Education for All 2000-2015: Achievements and Challenges

HP Lamsal
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Kathmandu Nepal
Review Purpose and Process

• Jointly undertaken by the Ministry of Education and UNESCO Kathmandu Office
• Taking stock of progress goals, strategies and implementation towards EFA (2001-2015)
• Document important experiences and identify key issues and challenges, feedback to post-2015 education agenda
• Use of national data during analysis and report preparation
• Consultation and interaction during the process
EFA Goals and Strategies: Global and National

1. Significant investment in primary/basic education
2. EFA polices integrated within EFA framework for poverty elimination and development strategies
3. Involvement of civil society in strategies for education development
4. Accountability in education governance and management
5. Meeting the needs of education systems affected by conflict and instability
6. Integrated strategies for gender equality (for example, changes in attitudes, values and practices)
7. Education programmes and actions to combat HIV and AIDS
8. Safe, healthy, inclusive and equitably resourced education/school environments
9. Teacher status, morale and professionalism
10. Harnessing information and communication technology to promote EFA
11. Systematic monitoring of progress and achievements at national, regional and international levels
12. Building on existing mechanisms

1. Expanding early childhood development and pre-primary education
2. Ensuring universal access to free and quality primary education
3. Meeting the learning needs of all young people and adults with life skill education
4. Reducing adult illiteracy
5. Eliminating gender disparity
6. Improving all aspects of quality education
7. Ensuring the rights of indigenous and linguistic minorities people to quality basic and primary education in their mother tongue
Focus of interventions

- Improving equitable access
- Improving quality and efficiency
- Increasing institutional capacity
- Continuing school self-governance and community involvement
- Incentives for students from disadvantaged groups/communities
Progress

GIR and NIR at Grade 1

GIR Target 2015 = 102
NIR Target 2015 = 98

<table>
<thead>
<tr>
<th>Year</th>
<th>GIR at Grade 1</th>
<th>NIR at Grade 1</th>
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<tbody>
<tr>
<td>2001/2002</td>
<td>122.9</td>
<td>86</td>
</tr>
<tr>
<td>2006/2007</td>
<td>148</td>
<td>90.7</td>
</tr>
<tr>
<td>2012/2013</td>
<td>138</td>
<td>93</td>
</tr>
<tr>
<td>2014/2015</td>
<td>137</td>
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GER and NER at Primary Level

GER Target 2015 = 105

<table>
<thead>
<tr>
<th>Year</th>
<th>GER</th>
<th>NER</th>
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<tbody>
<tr>
<td>2001/02</td>
<td>124.7</td>
<td></td>
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<tr>
<td>2006/07</td>
<td>138.8</td>
<td>87.4</td>
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<tr>
<td>2012/13</td>
<td>130.0</td>
<td>95.3</td>
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<tr>
<td>2014/15</td>
<td>134.4</td>
<td>96.2</td>
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NER Target 2015 = 100
Progress

Repetition Rate at Grade 1 and 5

G1 Repetition Target 2015 = 10
G5 Repetition Target 2015 = 8

- Grade 5
- Grade 1
Progress

Primary Level Indicators

Survival Rate G5 Target 2015 = 90

Coefficient Of Efficiency Target 2015 = 8

Pass rate G5 Target 2015 = 80

Survival rate to Grade 5 |
Coefficient of Efficiency |
Percentage of Learning Achievement at Grade 5

2001/2002
2014/2015
Pupil Student Ratio

Pupil Student Ratio Target 2015 = 30

2001/2002: 26
2006/2007: 39.9
2012/2013: 38
2014/2015: 47.3
Literacy Status

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<tr>
<td>15-24 years</td>
<td>70</td>
<td>54</td>
</tr>
<tr>
<td>6+ years</td>
<td>65.9</td>
<td>57</td>
</tr>
<tr>
<td>15+ years</td>
<td>40.7</td>
<td>57</td>
</tr>
</tbody>
</table>

Progress
Gross Enrolment Rate of Early Childhood / Pre School

% of New entrants at Grade 1 with ECD Experience

Target 2015 = 80
Reading Assessment of Students in Grade 2

- Oral Reading Fluency Correct words/min: 14.2
- Letter sound knowledge (correct letters/min): 28.6
- Oral Reading Comprehension (# correct out of 6 question): 1.3

Progress
SLC Pass Rate

Progress
Pathways of Evolution

1960s
- Early stage of education
- Beginning of foreign assistance
- College of Education was established

1970s
- Beginning of planned approach
- Education Act and NESP was endorsed

1980s
- Beginning of Project approach
- Seti/Rapti project
- Primary Education Project
- Multi-lateral and bilateral support in education

1990s
- Beginning of Systemic approach
- National Framework for Education developed

2000s
- Pooled approach
- Donor harmonization

2010s
- SWAp
- Reform in education, Integration of school system
Lessons learned

• Leadership and capacity – both system and individual
• Retention of key staff throughout the project life
• Money does not come alone – comes with agenda, education and livelihoods is becoming expensive day by day
• Harmonization of global best practices with the local context
• Budget predictability and continuity of reform agenda
• Exit strategies must be clearly laid down before agreeing for the aid
• Raising high expectation but low funding commitments
• Ethical concerns and commitments – where to and not to spend donor money
The way forward

• Strengthening public system
• Visioning the reform agendas first (main body) – then project development (tail)
• Using evolving strategies
• Focusing on capacity development
• Ensuring accountability – at every levels
• Keeping in mind “Value for money” – concerns of adequacy, equity and efficiency should be in focus while program design, implementation and monitoring
• Rationalizing the resource – supply side interventions
• Maximizing local resource mobilization
• Supporting unit “must” be household, not individual child