experts at the district and local level and standardization of NFE curricula and accreditation/equivalence of NFE programs to ensure the minimum standard. It also emphasized the need to improve the reach of NFE, for example by increasing participation among vulnerable groups such as people with disabilities and those living in remote geographical areas. The SSDP proposes that special programs should be brought under the remit of NFE for skill development and income generation (MoE 2016).

Administrative bodies governing education

Nepal previously adopted the unitary decentralization system, where power was fused to the centre with decentralized administration. Following the promulgation of the new constitution in Nepal in 2015, which established Nepal as a federal democracy, the state was restructured into federal, province and local jurisdictions. Under the current organisation of the government, authority for education has been devolved to local governments and they have been granted full operational autonomy.

Federal Level

The Ministry of Education, Science and Technology (MoEST) comprises all educational organizations responsible for the overall development of education in the country. MoEST has seven major departments: Administrative Division, Technical and Vocational Education Department, School Education Division, Higher Education Division, Planning and Monitoring Division, Science and Technology Division and

Nuclear Material Management Division (MoEST 2021).

The Centre for Education and Human Resource Development (CEHRD) was created in 2018 when the government merged the Department of Education, the National Centre for Educational Development and the Non-Formal Education Center (CEHRD,2021). CEHRD has three divisions – Educational Planning Development, Educational Technology and Non-formal Education, and Human Resource Development. Across these divisions, there are 17 sections. The main objective of CEHRD is to prepare a plan and budget based on prescribed policies and rules; implement and supervise and monitor primary, lower and higher secondary programs; prepare a plan for the career development of the employees; provide necessary human resources for the various program to be conducted by the MoE at districts and regional levels; prepare budget expenditure of the educational programs to run from the support of the donors and ensure timely audit.

The Education Development and Coordination Unit (EDCU) has the following roles:

- To implement and supervise all education-related activities;
- To implement SSDP and monitor system-level indicators;
- To evaluate schools and provide feedback to local, province and central level;
- Disseminate, implement and reporting of NFC and textbooks;
- To facilitate the making of local curriculum and action research;
- To administrate and manage grade 10 and 12 examinations;
- To collect and analyse educational data;
- To provide technical assistance as demanded by local government;
- Identify and address contemporary educational issues;
- To provide necessary training, promote research activities, and enhance the quality of education;
- Supervise schools;

- Work as instructed by teacher service commission on teacher promotion, transfer, replacement of teachers;
- Work as instructed by National Examination Board (NEB); and
- Work as instructed by the central and provincial government (MoEST 2017).

Education Review Office (ERO): ERO has been established to carry out an independent performance audit of the school and institutions under MoEST to assess students' achievement to promote the accountability of institutions and improve the quality of education. The main functions of ERO are conducting a national assessment of student achievement (NASA) at the various grade of school education, performing the audit of schools and institutions, conducting early grade reading assessments, and undertaking research and studies on educational issues (ERO 2021).



A remote village school in Arghakhanchi, Nepal.

Provincial Level

At the provincial level, the Ministry of Social Development is responsible for making education plans and policies and implementation. Although this body tends to work as a bridge between central and local government, there is a lack of clear rules and regulations and this body is operating under many uncertainties. There are seven major divisions of the Ministry of Social Development: administrative and planning, higher education, education planning and research, health education, epidemiology and diseases control, youth and sports, and social development division. The following are the main responsibilities of the Ministry of Social Development:

- Formulation, implementation and regulation of province-level universities and higher

education-related policies, laws and measures;

- Measurement, permission and regulation of Educational Counselling Services;
- Formulation, implementation and regulation of policies, laws, and penalties related to libraries, museums, and archives at the province level;
- Policy on provincial education, technical and vocational training and scholarships, implementation and regulation of curriculum, production of textbooks and distribution;
- Province level human resource requirement projection and educational plan formulation and implementation;
- Determining and regulating the service conditions, qualifications, capacity and measure of teacher management of school-level teachers at the province level;
- Secondary level examination management; and
- Management of academic research and educational statistics at the province level (GoN 2017).

Education Development Directorate (EDD): EDD was established in 2018 under the Ministry of Social Development to help implement educational policies and programmes. There are four branches of EDD, i.e., planning and program department, higher and technical department, teacher service department, and research and statistic department. The main functions of EDD are to implement and manage different national and international policies with the province, manage and implement different projects, like SSDP, EGRP and FFE, regarding sustainable development goals. It assists the Ministry of Social Development to formulate higher education policies, laws, administration and regulation.

Education Training Centre (ETC): In every province, there is an Education Training Centre. The main responsibility of ETC is to develop the competency of teachers and staff as per criteria determined by NCF. Also, ETC has an important role in providing in-service and professional development training for quality enhancement of teachers teaching at the general and technical stream and the non-teaching staff and developing and approving curriculum and resources materials

as per the framework determined by the federal government. (MoEST 2017).

Local Level

Local Government Operation 2017 act (GoN 2017) has provided authority to local government in 23 areas. The local government has responsibility for making plans and policies; to implement, supervise and monitor; and make laws and regulate various modes of education like early childhood education, open and alternative education, non-formal, special and community education. It also can provide permission for establishing institutionalized or public schools. Also, the local government can make decisions regarding technical and vocational education, asset management of merged schools, the establishment of village education committee, school management committee, mapping of schools, conducting the basic level examination, construction of physical infrastructure and maintenance of community school, scholarship management etc. (GoN 2017).

Curriculum design

The Curriculum Development Centre (CDC), under MoEST, develops curricula, textbooks and instructional materials for school education to achieve national goals. NCF 2007 outlined support and facilitated quality education guidelines. NCF attempted to address contemporary local, national and international educational issues, determine appropriate learning areas and teaching-learning activities, and manage the school to make students competent to cope with the challenges 21st century. (CDC 2007b).

Currently, NCF 2019 is at the implementation stage (CDC 2019). NCF, 2019 is important to provide necessary direction to central, federal and local government to improve the education system; and guide theoretical and policy-related bases for curriculum development and implementation. This framework is also important to ensure equity and technology-friendly education.

NCF 2019 Development Process

NCF 2019 has considered the global context, analysis of the existing curricula, the input of experts, suggestions of stakeholders and child psychology while preparing the framework. Particularly, the following procedures were undertaken while developing NCF:

1. Formation of the advisory committee: Under the coordination of the Executive Director of CDC, an advisory committee was formed. Its main job was to determine the framework and development process structure and provide professional advice and feedback.
2. National Workshop: CDC conducted a national workshop with the stakeholders to decide the vision and structure of the framework.
3. Thematic Group: Seven major areas were pointed out to be addressed by the NCF: curriculum structure from early childhood to grade 3, school education, national objectives and level wise competence, curriculum structure of the general stream, curriculum structure of Sanskrit and traditional education, curriculum structure of technical and vocational education, evaluation and certification, curriculum principles, policies and other relevant subjects.
4. Apart from the feedbacks received from workshops, other relevant works of literature were studied and analysed.
5. Analysis of the existing curricula and textbooks (Grade1-12) by the task force comprises curriculum experts, teachers from university etc.
6. Review of international practices.
7. Review of national policies documents.
8. Review of framework and preparation of the final draft.
9. Acceptance of framework by National Curriculum Development and Evaluation Council on 6th Sep 2019 for its implementation.

Curriculum Structure

CDC has introduced a new school-level curriculum from 2021, and it is already introduced in some grades. It is in the piloting stage in some grades, and by 2023 new curriculum will be introduced in all the school level grades. Major features of the new curriculum include the provision of an integrated curriculum from grade 1 to 3 and a unitary course from grade 9 to 12. The national curriculum structure comes in tandem with the spirit of the new constitution, existing education act

and regulation, previous reports of the education commissions and periodic development plans, as shown in table 2.

Local Curriculum: CDC has developed the guidelines for local curriculum to implement the provision of the local curriculum at the basic level. According to these guidelines, schools are free to develop and revise the local curriculum as per their needs. Basic Education local curriculum is supposed to include local themes as per the local needs as per the suggestion of local stakeholders. Local curriculum development guideline (CDC, 2019) stresses the preservation and promotion of local arts, culture, language, skills, product and technology, and developing a skill to connect these to the international market. Emphasize should be given to local content/context to create belongings and effective and practical learning. The local curriculum should utilize locally available limited resources in the maximum possible ways. According to the guideline, there are several challenges of local curriculum implementation, such as developing a system and mechanism for need assessment, increasing participation of stakeholders, enhancing institution capabilities, maintaining a balance between national and local needs, and addressing social, geographical, and cultural diversity.

According to the guideline, the local curriculum that will implement from 2020 at grade one will be implemented up to grade 8 in the next four years. The weightage given for the local curriculum is 5 hrs in a week with 160 teaching hours in a year for grades 1 to 3. For grades 4-8, it is 4 hours in a week and 160 teaching hours in a year. The whole teaching hour can be given to the mother language, or some teaching hours can be given to the mother language and other subjects based on local needs. Generally, for grade 1-3 minimum of 2 to a maximum of 5 teaching hours can be allocated to mother tongue language, similarly for grade 4-5 minimum of 2 to a maximum of 4 teaching hours can be given to mother tongue language and for grade 6-8 as per needs of local tongue mother or any other local subject can be considered.

Local curriculum development Process: It includes need analysis, determination of the objectives, selection of subject matter and preparation of curriculum draft, selection and organization of teaching materials, selection and organization of teaching-learning activities, and students' valuation.

Various agencies are involved in developing a local curriculum with various roles. Roles of different agencies are presented in table 3.

Teacher Training

Teacher training has always been emphasized in Nepal. Despite varieties of training provided to the teachers covering child-centred and activity-based learning, there is insufficient transfer to the classroom (MoE 2016). It is well comprehended and realized the importance of a motivated and well-equipped teaching force. However, there are difficulties implementing an effective teacher management system due to the varieties of teachers in the system – permanent, temporary, part-time, Rahat, etc. There are seventeen types of teachers in total. Nepal tried to develop an effective infrastructure for the continuous professional development of teachers through a network of resource persons and resource centres, but recently it has been dismantled. Now Local Government has been given teacher training, but there is a lack of a functioning teacher training structure.

The flexible and need-based teacher training model introduced during SSRP positively impacted trainees and ensured quality in design and implementation. It facilitated teachers to identify their own training needs, and in 2013 there was an attempt to motivate teachers in the teacher training through the development of a teacher competency framework (FBC-SOFRECO 2019). SSDP 2016/23 emphasized on following strategy for teacher training:

- Strengthened teacher service commission to conduct licensing of teachers based on academic qualifications;
- Teacher attend in-service and pre-service professional development course based on teachers' competency framework;
- The growth of teacher pedagogical and subjects' skills will be enhanced by combining course attendance, mentoring by peers and headteachers, and their classroom practice; and
- Prepare a suite of courses and professional development modalities to aid teacher professional development.

Teacher Management

Teacher management has been considered one of the main elements to accredit and certify and for teacher rationalization and professional development. The Teacher Service Commission (TSC) is responsible at the provincial level, and local bodies will participate in the recruitment and appointment of teachers to ensure ownership. SSDP emphasize enhancing teachers' qualification and professional competencies.

SSDP has suggested several strategies for teacher management and to fulfil the objectives like strengthening teacher service commission, review and strengthen eligibility criteria for teacher licensing and participant of teacher service commission, regulate the intake of new teachers through TSC, Enforce teacher competency framework on teacher recruitment and performance assessment, create a supportive environment for female teachers' recruitment,

develop a strategy to effective teacher management and introduce standard norms and guidelines to manage temporary teachers or appointed through resources mobilization at school level.

SSDP mid-term review 2019 pointed out some issues related to teacher management and deployment like:

- There is an uneven and unequal allocation of teachers across provinces, districts and schools. Gandaki Province, where the ratio is 1:10 for grades 1-5, 1:24 for grades 6-8, and 1:24 such crowded classroom teacher cannot implement child-centred pedagogy;
- Uneven distribution of position at a different level of education, there is a surplus of a teacher at lower-level grade 1-5 and shortage of teachers in other grades;

Table 2: Curriculum structure in Nepalese school education

Level	Stage/Stream	Major area of learning	Subjects skills
ECED	Pre-school	Basic Skills learning areas: physical, emotional, social, cultural and moral, intellectual skill, health nutrition. Safety and environment skill, creativity skill	Language skills, pre mathematical skills, creativity, visual skill and work skill, environment skill, social skill
Basic Education Grade 1-8	a) First stage (Grade 1-3)	Language, Mathematics, Social Studies, Creative Arts, Local need-based education	Based on the integrated curriculum, an activity book covering the major areas of learning
	(b) Second Stage (Grade 4-5)	Nepali, English, Mathematics, Social Studies	Compulsory: Nepali, English, Mathematics, Social Studies. The school selects two local need-based additional subjects. The curriculum for Social Studies should be local need-based, and it should integrate subjects like Science, Health and Physical Education
	(c) Third Stage Grade (6-8)	Language, Mathematics, Social studies, Science, Local Subject	Compulsory: Nepali, English, Mathematics, Social Studies, Science Optional first: Language/ Others Optional second: Local subject (vocation, business and trade and others)
Secondary Education (Grade 9-12)	General Stream (Grade 9-12)	Language, Science, Mathematics, Social Studies, Local subject	According to the single-track system, necessary arrangements will be made.
	Vocational stream (Grade 9-12)	Vocational/technical stream: Agriculture, Forestry, Medical, Engineering	

Table 3: Role of different agencies in the development of local curriculum

S. N.	Stakeholders		Role
1.	School Level	Students (10-15 years students)	Can elaborate reason, status and expectation of study Can express their independent ideas on subject matter Active participation in survey and share experience
		Teachers/Principle /Head teacher	Understand the scenario of curriculum subject and learning process and participation actively Collect different views and recommendations on curriculum from parents, students and community Send it to curriculum development committee
		Parents	Express their expectation from their children learning Present their view on a determination of curriculum subject matter and learning process Providing information related to their profession
		Parents Teacher Association (PTA)	Provide their valuable input based on mutual discussion
		School Management Committee (SMC)	To present their ideas and experience regarding the problems raised during curriculum implementation while managing school
2.	Local Level	Local Government	To develop a mechanism for local curriculum Allocate budget Monitoring, supervision and evaluation of curriculum development process Coordinate between the schools to create curriculum on matching subjects
		Religious and Social Agencies	Provide relevant information
		Teacher Association and other Professional Associations	Provide Technical Assistance
		Association Industries/ NGOs	Selecting and determining of subject matter, industries can use for field visiting/ school can partnership with NGO for curriculum development
3.	Federal Level	Ministry of Social Development	Making policy for local curriculum development and implementation Capacity building for local curriculum development and implementation
		Education Directorate	Facilitate for curriculum development
		Education Training Centre	Include subject matters related to local curriculum development, construction and implementation in teacher training and management of training
4.	Central Level	Curriculum Development Centre	Determining policy for developing curriculum and provide specialist and human resources accordingly Coordinate curriculum development process Enhance capabilities of local community on curriculum development process
		Centre for Education and Human Resource Development	Provide information related to local curriculum development, construction and implementation
		National Curriculum Development and Evaluation Council	Provide essential assistance to address problem regarding local curriculum Take decisions regarding local curriculum Take responsibilities regarding polices concerned with local curriculum.
		MoEST	Policy making Facilitating Budget Allocation and management

- Low qualifications of teacher and insufficient pre-service training;
- Unequal and uneven remunerations and benefits as there is extreme diversity in status and funding sources of existing teaching positions;
- Female teacher representation 41% at the lower basic level and 21% at the basic upper level, in case of permanent female teacher 24% at the lower basic level and 17% at the basic upper level and difference in status and benefits of such difference resulted in lowest remuneration and benefits for female teachers;
- Due to insufficiently detailed regulation, there is a high risk of politicization, nepotism, and unqualified teachers' appointment in the teacher's selection process.

As mentioned in the mid-term review, teachers' qualifications, professional development, and deployment are key components to improvement.

Aims of the Education System

NCF 2019 provides general objectives and school level-wise objectives. The national educational objectives have been devised by considering the theoretical bases of curriculum, national and international perspectives and the aspiration of the stakeholders, which are as follows:

1. Help foster inherent talents and the personality development of each individual;
2. Help prepare citizens loyal to nation and nationality, committed to federal democratic value, self-honoured, respect social and cultural diversity, principled and responsible morally and socially;
3. To prepare citizens having respect and positive attitude to work, oriented towards

employment or self-employment, product-oriented, laborious and skilled citizen;

4. Consolidate social integrity through socializing individuals;
5. To prepare conscious citizens that contribute to sustainable development by conserving, promoting and utilizing natural and national resources;
6. To help in building an egalitarian, inclusive, fair and socialism-oriented nation by developing values of peace, human rights, equality, social justice in every person;
7. To prepare globally competent human resources knowledgeable to modern information technology and use it;
8. To prepare human resources having scientific insights, can use scientific concepts, facts, skills, principles and techniques, and research-oriented;
9. To prepare citizens having the creative and critical ability, vital skills, tolerance and proficiency in linguistic ability;
10. To prepare citizens motivated towards the protection, promotion and expansion of Nepali indigenous art, culture, ideals and features, knowledge of Nepali history and geography, take pride in Nepali identity and lifestyle;
11. To prepare competent citizen aware of climate change and disaster caused by human behaviour and mitigate possible risks and manage disaster; and
12. To develop necessary human resources for building a prosperous nation based on human justice.

Nepal is a signatory of the Incheon Declaration 2015, Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The government of Nepal has developed the Nepal National Framework (NNF) for SDG 4 to nurture human capital in line with the global commitments and meet the challenges of the 21st century. During the development process, multiple consultations have taken place with key stakeholders, including students, parents, teachers, schools, local government, the provincial government and federal government, and

development partners. The NNF will guide the document in designing policies, plans, strategies, plans, and programs to promote the education sector and localize the SDG 4 targets into national, provincial, and local level strategies. ECED)/PPE promotion of lifelong learning, expansion of Technical and Vocational Education and Skill Development and advancement of higher education are covered by the NNF.

Nepal has planned to achieve its middle-income status by 2030 and upgrade to a developing country status by 2022. There is a vision of "Prosper Nepal, Happy Nepali" by 2043. Along with these commitments, many policies, plans, strategies, Nepali culture, history, indigenous knowledge, and philosophies have been incorporated as the foundation of NNF. The main objectives of NNF are to:

- a) ensure inclusive and equitable access to quality education and promote lifelong learning for all,
- b) promote the culture of peace, civic awareness, sustainable behaviour, social harmony and shared values,
- c) promote skills learning and entrepreneurship to contribute to improved and sustained livelihoods, employability and economic development,
- d) strengthen Information, Communication and Technologies (ICT) application, scientific orientation, innovation and knowledge creation to foster the development of a knowledge-based economy, and
- e) strengthen the institutional capacity to enhance the delivery of the education sector.

Environmental conservation/degradation

The Environmental Management Framework (EMF) is prepared for addressing environmental and safeguards issues (CEHRD 2016). EMF sets out the principle, rules, guidance, steps, responsibilities and procedures for assessing and addressing environmental risks and impacts as parts of the preparation and approach of the sub-project to be implemented under the SSDP support of the joint financing partners (JFPs).

EMF suggest categories, potential impact and mitigation measures for some of the adverse effects while constructing the building, such as:

- Landslide or gully erosion on slopes that may cause risk to the school infrastructure;
- Damage to surrounding agriculture and forest land;
- Drainage blockage causing erosion;
- Spoil tipped over slope may cause a slide;
- Problems with drainage management like drainage congestion, waterlogging, vector proliferation;
- Lack of water supply, Sub-standard or inadequate drinking water provided to workers and students, students fall sick due to waterborne disease;
- Loss of land as no additional land will be required, as all construction work will be done within the premises of the school;
- Under the category of Location of School in protected areas, buffer zones, and critical habitats, the potential impact may arise like encroachment in protected areas, impact on biodiversity, disturbance to wildlife habitat;
- Clearing of trees may cause the loss of natural habitat;
- Quarries and borrow may impact pollution disturbances and damages like slope failure or bank cutting and safety risks;
- Stone cursing may have potential hazards of dust and noise pollution;
- Air and noise pollution caused by construction work or old vehicle or those vehicles passing by the school; and
- Due to lack of solid management and hazardous waste, there are always possibilities of spreading waste, pungent smell, deterioration of aesthetics etc.

The Local Government Operation Act 2017, formulated by the spirit of the Constitution of Nepal 2015, grants the local level units legislative, executive and judicial rights. This newly formed act describes the criteria to divide a state into municipalities or rural municipalities and respective rights, duties and responsibilities in different

development and conservation sectors. According to the act, the local government can make local policy related to environment conservation and biodiversity., and to make laws, to determine criteria, to make a plan and implement, and to supervise and regulate, to mitigate environmental risks, to control the consumption of goods that have adverse effects on the health of peoples and environment and to supervise and regulate, garbage management at the local level, adherence of low carbon oriented and environment-friendly development, preservation and promotion of greenery at the local level, environmental protection and funding at the local level.

Addressing Equity Issues

Equity in education has been a key concept globally as well in Nepal. Several factors are causing the inequality in education, like the socio-culture construct of the society and a less transformative political system. Discrimination and exclusion can be experienced in different dimensions like gender, socio-economic status, location, health and nutrition status, disabilities, caste and ethnicity, language and vulnerable groups in Nepal. Similarly, a large number of people in the country are deprived of education rights. A mid-term review of SSRP in 2012 came out with a consolidated equity plan (DoE,2014). This strategy's rationale is to best integrate the out of school children into school while improving the learning process and outcomes of children who are already enrolled in school and prevent drop-out. This strategy has several objectives like achieving equity in access by identifying the most marginalized group and learner by utilizing disaggregated data and initiatives, strengthening equity in participation, retention and inclusion, strengthening equity in learning outcomes, and reducing inequitable learning outcomes.

The strategy has a series of intervention and programs to ensure these objectives:

- Designing, implementing and increased work with communities, school and parents;
- To strength the provision of Priority Minimum Enabling Conditions (PMEB), including safe and enabling conditions for girls;
- To target and support ECDC, nutrition and health programmes;
- To increase and enhance program providing education in mother tongue;

- To strengthen the awareness of the importance and far-reaching benefits of girls' education;
- To increase access to secondary education with the provision of relevant life skills and appropriate non-formal skills to assist in the labour market;
- To remove barriers and provide program suitable for vulnerable children and increased their protection; and
- To explore ways of using technology to reach children in difficult situations or geographic locations.

SSDP has focused on that kind of education system that is inclusiveness and equitable inclusive in terms of participation and learning outcomes. It especially focuses on reducing disparities among and between groups with the lowest access, participation, and learning outcome.

Nepal has observed a significant, robust, and rapid Political shifting since the 1950s through the

conduits of these political transformations, Nepal is enduring rapid and massive social and cultural changes since 1990. Particularly post-Maoist insurgency, a traditional form of social and cultural structures, has been destroyed. Yet new social and cultural order has to be developed. Thus, Nepal is under transition internally. New forms of social issues have surfaced in the democratic environment. Since Nepal is a country of caste ethnic minorities, ethnic, regional, religious issues are prominent opportunities and challenges. Gender, caste, ethnicity-based socio-cultural hierarchies, and vertical stratifications are potent conflict landscapes of Nepal.

Nepal holds a crucial geopolitical strategic location between India and China. Ambitions and conflict between these two countries have an impact that is visible these days. Until 2012, China had a silent policy towards Nepal. But, with Belt and Road Initiatives program has generated new paradigms from international perspectives. Directly and indirectly, these international competitions have impacted Nepali policy. Tribhuvan University has introduced the Confucious centre after the Nepal visit of the Chinese President.

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