

Sustainable Development Goal 4: Education 2030

Nepal National Framework

Government of Nepal
Ministry of Education, Science and Technology
Kathmandu, Nepal

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Ministry of Education, Science and Technology
Singh Durbar, Kathmandu
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Upanishad Maxims

ॐ असतोमा सद्गमय, तमसोमा ज्योतिर्गमय ।
मृत्योर्मा अमृतंगमय, ॐ शान्तिः शान्तिः शान्तिः ॥ (साभारः बृहदारण्यक उपनिषद् १.३.२८.)

Lead us from the unreal to the real, lead us from darkness to light.
Lead us from death to immortality, let there be peace, peace, peace.

सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः ।
सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखभाग्जनः ॥

Let there be peace and happiness in the essence of all elements,
all living beings, and in all spirits, let there be wellbeing for all.

Let all the viewing be gentle, kind, and without traces of causing suffering.

सर्वेसत्त्वा सर्वेप्राणा सर्वेभूताश्चकेवला ।
सर्वेवैसुखिनसन्तु सर्वेसन्तुनिरामया ॥
सर्वेभद्राणि पश्यन्तुमाकश्चित्पापमागमत ॥ (साभारः त्रिपिटक)

In the essence of all sentient beings, all living beings and all spirits, let there
be only happiness and wellbeing for all; let all see in gentleness without
even traces of harm or ill will.

Foreword

Nepal has made significant achievements in the education sector in terms of access and participation, particularly in school education, literacy and continuing education. Several initiatives and programmes such as; Education for All (EFA), 2001-2015, Millennium Development Goals (MDGs), 2000-2015 and School Sector Reform Plan (SSRP), 2009-2015 contributed for these achievements. The Constitution of Nepal has made a mandatory provision of “every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State”. At the same time, Nepal joined the United Nations in signing the Incheon Declaration in 2015, committing to the Sustainable Development Goals and to achieving SDG 4, to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”.

With the aim of achieving foundational learning of children in reading, ensuring universal access to secondary education, acquiring the life skills and enhancing research-based higher education, Government of Nepal has developed Nepal National Framework for SDG 4 to nurture human capital in line with the global commitments and meeting the challenges of the 21st century. This Framework provides pathways and key strategies to achieve targets of Goal 4. Developing this framework has been a collective effort, grounded in a participatory process. Multiple consultations have taken place with key stakeholders including children, parents, teachers, schools, local government, provincial government and federal government as well as development partners. The sustainable development goals, status and roadmap (2016-2030) developed by National Planning Commission (NPC) and the Education 2030: SAARC Framework for Action were also duly followed while developing this Framework. As oriental philosophy calls for sensitivity, kindness, compassion and care for all that exists in this world inspiring coexistence and harmony on the earth and in the universe, this

Framework extensively contemplates the indigenous knowledge and skills, cultures and history as the foundation.

A High-Level Seminar was organized inviting Honourable Ministers for Social Development from all seven Provinces, representatives of Metropolis, Federations of Municipalities and Rural Municipalities and experts. I extend my sincere thanks and appreciation for their inputs and ideas which have cumulated in this framework. Moreover, this Framework has been formulated at a time of high transition, with Nepal's emerging federal structure of governance. For this, the engagement of local and provincial governments has been indispensable, and their enthusiasm and vision have been incorporated into the Framework.

I, hereby, do have a hope that this Framework will serve as a guiding document in designing policies, plans, strategies, plan and programmes in promoting education sector. Furthermore, this framework seeks to localize the SDG 4 targets into national, provincial and local level strategies that are truly relevant closer to the people. Notably, understanding that education is not only a human right but additionally a core strategy to improve human capital, this document frames the SDG 4 targets within Nepal's national long-term vision of 'Prosperous Nepal, Happy Nepali'. Since our vision and goals are ambitious, I would like to call upon all national and international actors to work together with passion and urgency to realize our vision and goals.

Giriraj Mani Pokharel
Minister for Education, Science and Technology
Singh Durbar, Kathmandu
Nepal

December, 2019

Acknowledgement

Following the Constitutional mandate and the targets set by SDG 4: Education 2030, the Government of Nepal considers education as a public good and is committed to shouldering the responsibility of education as the primary duty bearer. The Government of Nepal reaffirms that the global agenda of the Sustainable Development Goals (SDGs) is an opportunity for Nepal to revitalize its ambition of materializing the vision of “Prosperous Nepal, Happy Nepali” by 2043.

Nepali society deserves interconnectedness of all stakeholders and engages people to strengthen continued peace, happiness and prosperity. Keeping in view of this fact, the Ministry of Education, Science and Technology (MoEST) has developed Nepal National Framework of SDG 4: Education 2030 with the aim of achieving targets of Goal 4. For this, we have duly followed the principles adopted in Incheon Declaration, 2015 and the Education 2030: SAARC Framework for Action for SDG 4. Particularly, Nepal’s Sustainable Development Goals: Status and Roadmap (2016-2030), National Education Policy, 2019 and national priorities of Early Childhood Education and Development (ECED)/Pre-Primary Education (PPE) to higher education are the foundation of this Framework.

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

This Framework was developed through a highly participatory consultative process and benefited from the feedback and inputs received from the three levels of governments-federal, province and local, teacher communities, students and parents, businesses and industries, experts and academia, CSOs, development partners and other relevant stakeholders. Similarly, the recommendations made by the High-Level National Education Commission and the provisions of recently endorsed National Education Policy, 2019 were substantially considered while setting the priorities and strategies of this Framework.

The oversight function of the designing and developing this framework was carried out by a Steering Committee and a Technical Committee was engaged to work closely with the Framework Drafting Committee. This draft report was shared with Ministry of Finance (MoF) and National Planning Commission (NPC) and received their comments and feedbacks. A series of consultation meetings and workshops were organized with experts, academia, university and high-level officials of Ministry of Education, Science and Technology (MoEST) before it was finalized and endorsed by the Ministry.

Finally, I am pretty sure that this Framework serves as an instrument to work collectively together in the years to come to ensure no one is left behind and that all children and young people in Nepal receive a quality education. I would like to acknowledge the contributions made by political leaders, government personnel, teacher communities, academia, students and parents, civil society members, representatives of development partners and journalists while preparing this Framework. I equally thankful to the National Planning Commission, NATCOM and UNESCO Kathmandu Office for providing technical support while developing this Framework. Special thanks go to the Framework Drafting Committee Members and

those engaged in this endeavour for their important and meaningful contributions. Moreover, this framework would not have been possible without the contributions of those who have supported the process of preparing the Nepal National Framework of SDG 4.

Mahesh Prasad Dahal
Secretary
Ministry of Education, Science and Technology

December 2019

Executive Summary

Nepal recognizes education as a prerequisite for developing human capital. The foundation of education builds on social, cultural, economic and physical infrastructures. Education plays a catalytic role in realizing the country's plan to achieve a developing country status by 2022, become a middle-income country by 2030 and actualize the long-term vision of **Prosperous Nepal, Happy Nepali** by 2043. In recognition of the instrumental role of education, the Constitution of Nepal ensures citizens' right to education. A strong public education system is the backbone of all the national aspirations and, in this context, the Government has declared the next ten years as the Community School Enabling Decade (CSED), 2019-2028.

Nepal is a signatory of the Incheon Declaration 2015, Sustainable Development Goal 4 (SDG 4), which aims at 'ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all'. Subsequently, Nepal signed the Agenda for Sustainable Development 2030: Transforming our World, the parent document of the SDG 4. The Agenda recognizes the need to focus on achieving this goal as fundamental to the broader agenda for sustainable development. The country has also recently signed the Education 2030: SAARC Framework for Action for achieving SDG 4. This SDG 4: Nepal National Framework (NNF) has been developed as a national response to contribute to both national vision, and regional and international commitments. In addition, oriental philosophies serve as the foundation for setting Nepal's agenda of education drawing on local cultures, knowledge systems, history, indigenous skills and cosmologies.

Following the promulgation of the Constitution of Nepal, the country's governance structure has been transformed into a federal system, with education becoming a priority of all three levels of Governments; Federal,

Province and Local. In this context, this document has been prepared to transform education system to meet the spirit of the SDGs in general and SDG 4 in particular.

This Framework follows the long-term vision of the Government of Nepal aiming to achieve inclusive and equitable quality education for all and further reiterates the following fundamental principles in the context of Nepal, which were agreed in Incheon: (i) Education is a fundamental human right and an enabling right; (ii) Education is a public good, of which the state is the duty bearer; (iii) Gender equality is inextricably linked to the right to education for all; and (iv) Ensuring that education is of sufficient quality to lead to relevant, equitable and effective learning outcomes at all levels and in all settings. Drawing on SDG 4: Education 2030, this Framework equally anticipates to contribute to the development of Early Childhood Education and Development (ECED)/Pre-Primary Education (PPE) promotion of lifelong learning, expansion of Technical and Vocational Education and Skill Development and advancement of higher education.

The objectives of this Framework 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.

Given this background, the main agenda of this Framework is to ensure no one leaving behind in attaining the level of learning needed to live, with aspiration of sustainable development, inclusively and with equality. Particular attention is given to ensure that places of learning take the lead in wiping out discrimination based on gender, socio-economic status, disability and caste/ethnicity. It was agreed that no education target will be considered met unless it is met by all. As the population of Nepal is highly diverse, it is equally crucial to intensify efforts to ensure equity in education.

A highly participatory consultative process was adopted while developing this Framework. A number of pertinent suggestions and inputs received from three levels of governments, sectoral federal line ministries, National Planning Commission (NPC), Confederation of Nepal's Teachers (CNT), teacher communities, parents, students, businesses and industries, experts, academia, CSOs, development partners and other relevant stakeholders while finalizing this Framework. In addition, a series of consultative meetings with the members of the High-Level National Education Commission further rewarded to set the major priorities, strategies and targets of this Framework.

This Framework has identified the targets, key strategies and interventions to be adopted. The implementation strategy of the SDG 4 aims to bring all three levels of governments – Federal, Province and Local-together in line with the constitutional provision of cooperation, coexistence and coordination. Thus, this Framework simultaneously guides to Province and Local Governments to develop SDG 4: Implementation Plan at the Province Level and SDG 4: Action Plan at the Local Level. The Ministry of Education, Science and Technology (MoEST) will ensure availability of technical support and indicative guidelines to all Province and Local Governments

to develop their respective Implementation Plan and Action Plan. Since the indicators of this Framework are considered as crosscutting instruments among the different stakeholders, a robust partnership mechanism with communities and the private sector would be instrumental, not only to ensure its effective implementation, but also to enhance a shared accountability and ownership of SDG 4.

Acronyms

BPEP	Basic and Primary Education Project
CBOs	Community-Based Organizations
CEHRD	Centre for Education and Human Resource Development
CLCs	Community Learning Centres
CNT	Confederation of Nepal Teachers
CSED	Community School Enabling Decade
CTEVT	Council for Technical Education and Vocational Training
EC	Election Commission
ECD	Early Childhood Development
ECED/PPE	Early Childhood Education Development/Pre-Primary Education
EFA	Education for All
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
GER	Gross Enrolment Rate
GoN	Government of Nepal
GPI	Gender Parity Index
HDI	Human Development Index
HERP	Higher Education Reform Project
I/NGOs	International/Non-Governmental Organizations
ICT	Information Communication Technology
IEMIS	Integrated Educational Management Information System
LDCs	Least Developed Countries
LG	Local Government
MDG	Millennium Development Goals
MGML	Multi-Grade Multi-Lingual
MoEST	Ministry of Education, Science and Technology
MoFAGA	Ministry of Federal Affairs and General Administration
MoHP	Ministry of Health and Population
MoLACPA	Ministry of Land Management, Cooperatives and Poverty Alleviation
MOOCS	Massive Open Online Courses

MoSD	Ministry of Social Development
NASA	National Assessment of Students Achievement
NATCOM	National Commission for UNESCO
NEB	National Examination Board
NEP	National Education Policy
NER	Net Enrolment Rate
NFE	Non- Formal Education
NNF	Nepal National Framework
NNRFC	National Natural Resources and Fiscal Commission
NPC	National Planning Commission
NVQF/S	National Vocational Qualification Framework/System
PEP	Primary Education Project
PPE	Pre-Primary Education
QAA	Quality Assurance and Accreditation
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
SESP	Secondary Education Support Programme
SHEP	Second Higher Education Project
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
STEM	Science, Technology, Engineering and Mathematics
TEP	Teacher Education Project
TVET	Technical and Vocational Education and Training
UGC	University Grants Commission
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund
WASH	Water, Sanitation and Hygiene
WTO	World Trade Organization

Table of Content

Upanishad Maxims	iii
Acknowledgement	iv
Executive Summary	ix
Acronyms.....	xii

Chapter 1

Introduction.....	1
Context	1
Education Sector Achievements.....	3
Sustainable Development Goal 4: Education 2030.....	5
Core Targets.....	5
Means of Implementation	6
The Fundamental Principles of Education 2030	7
Education Provisions in the Constitution of Nepal.....	9
Education Sector Initiatives	10
The Policy Context for SDG 4: Education 2030	11
Policy Implementation Strategy	17
Educational Governance and Service Delivery	22
Opportunities	24
Challenges.....	25
Development Process of the Nepal National Framework (NNF).....	26

Chapter 2

SDG 4: National Vision, Objectives, Priority Areas and Strategic Approach	29
Vision.....	29
Objectives.....	29
Priority Areas	30
Strategic Approaches	32

Chapter 3

Targets, Indicators, Strategies and Key Interventions	37
Free and Equitable Access to Quality Primary and Secondary Education.	37
Equal access to Quality Pre-Primary Education	41
Equal Access to Affordable Quality Technical, Vocational and Higher Education..	42
Relevant Skills for Employment, Decent Jobs and Entrepreneurship.	49
Elimination of all Forms of Disparity and Discrimination in Education.	51
Universal Literacy and Numeracy.....	53
Education for Sustainable Development and Global Citizenship.....	56
Inclusive and Safe Education Facilities.....	60
Higher Education Scholarships in Developing Countries.	62
Supply of Qualified Teachers in Developing Countries	64

Chapter 4

Institutional Arrangements and Implementation Modalities	67
Implementation Modalities of Nepal National Framework (NNF)	67
Role of other Line Ministries	70
Role of Federal, Province and Local Levels	71
Financing	75
Progress Review	77
Way Forward	78

Chapter 5

References	81
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Chapter 6

Appendix.....	85
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List of Tables

Table 3.1: National Indicators for Target 4.1	38
Table 3.2: Strategies and Key Interventions	39
Table 3.3: National Indicators for Target 4.2	42
Table 3.4: Strategies and Key Interventions	43
Table 3.5: National Indicators for Target 4.3	44
Table 3.6: Strategies and Key Interventions (TVET)	45
Table 3.7: Strategies and Key Interventions (Higher Education)	47
Table 3.8: National Indicators of SDG Target 4.4	49
Table 3.9: Strategies and Key Interventions	50
Table 3.10: National Indicators of SDG Target 4.5	51
Table 3.11: Strategies and Key Interventions	52
Table 3.12: National Indicators of SDG Target 4.6	54
Table 3.13: Strategies and Key Interventions	55
Table 3.14: National Indicators of SDG Target 4.7	58
Table 3.15: Strategies and Key Interventions	59
Table 3.16: National Indicators for Target 4.a	61
Table 3.17: Strategies and Key Interventions	61
Table 3.18: National Indicators for Target 4.b	63
Table 3.19: Strategies and Key Interventions	63
Table 3.20: National Indicators for Target 4.c	64
Table 3.21: Strategies and Key Interventions	65

Introduction

Context

The global agenda for the Sustainable Development Goals (SDGs) was initiated by the United Nations (UN) in 2015 as “Transforming Our World: The Agenda for Sustainable Development 2030”, a plan of action for the people, planet and prosperity (UN, 2015). This global agenda is an opportunity for Nepal to revitalize its development aspiration with the essence of its traditional values. Nepali society upholds the sense of interconnectedness of all living beings and non-living things, placing emphasis on harmonious and peaceful co-existence for happiness and prosperity. The SDGs emphasize “eradicating poverty in all its forms and dimensions, including extreme poverty, as the greatest global challenge and an indispensable requirement for sustainable development” (UN, 2015). These goals echo the country’s priority of economic development to meet the target of graduating from

Least Developed Country to a developing country by 2022 and becoming a middle-income country by 2030. Nepal has already formulated an overall Nepal Sustainable Development Goals: Status and Roadmap: 2016-2030 (National Planning Commission, 2017), which has set major indicators and targets relating to all 17 SDGs.

Nepal has made significant progress towards achieving the education for all agenda during the period of the millennium development goals and beyond. Education has been recognized as the fundamental right of all citizens and is key for the socio-economic transformation of the country. The constitution of Nepal has aimed to develop a socialism-oriented independent and prosperous economy while making the national economy independent, self-reliant and progressive in order to build an exploitation free society by abolishing economic inequality through equitable distribution of the

gains (Ministry of Law, Justice and Parliamentary Affairs, 2015).

Education is considered as the basic infrastructure of all other infrastructures. The long-term vision of the Government of Nepal is to elevate “*Prosperous Nepal, Happy Nepali*” by 2043. It has also planned to reach to the status of the middle-income country by 2030 and to graduate

to a developing country by 2022. Along with these commitments, government’s policies, plans, strategies, programmes and declarations including Community School Strengthening and Enabling Decade (2019-2028), as well as Nepali cultures, history, indigenous knowledge and skills, and philosophies, have served as foundations of this Nepal National Framework (NNF).

National Guiding Documents

- a. Constitution of Nepal, 2015
- b. Education for All, National Plan of Action, Nepal (2001-2015)
- c. Nepal Millennium Development Goals (2000-2015)
- d. Nepal Sustainable Development Goals: Status and Road-Map (2016-2030)
- e. 14th Plan (2016-2018)
- f. Education Sector Plan-School Sector Development Plan (SSDP) (2016-2023)
- g. 15th Plan (Approach Paper), 2019
- h. National Education Policy, 2019
- i. Education Sub-Sector Plans, Strategies and Evaluation Reports

International Guiding Documents

- a. Education for All, Jomtien, March, 1990
- b. Education for All, Dakar, April, 2000
- c. SDG 4: Education 2030, Incheon Declaration, May, 2015
- d. SDG: Global Framework, November, 2015
- e. SDG: SAARC Framework for Action, October, 2019

Education Sector Achievements

Nepal has achieved significant progress towards targets set by Millennium Development Goals (MDGs), Education for All (EFA) and national initiatives on TVET and higher education. Nepal's progress has been acknowledged in a number of UN documents, including UNSCO's Global Monitoring Reports of the past years (2015, 2016). For example; enrolment campaigns and mid-day meal programmes have been enormously contributed to increase the schooling of children in Nepal. As a result; the Net Enrolment Rate (NER) of basic education (grade 1-5) has significantly increased to 96.6 percent with 82 percent of completion rate. The NER of Basic Education (Grades 1-8) and Secondary Education (Grades 9-12) has been reached to 92.7 percent and 46.4 percent respectively. More than 77,000 Children with Disabilities (CwDs) have been enrolled in school education. Obviously, these information help derive that the number of out of

school children has dramatically decreased. Similarly, the percentage of grade one entrants with ECED/PPE experience has reached to 63 percent with 84.7 percent of its Gross Enrolment Rate (GER). The literacy campaign has been extremely remained as a successful programme in Nepal, which has resulted to increase literacy rate to 82 percent.

The ratio of girls to boys enrolled in grade one to complete basic education (grade 8) has reached 1.04 and the ratios are similar for both secondary education and higher education. The Gender Parity Index (GPI) for Basic and Secondary levels have remained in a balance status, i.e., 0.98 and 1.01 respectively. Since the number of basic education graduates has been remarkably increased, the corresponding GERs of secondary level and higher education have also correlatedly increased. As a result, the GER in secondary level currently stands at 59 percent. The ratio of female teachers to males

has reached almost at par at the basic (grades 1-5) and continuously increased its ratio at other levels. Almost 95 per cent of teachers in school education have received professional training.

Established norms of Minimum Enabling Condition (MEC) and mandatory provision of School Improvement Plan (SIP) has contributed to enhancing the learning achievements of students in school education. Furthermore, the Integrated Educational Management Information System (IEMIS) and National Assessment for Student Achievements (NASA) have been institutionalized.

Based on the commitment of the Government to increase the access of Technical and Vocational Education and Training (TVET) to all 753 Local Levels, a total of 585 Local Levels are conducting at least one TVET programme within their jurisdiction. There are 1105 institutes are running under the

Council for Technical Education and Vocational Training (CTEVT) system and 434 Technical Stream in Secondary Education has been running under Centre for Education and Human Resources Development (CEHRD) system. In addition to this, 261 institutes are providing technical higher education under university and academy systems across the country.

Under the constitutional mandate “every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State”, the Government has promulgated Compulsory and Free Basic Education Act, 2018. This initiative has brought a change in structure and governance system of education. The Basic Education comprises of grades 1-8 including one-year ECED/ PPE and grades 9-12 fall under the Secondary Education including technical stream. A 3-year Diploma programme has also been provided by CTVET system. This new

structure has significantly reduced the transitional drop outs across the education levels since Local Governments are made responsible for management and governance of the school education.

Higher education comprises of a 4-year Bachelor's degree, 2-year Master's degree, one and a half-year M.Phil. degree and 3-5 years of Doctor of Philosophy (Ph.D.). The GER in higher education has reached 14%. Introduction of Quality Assurance and Accreditation (QAA) system has added credible values in higher education.

Sustainable Development Goal 4: Education 2030

The sustainable development agenda consists of 17 Goals, including Goal 4 that relates to education. The declaration adopted at the World Education Forum, held in Incheon, Republic of Korea in 2015 represents a new global vision of education for the next fifteen years. The SDG 4: Education 2030 aims to, “ensure

inclusive and equitable quality education and promote life-long learning opportunities for all”. This goal recognizes education as a driving force for the sustainable development of the nation through transforming the lives of people. It has set the following seven core targets and three means of implementation to be achieved by 2030.

Core Targets

- 4.1. Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes;
- 4.2. Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education;
- 4.3. Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;

- 4.4. Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- 4.5. Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- 4.6. Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy; and
- 4.7. Ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's

contribution to sustainable development.

Means of Implementation

- 4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all;
- 4.b. Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries (this target has been anticipated to be achieved by 2020); and
- 4.c. Substantially increase the supply of qualified teachers, including through international

cooperation for teacher training in developing countries, especially least developed countries and small-island developing States.

These targets and means of implementations are further specified in terms of indicators. Nepal has published the country status and roadmap to guide the implementation of the agenda and achieve the targets clearly outlining priorities and strategies (NPC, 2017). Following the roadmap, the MoEST has set priorities and identified major indicators to monitor the progress of the SDG 4: Education 2030.

The Fundamental Principles of Education 2030

The Incheon Declaration has reaffirmed that education is a public good and a fundamental human right. The constitution of Nepal reflects all the fundamental principles of education which has aligned with the SDG 4: Education 2030. These are:

- a. ensuring that **education is of sufficient quality** to lead to relevant, equitable and effective learning outcomes at all levels and in all settings,
- b. **education is a fundamental human right and an enabling right** – to ensure equal access to inclusive and equitable quality education and learning, which should be free and compulsory, leaving no one behind, aiming to develop human personality and promote mutual understanding, tolerance, friendship and peace;
- c. **gender equality** is inextricably linked to the right to education for all; achieving gender equality requires a rights-based approach that ensures girls and boys, women and men, not only gain access to and complete education cycles, but are empowered

equally in and through education;

in setting and regulating standards and norms;

d. **lifelong learning** is

to complement and supplement formal education through broad and flexible non-formal pathways with adequate resources and mechanisms, and will stimulate informal learning, including through the appropriate use of ICT.

These principles are drawn from international commitments and agreements made by the Government of Nepal, i.e. the Universal Declaration of Human Rights, 1948; the Convention against Discrimination in Education, 1960; the Convention on the Rights of the Child, 1989; the International Covenant on Economic, Social and Cultural Rights, 1966; the UN Convention on the Rights of Persons with Disabilities, 2006; the Convention on the Elimination of All Forms of Discrimination against Women, 1979; the Convention relating to the Status of Refugees; 1951 and the UN General Assembly Resolution on the Right to Education in Emergency Situations, 2010.

- e. **education is a public good** – of which the state is the duty bearer, education is a shared societal endeavour, which implies an inclusive process of public policy formulation and implementation; civil society, teachers and educators, the private sector, communities, families, youth and children all have important roles in realizing the right to quality education, with the role of the state being essential

The SDG 4: Education 2030 is also expected to fulfil the 'unfinished agenda' of the EFA and the MDGs and address emerging challenges in education. Nepal is

highly committed to adhering to the principles and build upon the existing mechanisms to the extent possible to achieve the targets of Goal4 through good governance, accountability and socially responsible partnerships.

Education Provisions in the Constitution of Nepal

The Constitution of Nepal, Article 31, has established education as a fundamental right of every citizen: "Every citizen shall have the right of access to basic education; every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State". In addition, the Constitution envisions "the citizens with disabilities and the economically indigent citizens shall have the right to get free higher education and the citizen of Nepal shall have the right to get education in its mother tongue".

The Constitution, along with a number of relevant policies,

Acts and plans, articulates the educational development agenda as envisaged in SDG 4: Education 2030. Nepal has also endorsed the UN Convention on the Rights of the Child (CRC) in 1990 and enacted the Children's Act in 1992. This Act had ensured child's care and education as fundamental rights of all children in the country. The constitutional provision has guaranteed the compulsory and free basic education for all children and free secondary education. In this respect, the Government of Nepal has recently promulgated Children's Act, 2018, which defines child below the age of 18 years, and substantiated the spirit of the constitutional provisions.

In the changed context of governance restructuring, the SDGs provide an opportunity to align the national development priorities, making Federal, Province and Local Governments accountable for fulfilling constitutionally mandated roles and responsibilities. The Local

Governments have been made responsible for delivering quality school education to all children by addressing the emerging challenges.

Education Sector Initiatives

Nepal has implemented a number of plans and programmes over the past decades for the overall development of education in the country. From 1990 it has intensified the efforts to ensure education for all in the country. These include the Basic and Primary Education Project-I (BPEP I, 1992-1997), the Basic and Primary Education Programme-II (BPEP II, 1999-2004), the Secondary Education Support Programme (SESP 2003-2007), the Teacher Education Project (TEP 2003-2008), the Education for All Programme (EFA 2004-2009), Community School Support Programme (2002-2007), and the School Sector Reform Plan (SSRP 2009-2015).

The Government of Nepal is currently implementing the School

Sector Development Plan (SSDP 2016-2023), with the aim of ensuring inclusive and equitable access to quality education to all. The SSDP was developed based on the 2016 Education Sector Analysis and is fully aligned with the SDG 4 and Nepal's aim to graduate to the status of Middle-Income Country by 2030. The SSDP has also emphasized life-long learning opportunities for all by promoting flexible linkages between formal, non-formal and informal learning opportunities (MoE, 2016).

Under the Council for Technical Education and Vocational Training (CTEVT) Act, the CTEVT was established in 1989, as an apex body of TVET in Nepal. Recently endorsed National Education Policy, 2019 includes TVET component with the aim of preparing capable, efficient, competitive and productive human resources for the economic development of country and to create the opportunity of

employment for all. Furthermore, CTEVT has just been completed the TVET strategy (2014-2018) for the implementation of the policy objectives. In order to address issues of quality, relevance, permeability and recognition, the development of the National Vocational Qualification Framework (NVQF) has been initiated.

The Government has been undertaking several reform initiatives in higher education. The Higher Education Project (1997–2002) implemented focusing on curriculum reform, institutional infrastructure, as well as financial and academic management. The Second Higher Education Project (SHEP, 2007–2014) was implemented to achieve (i) greater quality, efficiency, and relevance in higher education through a set of systemic reforms and (ii) improved access for academically qualified students from disadvantaged groups to secondary and tertiary education.

The Government has recently endorsed National Education Policy, 2019 to increase the access of people in higher education on the basis of merit and aptitude. Moreover, the Higher Education Reform Project (HERP 2015-2020), has been initiated to support the government's national programmes in higher education focusing on strengthening system capacity. These efforts have contributed to introduce Quality Assurance and Accreditation (QAA) system in higher education.

The Policy Context for SDG 4: Education 2030

The SDG 4: Education 2030 highlights the scope for further transforming the current education system in line with larger global contexts, by emphasizing life skills, livelihood skills, accessing and managing knowledge in a way that benefits the emergent concept of connectedness, sharing and sustainability. It also emphasizes developing global citizenship

education, aiming for holistic education that connects the country with the rest of the world.

Nepal has taken education as a means for bringing overall transformation of the nation in line with the constitution. The National Education Policy (NEP), 2019 has set a vision of ensuring “Educated, civilized, healthy and capable human resources for social justice, transformation and prosperity” by removing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. The major objectives of the NEP are as follows:

- a. To make quality and effective early childhood development and education focusing on the overall development of children.
- b. To guarantee equitable access to and continuity in basic education for all, ensuring universal, life-related, competitive and quality compulsory and free

education.

- c. To ensure free access to quality secondary education to all to produce competitive, skillful and productive human resources with the qualities such as creativity, constructiveness, studiousness, positive thinking and ethics.
- d. To promote technical and vocational education and training (TVET) opportunities, ensuring inclusive and equitable access to all the interested citizens, to produce qualified, capable and skilled human resources with entrepreneurial skills for development of the country.
- e. To increase access to and quality in higher education for the development of knowledge-based society and economy to develop qualified, competent, scientific, innovative,

- internationally competitive and research-oriented human resources that can provide successful leadership in various sectors.
- f. To make Nepal a fully literate country and develop a culture of lifelong learning through non-formal, alternative, traditional and open education.
 - g. To ensure access to quality education to the people with all types of disabilities and make them capable and competitive citizens through lifelong learning for decent life.
 - h. To ensure professional capacity, competency, integrity, commitment and accountability of the human resources engaged in education service delivery to bring excellent results and maintain good governance.
 - i. To create synergy through the fusion of existing best practices in both public and private education sectors, and to effectively mobilize and regulate private educational institutions and to enable the transformation process of public education system.
 - j. To enhance the quality of education at all levels and types of education by developing quality indicators and standards based on national and international experiences and practices.
 - k. To develop education system based on a national qualification framework by ensuring equivalency, mobility and permeability among formal, non-formal and informal education.
 - l. To ensure investment in education on the basis of the national priority as well as sufficiency, equitability and best value for money to fulfill the constitutional and

legal obligations of right to education.

- m. To integrate science and technology into the education system to develop scientific thinking and practices of individuals and to utilize traditional knowledge and modern technologies for the nation development.

This new National Education Policy has become a solid instrument in the federal context of Nepal to translate the education vision, mission and objectives of the Government of Nepal by implementing the following strategies:

- a. School education comprises (i) compulsory and free basic education (up to grade 8) and (ii) free secondary education (from grade 9 to 12).
- b. One year of ECED/PPE is recognized as a part of school education. Integrated and inclusive

ECED/PPE policies guarantee at least one-year of quality pre-primary education, paying special attention to girls, Children with Disabilities (CwDs), and children from poor and disadvantaged communities.

- c. The Constitution envisions to make education scientific, technical, professional, skill-oriented and people-oriented in order to prepare competent, moral and committed human resources for the national development.
- d. The National Education Policy, 2019, has focused on fostering skilled human resource, as well as establishing access, equity, inclusion and participation in technical and vocational education and training. The periodic development plan has also aimed to transform the nation to a middle-income country through

- competitive, innovative and entrepreneurial human capital by providing quality TVET, creating employment opportunities and developing entrepreneurship. Policies on TVET have provisioned to make determination and accreditation of skills, for generating basic and medium level technical human resources.
- e. The Government of Nepal has recently adopted a policy of expanding technical and vocational education. The strategic approach to expand school-based TVET, emphasise linking school curriculum with the world of work and skills, developing soft skills and the incorporation of ICT are key strategies expected to address the SDG targets. The provision of ensuring lateral movement from general to vocational stream and vice-versa through the NVQF is another policy intervention in TVET being developed.
 - f. The National Education Policy, 2019 has sought to improve access to quality higher education and increase the relevance of higher education to national priorities and sustainable development. This policy commits to strengthen accountability and transparency in public funding, and the world of work, ensuring quality, stakeholder participation, and developing a national regulatory framework. It has focused on systemic, institutional and academic reforms for equity and access; quality and relevance; and research and academic excellence.
 - g. Non-formal education strategies, including practical knowledge and skills for continuous

learning acquired through informal learning, are also closely linked with formal education policies and strategies. Community Learning Centres (CLCs) promote locally relevant non-formal education, lifelong learning opportunities, skills development and partnership. Execution of alternative education programmes also help translate the vision of 'Literate Nepal' into reality.

Emphasising empowerment and partnership with the private sector and I/ NGOs, consolidating and expanding literacy and lifelong learning programmes have focused on the utilization of the knowledge and experience on nonformal education (NFE). NFE and lifelong learning encompasses

alternative schooling and promotes mobility between formal and non-formal education and links between non-formal education programmes with skills and income generation programmes through technical and vocational education and training.

- h. Nepal has adopted a policy of positive discrimination, under which a number of incentive programmes and reservation schemes have been introduced to ensure equitable access to female students, children from Dalit communities, vulnerable, disadvantaged groups, people living in remote areas, indigenous people and Children with Disabilities (CwDs).

The Government has adopted Safe School Policy to ensure safe, child-friendly, disability-friendly and gender sensitive,

- non-violent and inclusive learning environments for all learners in different educational settings.
- i. Scholarship policies in education are designed to target various student groups and include needs and merit-based scholarships, such as; scholarships for girls, poor, Dalit, students with disabilities and disadvantaged social groups. Scholarship provisions for competent and economically disadvantaged students are being provided for TVET and technical higher education, including medical education. The scholarships are made inclusive for those students below the poverty line and the low HDI.
 - j. Teacher licencing has been made mandatory to join teaching profession. Teacher training is a prerequisite for obtaining the license. The Government has developed the Teacher Development Policy Guidelines, 2010, for teacher professional development, as well as the Teacher Competency Framework, 2015, to guide teacher management.

Policy Implementation Strategy

This National Framework has been designed to ensure quality education at all levels. Some of the strategies of the School Sector Development Plan (SSDP) (2016-2023) will be continued to implement this Framework. In addition, National Education Policy, 2019; National policy on Science, Technology and Innovation, 2019; Education 2030: SAARC Framework for Action and SDG global indicators will also be equally considered while designing Local, Province and Federal level policies, plans and programmes in order to achieve the SDG 4 targets.

The major strategies are as follows:

- a. Ensuring a one-year early childhood education and development programme as an integral part of education system and compulsory for all children by introducing national standards in relation to physical infrastructure, teacher qualification and facilitation process.
- b. Ensuring compulsory and free basic education for all children including vulnerable groups, minorities, and disadvantaged groups through alternative modes of education, special education, and mobile school systems by developing criteria and indicators of compulsory education.
- c. Provisioning for mid-day meals, pro-poor scholarships, primary health care, as well as WASH and sanitation facilities to increase enrolment, reduce the drop out and increase the retention rates at all levels.
- d. Ensuring safe and child-friendly learning environments by strengthening physical facilities and developing disaster resilient infrastructure in educational institutions.
- e. Mapping and restructuring educational institutions to ensure they meet the prioritized minimum enabling conditions.
- f. Conducting parental education programmes and community mobilization programmes.
- g. Developing partnership models to impart quality TVET programmes and its integration with lifelong learning programmes.
- h. Expanding the opportunities to all interested youth on technical and vocational education and skills development

with the concept of **Skill for All** through skills mapping, apprenticeship programmes, credit transfer and credit banking system and increasing the number of technical stream education in community schools.

- i. Provisioning of mobile skills development and training programmes and students' assistance support system for multiple disadvantaged, disabled and vulnerable groups.
- j. Funding education through different types of grants (e.g., block grants, conditional grants, performance grants, equalization grants, and matching grants) and cost sharing amongst three levels of governments, including private sector, development partners and I/NGOs/CBOs.
- k. Strengthening libraries, labs, book-corners and relevant curricular materials including sports.
- l. Developing teachers' qualification standards and continuous professional development, implementing the teacher competency framework to introduce quality assurance systems at all educational institutions.
- m. Strengthening early grade reading, promoting mother-tongue as a medium of instruction in basic education, developing relevant curricula at the local levels, strengthening early grade reading programmes and upscaling the roll out of these across the country.
- n. Strengthening the assessment system of students by promoting a continuous assessment system (CAS), National Assessment of Students Achievement (NASA) and letter grading system at all levels.

Major Strategies

1. Ensuring equitable and inclusive quality education systems for all.
2. Enhancing knowledge and technology-based learning and innovation.
3. Adopting and promoting scientific orientation, knowledge, technology and ICT as a means of education.
4. Embracing local and indigenous knowledge, skills, values and practices.
5. Strengthening and harmonizing educational legislation, policies and plans in line with the changing socio-economic structures.
6. Promoting inclusive and socially responsible partnership with relevant stakeholders.
7. Ensuring collaboration and partnership among industries, business, institutes and education institutes in order to strengthen work and study mechanism.
8. Developing accessible formats to ensure the right to education of person with disabilities including all minorities and disadvantaged.
9. Expanding opportunities for all types of learners through informal, non-formal, alternative and continuing education, including lifelong learning.
10. Focusing on students' creativity, problem analysis ability, collaborative skill, work efficiency, problem solving skills at all levels.
11. Promoting and strengthening education programmes in Nepali industries, commerce, tourism, infrastructure development, agriculture, forestry, herbs, science and technology.
12. Encouraging both academic and training courses on Mountain Engineering, Mountain Risk Management, Mountaineering, Climbing, High Altitude Training, High Altitude Sports, Mountain Tourism and Mountain Economy, Sports Close Camp, Ski, Paragliding, White Water Rafting, Cannoning and Zip Diving, among others.
13. Ensuring safe learning environment at all levels.
14. Mobilizing internal and external resources for adequate financing in education.
15. Enhancing effective monitoring and reporting mechanism through the provision of on-site monitoring from all the three levels of the government.

o. Promoting secondary schools with specialization in various genres including science, music, sports, ayurveda, herbs at all levels of education.

p. Integrating technology development and innovation, including STEAM education at all levels of education.

- q. Expanding orientation on Science and its innovation to all citizens in order to eradicate pseudoscience and malpractices from the society.
- r. Revising and updating the curriculum at all levels of the education based on the requirement of the nation, competitive global context, effect of the technology, and the emerging pattern of the learning and teaching pedagogy.
- s. Upgrading a robust EMIS to ensure disaggregated data and using IEMIS data for overall planning, budgeting, monitoring and reporting.
- t. Strengthening CLCs to promote lifelong learning and to link it with income generating programmes and encouraging higher education institutions to run lifelong education programmes.
- u. Expanding access to tourism, industry, sports, herbs, open and distance learning modes in higher education to reach to the unreached.
- v. Ensuring resilient education system through awareness and training programmes at local levels.
- w. Empowering governing/ managing bodies to ensure well-resourced, efficiently and effectively governed systems with adequate qualified teachers and educators, professionally well-trained and empowered, motivated and supported to deliver quality and relevant education.
- x. Strengthening continuous and life-long learning opportunities through informal, formal, and non-formal learning provisions and development of the equivalency framework and open- and distance learning modalities.
- y. Establishing mechanism of face-to-face, school-

based, blended, on-line and virtual systems in general education, STEM, including Arts and TVET and skills development.

- z. Establishing socially responsible partnership mechanisms with of all levels of governments, political parties, experts, social workers, private sectors, non-governmental organizations, and CBOs to bring and retain all children in school.

Educational Governance and Service Delivery

The Constitution of Nepal entails transformation of the governance and management of the educational system and its delivery mechanisms. The Constitution has defined the mandate for basic and secondary education predominantly to the local government level, with the notion that education as a whole is a concurrent power between federal, provincial and local level. The front-line delivery of

the public education sector has now become the primary responsibility of the local governments. Thus, the governance system has changed considerably under the new federal system, with the federal government primarily responsible for policy, coordination, quality assurance and setting standards and measures in order to ensure that local governments are empowered to deliver education services in an efficient and effective manner. New legislation, institutions, and administrative procedures are being formalized for the administration of this new setup as prescribed in the constitution.

After the completion of the election at all levels of the government, functions to be carried out by the respective tiers of government (functionaries) have been largely defined. The MoEST has been made the overarching responsible agency for educational governance and management. Under the new structure at the federal level, the

University Grant Commission (UGC) for the facilitation and coordination among the universities, National Examinations Board (NEB) for the national examination of the school education, CTEVT for the technical vocational education and training are in function.

Similarly, the CEHRD has been made for the responsible agency to facilitate for the school education system. At the provincial levels, the Ministry of Social Development (MoSD) has been established and made responsible for education, health, sanitation, women, youth and sports, social security, language, culture, labour and transport. It has the mandate to deal with provincial-level policy related matters, whereas the Provincial Education Development Directorate is the main responsible implementing agency at province level. Meanwhile, the 753 Local Governments (LG) are the implementing agencies for school education with education units established at the municipality level

in order to implement education function at local levels.

Apart from the overarching federal education legal foundation, the Local Government Operations Act (October 2017) provides legislation to unpack the functions of the planning, monitoring and management of basic and secondary schools that are placed by the constitution under the jurisdiction of local governments, including formulating education plans and conducting basic level examinations. Similarly, the Inter-Governmental Fiscal Transfer Management Act, (2074/2017) assigns revenue functions at provincial and local government level to fund their new functional responsibilities. To ensure that provincial and local governments receive a fair share of public financial resources, the constitution mandates the establishment of a National Natural Resources and Fiscal Commission (NNRFC) to determine the basis and modality for distribution

of resources between federal and lower level governments. The Intergovernmental Fiscal Management Act has envisaged four types of grants—fiscal equalization, conditional, matching and special—for provinces and local bodies. The federal government will provide these grants annually.

While a number of regulatory provisions and implementation arrangements in the federal set up are in place and additional regulatory provisions are initiated to define the roles and responsibilities of each of the three-tiered governments, bringing all key stakeholders across the FG, PGs and LGs to a shared understanding of their respective responsibilities is critical to synergize the service delivery during the initial stage of federal set up. MOEST with other partners and stakeholders is working along this line by creating a platform to bring the key players together for strategic discussions.

Opportunities

A supportive climate exists in the country for effective implementation of SDG 4: Education 2030 due to the following reasons;

- a. Fundamental right to education enshrined in the Constitution.
- b. The political stability the country has achieved after a long political transition provides an opportunity for accelerating socio-economic transformation of the nation.
- c. Education has been accorded a high priority at all three levels of governments.
- d. Demographic dividend of the country is high as 57 % of the population is accounted as economically active.
- e. Decreasing trend of poverty (currently at 18.7% below the poverty line).
- f. Net Enrolment Rate of basic education (grades 1-5) stands at 96.6.2%.

- g. All levels of Governments have expressed their commitments to integrate and localize SDGs in general and SDG 4 in particular into their plans, programmes and budgets.
- h. National Education Policy, 2019 endorsed by the Government of Nepal.
- i. Indicators of NNF have been aligned with the SDG Road-map (2016-2030).
- j. The national and sectoral policies, plans, periodic and sectoral plans (e.g.; SSDP, HERP, TVET) have been aligned with the framework.
- k. Clear delineation of roles and responsibilities among the three levels of governments both specific and concurrent.
 - b. Teachers' capacity, quality, commitment and accountability.
 - c. Good governance systems across the different levels of education with high degree of accountability, sense of ownership, participation, transparency and meaningful engagement of stakeholders.
 - d. Persisting disparities in access, participation and learning outcomes.
 - e. Adequate level of funding for education sector, including equitable distribution and utilization.
 - f. Labour market relevance of TVET.
 - g. Reliable, coherent, timely and accessible statistical information, reporting mechanism and maintain sustainability.
 - h. Permeability and mobility between/among formal education, non-formal education, alternative learning, local administrators, supervisors).

Challenges

- a. Policy making, planning, monitoring and reporting capacity of education personnel (e.g., planers, headteachers,

life-long learning or education system.

- i. Technology enabled pedagogy and governance systems.

Development Process of the NNF

A highly participatory consultative process was adopted in the formulation of the National Framework. This Framework benefited from the feedback and inputs received from the three levels of governments, Confederation of Nepal's Teachers (CNT), teacher communities, parents, students, businesses and industries, experts, academia, CSOs, development partners and other relevant stakeholders. At the same time, consultative meetings organized by the High-Level National Education Commission substantially contributed to identify the priorities and strategies for this Framework.

The National Education Indicator Framework (NEIF) was developed on the basis of 43 indicators

(11 Global, 32 Thematic and 41 additional national indicators) and aligned with the National Strategy for the Development of Statistics (NSDS, CBS). The five pillars of the SSDP's theory of change;

- a. equity,
- b. quality,
- c. efficiency,
- d. governance, and
- e. resilience, further guided in identifying the operational strategies to be continued in this Framework.

A Steering Committee (SC), chaired by Secretary for MoEST, was formed to ensure the oversight functions of the designing and developing the framework. The SC formulated a Technical Committee (TC), chaired by Joint Secretary, Planning & Monitoring Division, to draft the Framework, which was technically supported by the Framework Drafting Committee. An expert task-team was formed to provide necessary support to the TC. The draft report prepared and shared with the concerned

stakeholders. The report was revised by incorporating the comments and suggestions received from various consultation programmes. This draft report was sent to Ministry of Finance (MoF) and National Planning Commission (NPC) for their comments and suggestions. It was also shared with experts, academia, university vice-chancellors and high-level officials of MoEST system following a High-Level Seminar organized

for Honourable Ministers for Social Development of seven Provinces, representatives of Metropolis, Federations of Municipalities and Rural Municipalities and experts. The SC further received support from the SDG Forum as necessary.

Finally, the TC has prepared this final report by incorporating the suggestions and feedback received from various events and concerned stakeholders.

SDG 4: National Vision, Objectives, Priority Areas and Strategic Approach

CHAPTER 2

The Government of Nepal has prepared this National Framework reflecting on the national and global contexts focusing on rights-based quality education, skills development, equity and inclusion. This Framework aims to ensure a shared responsibility and accountability of all levels of governments. The national vision, objectives and key strategies of the Framework are set as follows:

Vision

Inclusive and equitable quality education and lifelong learning for all to develop educated, civilized, healthy and capable human resources able to contribute to the realization of “**Prosperous Nepal and Happy Nepali**”.

Objectives

The Framework aims to create an enabling environment for the implementation of the SDG 4 in the country. The broad objectives are as follows:

1. Ensuring inclusive and equitable access to quality education and promoting lifelong learning for all;
2. Promoting the culture of peace, civic awareness, sustainable behaviour, social harmony and shared values;
3. Promoting skills learning and entrepreneurship to contribute to improved and sustained livelihoods, employability and economic development;
4. Strengthening Information, Communication and Technologies (ICT) application, scientific orientation, innovation and knowledge creation to foster the development of a knowledge-based economy; and
5. Strengthening the institutional capacity to enhance the delivery of the education sector.

Priority Areas

This Framework has basically focused in the following priority areas in order to achieve the aforementioned objectives:

1. Ensuring universal access to and completion of basic education and secondary education with equitable, quality learning outcomes that are relevant and effective (target 4.1);
2. Ensuring quality early childhood development, care and education (target 4.2);
3. Promoting quality learning by ensuring minimum enabling conditions are met in schools, developing the capacity of the teachers, expanding ICT as the means for quality enhancing (target 4.2);
4. Ensuring expansion of the equitable access to quality technical and vocational education and skills development that is effective and relevant to employment and entrepreneurship, with flexible linkages to higher education and lifelong learning (target 4.3 and 4.4);
5. Enhancing access to quality higher education that is relevant to national priorities, quality working life, and sustainable development, ensuring flexible linkages to technical and vocational education and life-long learning (target 4.3 and 4.4);
6. Developing relevant technology-based and credible flexible lifelong learning opportunities for all, with alternative pathways for formal, non-formal and informal learning, that promotes life skills, livelihood skills and technical, vocational skills (target 4.4 and 4.6);

7. Promoting education that inculcates a culture of peace and non-violence, global citizenship, appreciation of cultural diversity, gender and social sensitivity emphasizing on inclusion and equity, and contributing to sustainable development (target 4.5 and 4.7);
8. Strengthening the education system capacity (institutional and individual) to identify and address special needs with sensitivity to ensure equality and inclusion, and safe learning environments for all (target 4.a and 4.c);
9. Establishing systems of quality assurance with special emphasis on ensuring attainment of learning achievements, inclusion, equity and equality in terms of gender, social and linguistic diversities, and disabilities (target 4.a and 4.b and 4.c);

Key Priority Areas

1. Guaranteed enrolment, retention, completion and learning achievement in basic education, including one year of ECCD/PPE and universal access to and completion of secondary education.
2. Equitable access to quality TVET; and provision of work-based skills development and placement.
3. Promotion of STEM education, including Arts for scientific advancement and innovation.
4. Creation of flexible linkages and permeability between formal, non-formal/adult literacy and education, and informal learning with life-long learning as the overarching principle of education development.
5. Increased access to higher education on the basis of merit and aptitude.
6. Strengthening of quality assurance and accreditation and credit transfer systems in TVET and higher education.
7. Provision of qualified, committed and motivated teachers all levels of education through additional incentives, licencing, continuous professional development and learning exchange programmes.
8. Integration of inclusion, equity and equality principles and values in policies, plans and programmes taking account of gender, social and linguistic diversities, disabilities, etc.
9. Integration of culture of peace and non-violence; promotion of global citizenship, appreciation of cultural diversity; respect for gender and social sensitivity, history, indigenous knowledge, philosophies.
10. Institutional strengthening and good governance.

10. Ensuring provision of qualified teachers through continuous professional development and exchange programmes and strengthening teacher management and redeployment (target 4.c).

Strategic Approaches

1. Inclusive and equitable access to quality education and promoting lifelong learning for all:
 - a. Inclusion and equity will be ensured with special interventions to the targeted groups.
 - b. Student financial assistance schemes including scholarships, loans and work study opportunities will be made available to the poor and disadvantaged individuals according to the equity index.
 - c. ensuring safe learning environment at all level.
 - d. Quality Assurance and Accreditation (QAA)

system will be strengthened at all levels, institutions and across the programmes.

2. Promotion of the culture of peace, civic awareness, sustainable behaviour, social harmony and shared values:
 - a. The spirit and value of sustainable development, peace, harmony and shared values will be incorporated in academic programmes through reorienting curricular, co-curricular and extra-curricular provisions.
 - b. Institutions will be motivated and supported to improve institutional ambience, overall environment, and to undertake activities to inculcate a culture that values of peace, harmony and sharing.
 - c. developing accessible formats to ensure the right

- to education of person with disabilities
3. Promoting skills learning and entrepreneurship to contribute to improved and sustained livelihoods, employability and economic development:
 - a. Livelihoods will be improved through expanding the opportunities for informal, alternative and continuing education linking with indigenous and local knowledge and values. Existing curriculum will be revised to be relevant to the needs of a modern workforce, include the development of new skills through revised learning materials; additionally, workplace-based training will be developed to meet the quality standards for all technical and vocational education and skills development programmes.
 - b. Mechanisms and standards for the high quality of instructors will be set and ensured at all levels.
 - c. Women and special target groups' participation will be increased through on-site training and up-skilling programmes.
 - d. Skills will be upgraded, integrated and recognized through national vocational education system.
 - e. Expansion of TVET institutions will be ensured through virtual and mobile system.
 - f. Work-based TVET programmes will be introduced in technical institutes and industries.
 4. Information, Communication and Technologies (ICT) application, scientific orientation, innovation and knowledge creation to foster the development of a knowledge-based economy:
 - a. The governance mechanism of higher

education will be strengthened to ensure the production of quality human resources through improved accountability.

- b. The higher education system will be reengineered in a way that it functions as a hub for research and innovation, creating knowledge and promoting a knowledge-based economy.
- c. adopting and promoting ICT as a means of education, good governance and effective pedagogy.

5. Enhancing the institutional capacity to govern the education sector effectively and efficiently strengthening and harmonizing educational policies, plans, legislations and systems:

- a. ensuring effective and inclusive participation in educational plans and policy formulation and their implementation;
- b. exploring additional

resources for adequate financing in education;

- c. enhancing robust monitoring, follow-up, and progress review and reporting mechanism at all levels.

Building on the lessons of EFA and the MDGs, Nepal will invest in and scale up innovative, evidence-based and cost-effective approaches. Its strategy will ensure that all individuals are enabled to gain access to and participate in quality education, ensuring completion of education and with intended learning outcomes, with special focus on those that continue to experience the highest disparities in education outcomes.

The government, in collaboration with the stakeholders, will undertake regular review of the existing policies, plans, implementation status, local practices and legislations as well as the system as a whole, and will take appropriate measures to fulfil its

obligations. System strengthening will include focusing on the areas of quality assurance, education management information systems, transparent and effective financing procedures and mechanisms. Development and innovation will be supported through the appropriate use of information and communication technology (ICT).

Moreover, needs-based measures based on evidence and analysis will be taken to address the needs of excluded children, youth and adults and to remove barriers to accessing and completing education with appropriate learning outcomes.

These measures will be planned in response to identified drivers of disparities, such as conditional grant-based programmes, provision of school meals/nutrition and health services, inclusive learning and teaching materials, non-formal and alternative education programmes to allow age-appropriate (re)entry

into formal education, inclusive school facilities, teacher training and continuous professional development, as well as the implementation of language policies to address exclusion.

Similarly, to ensure gender equality, education systems will be geared to act explicitly to eliminate gender bias and discrimination resulting from social and cultural attitudes and practices and economic status. In this regard, efforts will be made in mainstreaming gender issues in teacher training and curricular materials.

Moreover, given the significant challenges faced by persons with disabilities in accessing quality education opportunities, particular attention will be given to ensure access to and outcomes of quality education and learning for all children, youth and adults with disabilities.

Targets, Indicators, Strategies and Key Interventions

CHAPTER 3

The following is a brief description of the targets and indicative strategies that Nepal has considered for the framework. Targets 4.1 and 4.2 are presented linking with the national system of school education and pre-primary/early childhood care and development; Target 4.3 is split into 4.3a and 4.3b to address technical and vocational education and training and higher education respectively. Targets 4.4 and 4.6 are presented by linking technical and vocational skill learning with functional literacy and life skills. Finally, targets 4.5 and 4.7 are presented as cross-cutting areas and as such, are integrated across the other targets accordingly. The national targets for 2030 related to Goal4 include the baselines and intermediate benchmarks to be achieved at different stages, in which 2015 serves as the base year. The indicators used in this Framework are largely aligned with the global and thematic indicators

proposed for SDG 4 assessment. Additionally, national indicators proposed by NPC in the Nepal SDG Roadmap (2016-2030) and the 15th Plan (Approach Paper) have been used, including the SSDP indicators.

Target 4.1: Free and equitable access to quality primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.1 aims to ensure universal access to and completion of compulsory and free basic education and free secondary education with equitable quality learning outcomes that are relevant and effective. Relevant indicators have been identified to assess the achievement of this target. Table 3.1 presents the national targets for 2030 related to Target 4.1.

Table 3.1: National indicators for Target 4.1

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Net enrolment rate in primary education (grade 1-5) (%)	96.6	98.5	99.0	99.5	100
2	Primary education (grade 1-5) completion rate (%)	80.6	90.7	93.1	95.5	99.5
3	Proportion of pupils enrolled in grade one to complete basic education (grade 8)	76.6	81.5	92.0	93.0	95.0
4	Ratio of Girls (to boys) enrolled in grade one to complete basic education (grade 8)	1.04	1.03	1.02	1.01	1.00
5	Ratio of Girls (to boys) enrolled in grade one to complete secondary education (grade 12)	1.10	1.04	1.03	1.02	1.00
6	Learning Achievement/Score (Mathematics, Nepali and English) for Class 5 (%):					
	a. Math	53.3	55.0	58.0	63.0	65.0
	b. Nepali	63.0	66.0	70.0	72.0	75.0
	c. English	53.6	57.0	60.0	63.0	68.0
7	Proficiency level of grade 3 students in					
	a. Nepali	12.8	14.1	22.0	28.0	38.0
	b. Mathematics*	11.3	13.4	19.0	24.0	30.0
8	Gross Enrolment in secondary education (Grades 9 to 12) (%)	56.7	72.0	90.0	95.0	99.0
9	Ratio of female teachers (to male teachers)					
	Basic education (Grade 1 to 8)	39.1	42.0	45.0	48.0	50.0
	Secondary education (Grade 9 to 12)	17.1	18.0	22.0	27.0	33.0
10	Ratio of education budget (%)	12.04	13.0	15.0	17.0	20.0
11	Gross intake ratio at Grade 5	115.1	113.0	110.0	107.0	105.0
	Gross intake ratio at Grade 8	85.9	87.0	90.0	95.0	100
12	Out of school children (%):					
	Basic (Primary Grades 1-5)	3.4	1.5	1.0	0.5	0
	Basic (Grades 1-8)	9.0	7.5	5.0	1.0	0
13	Percentage of overage children:					
	Basic (Primary-Grades 1-5)	36.6	25.0	20.0	15.0	10.0
	Basic (Grades 1-8)	31.4	20.0	17.0	15.0	10.0

* Projected figures are based on MoEST estimates on the basis of baseline information, 2015.

To achieve the set targets of 4.1 (as represented by the indicators in Table 3.1), the following strategies and key interventions are proposed.

Table 3.2: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Ensuring universal access to quality basic education for all 4-12-year-old children.	<ul style="list-style-type: none"> <li data-bbox="503 613 1170 719">i. Developing needs-based and criteria-based construction of classrooms with Water and Sanitation Hygiene (WASH) facilities, teacher's management, curricular arrangement, etc., to increase the number of schools meeting the MEC. <li data-bbox="503 719 1170 772">ii. Making provision of medium of instruction in mother tongue language. <li data-bbox="503 772 1170 878">iii. Developing and implementing equity strategy implementation plans, and the use of the Equity Index to identify the most disadvantaged groups and provide them with additional resources to mainstream them and to reduce inequities. <li data-bbox="503 878 1170 931">iv. Assuring need-based, residential school and targeted scholarship and nutrition (mid-day meal) schemes. <li data-bbox="503 931 1170 1037">v. Making provision of support mechanisms and incentives to strengthen access and participation of targeted groups based on disparities in learning outcomes linked to gender, caste/ethnicity, ability and location. <li data-bbox="503 1037 1170 1116">vi. Developing inclusive education concept note to clarify terminology and inclusive education masterplan to address the issues of children with disabilities and their learning. <li data-bbox="503 1116 1170 1275">vii. Making provision of appropriate learning environment for children with special needs, including the establishment of resource classes in integrated schools with facilities for children with disabilities, special schools for severely disabled children, including special schools for deaf students, appropriate use of ICT to provide needs-based educational materials to children with visual and hearing impairment. <li data-bbox="503 1275 1170 1354">viii. Ensuring access to quality education in remote and scarcely populated areas through the establishment/operation of mobile schools and multi-grade multi-level (MGML) schools. <li data-bbox="503 1354 1170 1434">ix. Identifying and tracking of out of school children to inform targeted programmes through the establishment of database on out-of-school children as part of IEMIS. <li data-bbox="503 1434 1170 1513">x. Ensuring provision of non-formal education programmes for bridging formal education and alternative education including the development of diverse non-formal education packages for out-of-school children. <li data-bbox="503 1513 1170 1566">xi. Linking indigenous knowledge, technology and skills starting from early basic education. <li data-bbox="503 1566 1170 1645">xii. Designing formative assessments as an integral part of the teaching and learning process at all levels, with a direct feedback mechanism to inform pedagogy and teaching-learning processes. <li data-bbox="503 1645 1170 1723">xiii. Developing regulations and guidelines for compulsory and free basic education and effectively disseminated to the relevant key stakeholders.

S.N.	Strategies	Key Interventions
2	Providing quality basic education for ensuring student readiness for secondary education with required learning competencies	<ul style="list-style-type: none"> i. Making provision of qualified teachers across basic education schools and subjects ii. Ensuring alignment of curriculum and textbooks with the competency-based national curriculum framework (including ICT, language and soft-skills) and integrated curriculum in the early (1-3) grades; iii. Making available of Science and Mathematics activity-based kits for basic (grade 6-8) levels; iv. Implementing national early grade reading programme in grades 1-3, including availability of the early grade reading teaching learning materials for students and classroom-based reading assessments; v. Implementing National Curriculum Framework for strategic framework for languages in education including provision of materials to multilingual schools; vi. Developing and implementing language strategy on the basis of NCF. vii. Ensuring development of professional development packages aligned with the national teacher competency framework and national framework for teacher preparation, including professional development packages on early grade reading. viii. Enhancing capacity development for teachers to use technology based curricular materials development and provision of teaching-learning materials to strengthen interactive approach in teaching. ix. Ensuring subject-wise interactive, digital learning materials. x. Undertaking of national assessment of student achievements in grade 3, 5, 8 and 10 using standardized test items.
3	Promoting life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity.	<ul style="list-style-type: none"> i. Strengthening relevance of education to career development through competency-based curriculum and qualifications in line with the National Qualification (Vocational) Framework and entrepreneurial skills; ii. Integrating Eastern/oriental values, Yoga, meditation, Ayurveda and the indigenous knowledge and skills into the curriculum. iii. Strengthening technical and vocational education subjects in secondary schools, including provision of textbooks, teachers guide and reference materials and training for technical and vocational subject teachers, and iv. Developing guidelines for toolkits, instructional design to foster entrepreneurial skills, work-based and on-the-job training, including apprenticeships. v. Attracting talented youth to strengthen homegrown technology and skills.

S.N.	Strategies	Key Interventions
4	Complementing formal education by providing alternative and flexible modes of education.	<ul style="list-style-type: none"> i. Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes. ii. Ensuring permeability and mobility between and among different streams and modes of learning.
5	Ensuring effective and efficient delivery of public education services within the decentralized governance and management structure.	<ul style="list-style-type: none"> i. Strengthening governance and management at all levels, especially at school level; ii. Strengthening monitoring and evaluation at all levels, including carrying out studies /assessment to evaluate and understand the impact of interventions; iii. Strengthening institutional capacity at all levels through the implementation of the Capacity and Institutional Development plan; iv. Harmonizing external assistance with identified priorities in the education sector through common framework for technical assistance; v. Undertaking reforms to complete the transition to the federal system at federal, provincial and municipal level. vi. Ensuring adequate domestic resources for funding quality service delivery and key reforms. vii. Establishing a real-time educational management information system for tracking out of school children and provide the interventions them to bring to the schools.

Target 4.2: Equal access to quality pre-primary education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.2 aims to ensure access to quality pre-primary education to all children. SDG Roadmap of Nepal also emphasizes to track children under 5 years age within the national data system, collecting data points on their development progress in terms of health, learning and psychological well-being. This can be further supported with the health-related data of pre-primary age children including vaccine, polio, vitamins, and nutrition. Table 3.3 illustrates the national targets for 2030 related to Target 4.2.

Table 3.3: National indicators for Target 4.2

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Percentage of grade 1 entrants with ECD/PPE experience	62.4	68.6	73.0	85.0	95.0
2	Coverage of child grants for pre-primary education (number in thousand)	506	596	620	650	700
3	Gross Enrolment rate in early childhood education (%)	81.0	86.2	89.5	94.0	99.0
4	Percentage of qualified ECED/PPE facilitators	93.7	95.7	97.0	100	100

To achieve the set targets of 4.2 (as represented by the indicators in Table 3.3), the following strategies and key interventions are proposed.

Table 3.4: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Providing equitable access to quality ECED/PPE services across the country.	<ul style="list-style-type: none"> i. Developing integrated ECED policy and strategy and regulations and guidelines for Early Childhood Care and Education with disaggregation of early age children, day care and pre-primary with clear and comprehensive instructions on what to provide, how to provide and when, sensitive to the age-appropriate development of children; ii. Strengthening of ECED-age children tracking system within IEMIS, iii. Introducing a system of zoning ECED services providers and enrolment campaigns.
2	Promoting a rights-based approach to ECED/PPE programmes for developing the physical, socio-emotional, cognitive, spiritual, and moral potential of children below five years, and ensure school readiness.	<ul style="list-style-type: none"> i. Establishing new and rationalization of existing ECED/PPE centres, together with minimum standards for establishment and operation of early childhood education and development services where school-based ECED/PPE is not available, ii. Developing guidelines and criteria for establishment of community-based ECED/PPE and dissemination of orientation materials/packages for local governments and parents. iii. Strengthening of ECCE age children tracking system. iv. Providing primary health services and nutrition (mid-day meal, deworming etc.) facilities.
3	Providing quality ECED/PPE for ensuring children's readiness for basic education with required developmental level.	<ul style="list-style-type: none"> i. Implementing a quality assurance system with set criteria, norms and benchmarking for quality ECCE provisions, covering physical infrastructure requirements, child-friendly environments, care-taker/facilitator provisions and management, age-appropriate, child-centred pedagogy, care support and counselling, including preliminary identification of types of disabilities and special needs; ii. Ensuring qualified and trained ECED/PPE teachers, including the development of Nepali and mother tongue language skills and appointment of ECED/PPE facilitators/teachers and facilitators to match the languages of children in the classes;

S.N.	Strategies	Key Interventions
		<ul style="list-style-type: none"> iii. Upgrading the qualification of ECED teachers to reflect the importance and value of ECED with an increase in pay to ensure their motivation and to attract the most competent staff; iv. Improving the quality of ECED/PPE teaching-learning materials; v. Ensuring shared responsibility at all levels of the government for ECED/PPE management. vi. Introducing a system of zoning ECED services providers and enrolment campaigns to encourage enrolment of ECED age children in their local ECED centre.

Target 4.3: Equal access to affordable quality technical, vocational and higher education

By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

Target 4.3 aims at ensuring equal access for girls/women and boys/men to affordable and quality (i) Technical and Vocational Education and Training (TVET), and (ii) Tertiary Education (including university) in order to become an

active contributor of the society through the acquisition of life skills, leadership skills, creative and innovative skills, employment and entrepreneurship.

Towards the equitable access to quality and relevant technical and vocational education and training and tertiary education including university, this framework has envisaged targets relating to gender equity and the provision of pro-poor targeted scholarships. Table 3.5 reveals the national targets for 2030 related to Target 4.3.

Table 3.5: National indicators for Target 4.3

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Ratio of girls' enrolment in technical and vocational education and training	0.53	0.66	0.75	0.84	1.00
2	Ratio of girls' enrolment in tertiary education (graduate level)	0.88	0.91	0.94	0.96	1.00
3	Number of students enrolled in technical subjects in grades 9-12	9,750	60,792	126,600	132,660	207,810
4	Scholarship coverage (% of total students)	37.0	38.3	39.3	40.3	42.0
5	Higher Education gross enrolment rate	14.0	17.0	20.0	22.0	25.0

To achieve the set targets of 4.3 (as represented by the indicators in Table 3.5), the following strategies and key interventions are proposed for TVET.

Table 3.6: Strategies and key interventions (TVET)

	Strategies	Key Interventions
1	Ensuring equal access for girls/women and boys/men to affordable and quality; technical vocational education across the country	<ul style="list-style-type: none"> i. Ensuring expansion of TVET institutions at all local levels, particularly targeting the youth from the poor economic backgrounds and marginalised communities to enhance their access to TVET through the provision of subsidized programmes and additional support; ii. Developing a mechanism to ensure equal access for all women and men to affordable, quality technical and vocational education and training; iii. Promoting technical education and training opportunities for young people and adults of all ages and socio-cultural background so as to enable them to continue up/re-skill themselves, with particular attention to gender equality, and to vulnerable groups and people with disabilities. iv. Integrating climbing, high altitude training, paragliding, white water rafting, cannoning, zip diving, sports camp, mountain-risk management in skills development curriculum. v. Promoting indigenous knowledge and skills and formalizing recognition of prior learning through a National Equivalency Framework. vi. Ensuring current investment pattern in human resource development to be shifted towards skills required for national prosperity.
2	Enhancing quality and relevance of TVET for the readiness in self/employment in the competitive labour market.	<ul style="list-style-type: none"> i. Establishing quality assurance system with criteria, norms and benchmarking for quality TVET provisions, including physical infrastructure, human resource, pedagogy, student support, guidance and counselling etc.; ii. Establishing a comprehensive system of NVQF that can account and relate to formal, informal and non-formal learning; iii. Conducting the capacity development programme for those who are involved in TVET particularly focusing on teachers, trainers etc.; iv. Carrying out mapping of TVET in terms of skills, human resources and institutional capacity;

S.N.	Strategies	Key Interventions
		<ul style="list-style-type: none"> v. Establishing mechanisms of Recognition of Prior Learning (RPL) and accreditation system of TVET institutions; vi. Developing cross-sectoral policies for and between vocational skills development, TVET and tertiary education with linking STEM. vii. Establishing mechanism of equivalency, permeability and mobility among formal, non-formal, informal and TVET streams. viii. Ensuring mechanisms of credit accumulation, credit banking and credit transfer systems. ix. Introducing skills passport system. x. Promoting socially responsible partnership model (PPP) to impart quality TVET. xi. Establishing a system of Sector-wide Approach (SWAp).
3	Strengthening institutional capacity for effective planning and implementation of TVET programmes	<ul style="list-style-type: none"> i. Developing comprehensive I-EMIS; TVET-MIS, LMIS with core system indicators as well as development indicators; ii. Strengthening system capacities including organizational capacity of the governing bodies and capacities of the TEVT providers; iii. Establishing cooperation, collaboration and partnership mechanism with key stakeholders.
4	Engaging business and industrial sector productively to strengthen TVET system and to ensure employment	<ul style="list-style-type: none"> i. Establishing work-based training systems; ii. Developing mechanism to ensure intrinsic collaboration with business and commercial sector; iii. Pooling and integrating resources (resource from government, private sector, development) through the establishment of TVET Fund/Sector Wide Approach.

Table 3.7: Strategies and key interventions (Higher Education)

S.N.	Strategies	Key Interventions
	Expanding the access in tertiary education by reducing disparities in terms of economic status, geographical location, marginalization and vulnerabilities.	<ul style="list-style-type: none"> i. Increasing Gross Enrolment Ratio (GER) through efforts to improve quality, distribution and access of higher education institutions; ii. Developing a framework/distribution grid of criteria, modalities and requirements regarding establishment of a university; iii. Strengthening international cooperation in developing regional and international tertiary and university education and research programmes, within the framework of global and regional conventions on the recognition of higher education qualifications, to support increased access, improved quality assurance and capacity development; iv. Promoting tertiary education opportunities for young people and adults of all ages and socio-cultural background with particular attention to gender equality (including the elimination of gender-based barriers) and to vulnerable groups such as persons with disabilities. v., Establishing Science incubation centres at local levels.
	Ensuring balance in the production in both general higher education and technical higher education.	<ul style="list-style-type: none"> i. Developing diversified academic programmes that are relevant to national development needs and issues and are employment/market oriented; ii. Enforcing criteria, and modalities for approval, establishment, operation and management of foreign institutions or their affiliated institutions. iii. Ensuring Science education more pragmatic and context specific through evidence-based research. iv. Motivating youth scientists to strengthen and promote endogenous technology and skills through Science, Technology and Innovation Network and Brain Circulation programmes. v. Developing partnership and collaboration with universities, research communities and higher education institutions to produce competent human resources for both general education and technical education programmes.

S.N.	Strategies	Key Interventions
3	Developing a credible system of credit recognition, equivalence to facilitate the higher mobilities and exchange in higher education.	<ul style="list-style-type: none"> i. Enforcing implementation of the Quality Assurance and Accreditation System as a national requirement; ii. Establishing a system of credit recognition, equivalence, accumulation and transfer to facilitate academic mobility and exchanges; iii. Establishing a system of qualification framework, skill tests, credit recognition and equivalence with provision of bridging academic programmes with TVET and the world of work; iv. Ensuring quality assurance, comparability and recognition of tertiary education qualifications and facilitate credit transfers between recognized tertiary education institutions; v. Developing policies and programmes for the provision of quality distance learning in tertiary education, with appropriate financing and use of technology, including the internet, massive open online courses (MOOCs) and other modalities that meet internationally accepted quality standards to improve access. vi. Attracting international research communities.
4	Ensuring advance research and innovation system in higher education as a competitive economic opportunity.	<ul style="list-style-type: none"> i. Establishing institutional arrangements for the development of quality higher education, research and innovation; ii. Developing policies and programmes that reinforce the research function in tertiary and university education, in particular, with a focus on STEM subjects, including Arts; iii. Strengthening system capacities including organizational capacity and capacities of the higher education institutions to promote research and innovation. iv. Promoting programmes on tourism, industry and commerce, sports, mountaineering, herbal medicines, infrastructure development. v. Strengthening higher education through establishing a quality assurance and accreditation system, national qualification system, student support system, as well as channelling efforts to develop research, innovation and development, vi. Ensuring cost recovery and institutional autonomy. vii. Developing a comprehensive higher education Act. viii. Institutionalizing a comprehensive system and structure through the Higher Education Commission.

Target 4.4: Relevant skills for employment, decent jobs and entrepreneurship

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Targets 4.4 aims to increase the number of skilled youth and adults to ensure employment, entrepreneurship and decent work for the socio-economic transformation of the nation.

The Table 3.8 illustrates the national targets for 2030 related to Target 4.4.

Table 3.8: National indicators for Target 4.4

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Youth and adults with technical and vocational training (number in thousand, per annual)	50	165	300	350	480
2	Working age population with technical and vocational training (%)	25.0	38.0	48.0	58.0	75.0
3	Internet Users (percentage of adult population)	46.6	59.5	69.2	78.9	95.0

To achieve the set targets of 4.4 (as represented by the indicators in Table 3.8), the following strategies and key interventions are proposed.

Table 3.9: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Strategies Ensuring equitable access and to provide opportunity in technical and vocational skills of all group of people and community.	<ul style="list-style-type: none"> i. Providing distance learning, access to appropriate technology and necessary infrastructure to facilitate a learning environment at home and in remote areas, particularly focusing on the needs of girls, women, vulnerable boys and youth, and other marginalized groups; ii. Institutionalizing partnership mechanisms between Government, private sector and co-operative systems iii. Introducing workplace-based learning iv. Establishing a sector-wide and multisector approach for TVET and life-long learning by strengthening collaboration and coordination among line ministries, v. Focusing on industry and agriculture, IT, indigenous skills.
2	Strengthening coordination and partnership amongst all stakeholders involved in TVET and improve the responsiveness of the sub-sector to the labour market.	<ul style="list-style-type: none"> i. Introducing community partnership and mobilizing local resource; ii. Establishing an integrated labour market information system focusing on skill development and supply to meet the demand of job market. iii. Enhancing capacity of TVET instructors. iv. Developing a skills development plan.
3	Ensuring sustainable financial resources in technical and vocational skills.	<ul style="list-style-type: none"> i. Promoting indigenous knowledge and skills. ii. Linking and integrating non-formal education and skill development programmes with decent work and livelihood opportunities. iii. Introducing socially responsible partnerships. iv. Introducing cooperative system in TVET.
4	Institutionalizing an accreditation system to recognize prior learning and identify the current learning needs and accreditation the non-formal skill and training and make equivalence in formal skill development process.	<ul style="list-style-type: none"> i. Developing a system of quality assurance and accreditation for TVET providers and Non-Formal Education providers. ii. Establishing a system of equivalency and recognize, validate and accredit prior learning including bridging courses. iii. Establishing a system of credit accumulation and transfer of various forms of learning along with defining pathways from one level to another programmes, career guidance and counselling services. iv. Promoting the use of ICT with the provisions of access and training, particularly mobile technology, for literacy and numeracy programmes.

Target 4.5: Elimination of all forms of disparity and discrimination in education

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Target 4.5 aims to eliminate gender disparities in education through the provision of equal opportunities across all levels of education, including vocational training. This target also envisions for inclusion and equity in every aspect of public life to reduce gender and geographical disparities, and the gap between the bottom-top income quintiles of the country.

The Table 3.10 reveals the national targets for 2030 related to Target 4.5.

Table 3.10: National indicators for Target 4.5

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Gender Parity Index (GPI) (primary school)	1.02	1.01	1.01	1.01	1.00
2	Gender Parity Index (GPI) (secondary school)	1.00	1.00	1.00	1.00	1.00
3	Gender Parity Index (GPI) based on literacy (above 15-year olds)	0.62	0.72	0.80	0.87	1.00
4	Gender Parity Index (GPI) (higher education)	1.09	1.00	1.00	1.00	1.00
5	Percentage of the students with mother tongue education in primary level	22.0	25.0	27.0	29.0	30.0

To achieve the set targets of 4.5 (as represented by the indicators in Table 3.10), the following strategies and key interventions are proposed.

Table 3.11: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Implementing the constitutional provisions, global commitment, and other policy interventions in gender and social inclusion in education.	<ul style="list-style-type: none"> i. Making responsible for running social and cultural activities through schools, universities and community learning centres and formal, non-formal learning to experience social responsibility and empathy; ii. Developing educational programmes, incorporating practical attitudinal aspects, to provide for the learning needs of youths and adults including sensitizing them on gender equality and social inclusion (GESI) to transform values and practices; iii. Ensuring that education policies and sector plans and their budgeting promote non-discrimination and equality in and through education and the development and implemented of targeted strategies for vulnerable and excluded groups; iv. Reviewing education sector plans, budgets, curricula, textbooks, teacher training and supervision, so that they are free of gender stereotypes and promote equality, non-discrimination and foster human rights and intercultural harmony. v. Strengthening gender responsive budgeting.
2	Ensuring access in quality education at all levels and sectors by addressing the diverse needs of the students/ youths.	<ul style="list-style-type: none"> i. Updating data on children with disabilities, cataloguing different disabilities and impairments and assessing the level of severity; ii. Developing indicators and use data to establish evidence-based programming and policy development; iii. Improving girls' and women's access to quality education and their level of participation, achievement and completion, iv. Identifying the barriers that vulnerable children and youth face to access of quality education, and undertake affirmative, evidence-based actions to overcome these barriers. v. Promoting of Science, Technology and Innovation Network, AI, and Brain Circulation programmes.

S.N.	Strategies	Key Interventions
3	Promoting respect of the diverse cultural values and norms and promote their knowledge and skills.	<ul style="list-style-type: none"> i. Mobilizing the media for critical reflections on discrimination to deconstruct the culture of discrimination and segregation and foster inclusion and assimilation for mainstreaming all disadvantaged groups; ii. Campaigning for raising awareness on gender equality and social inclusion (GESI).
4	Addressing the learning needs of the diverse group of students/youths/ people.	<ul style="list-style-type: none"> i. Strengthening assessment systems to assess cognitive, socio-emotional and behavioural learning outcomes using existing and proven tools to identify needs for the development of new tools; ii. Developing and implementing the Equity Index and other tools as indicators to measure progress towards equality. iii. Identifying and sharing good practices on Education for Sustainable Development (ESD).
5	Enhancing the behaviour of friendship, culture of peace, social solidarity, and mutual relationship to each other.	<ul style="list-style-type: none"> i. Promoting democratic social values, attitudes and commitments in the curriculum for students to critically understand and implement constitutional provisions; ii. Implementing more community and school-based activities that critically examine social values and traditions and deconstruct the underlying problems; iii. Promoting an interdisciplinary and multi-stakeholder approach to ensure ESD at all levels and in all forms of education, including through human rights education and training, promoting a culture of peace and non-violence; iv. Identifying the key roles of community member to play in achieving sustainability, taking into account local conditions and culture as well as building awareness of cultural expressions and heritage, and their diversity, and respecting human rights. v. Developing the capacity of assessing the risks, preparedness and response to emergency situations.

Target 4.6: Universal literacy and numeracy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.6 aims to promote functional literacy, technical education, lifelong learning and skill development by ensuring a balance proportion of both men and women. The Table 3.12 deals with the national targets for 2030 related to Target 4.6.

Table 3.12: National indicators for Target 4.6

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Literacy rate 6+ year age (%)	65.9	82.0	89.0	95.0	100
2	Literacy rate of 15-24-year old (%)	88.6	91.4	95.0	98.0	99.0
3	Literacy rate of 15-24-year-old women (%)	87.4	90.5	92.8	95.1	99.0
4	Numeracy all (reading and writing in numeric terms) of 15-year olds and older (%)	62.2	71.7	78.9	86.1	98.0
5	Numeracy of females (reading and writing in numeric terms) 15-year olds and above (%)	51.9	63.4	72.0	80.6	95.0

To achieve the set targets of 4.6 (as represented by the indicators in Table 3.12), the following strategies and key interventions are proposed.

Table 3.13: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Ensuring access in non-formal education and skill training for all adults of diverse skill needs and improve the quality with a system of recognizing prior learning	<ul style="list-style-type: none"> i. Reviewing existing provisions and mobilizing community campaigns. ii. Strengthening institutional capacities to undertake new initiatives; iii. Integrating EMIS to capture information on the status of and progress on functional literacy, skills and life-long learning; iv. Mapping the levels of literacy in communities to identify needs and reach out with literacy and learning programmes; v. Strengthening the assessment system for alternative schooling to measure their learning outcomes with standardized tools and for ensuring the valid certification of learning. vi. Developing a quality assurance system for Non-Formal Education providers. vii. Institutionalizing national system for the recognition, validation and accreditation of non-formal and informal learning, supporting links with formal education; viii. Providing distance learning, access to appropriate technology and necessary infrastructure to facilitate learning environments at home and in remote areas, particularly focusing on the needs of girls, women, vulnerable boys and youth, and other marginalized groups; ix. Promoting the appropriate use of ICT with the provisions of access and training, particularly mobile technology, for literacy and numeracy programmes.
2	Enhancing the capacity of the community learning centres and link with non-formal education and local skill training providers.	<ul style="list-style-type: none"> i. Developing effective literacy and skill learning programmes and scale them up involving civil society partners and building upon their rich experience; ii. Establishing a system of accumulating credits and for transferring various forms of learning along with defining pathways from one level to another thereby promoting flexible learning pathways across formal and non-formal settings; iii. Establishing a system of analysing the labour market informal economy and rural development.

S.N.	Strategies	Key Interventions
3	Ensuring a good harmonization among the diverse service providers for non-formal education and skill training	<ul style="list-style-type: none"> i. Establishing a multi-sectoral approach for literacy, skill development and life-long learning by strengthening collaboration and coordination among relevant ministries, including education, health, social welfare, labour, industry and agriculture ministries; ii. Establishing a joint arrangement including government, civil society, the private sector and bilateral and multilateral partners for resourcing and carrying out aligned joint reviews and consultations to support the government's literacy and life-long learning objectives and targets.
4	Assessing the Non-Formal Education System and skill development programmes and improve on its implementation.	<ul style="list-style-type: none"> i. Promoting the use of this data for planning and technical and to support the provisioning, monitoring and supervision of personnel; ii. Developing a literacy assessment framework and tools and institutionalize a standard literacy assessment system to assess proficiency levels based on learning outcomes; iii. Establishing a standard literacy assessment survey system for mapping literacy at the national, province and local levels. iv. Ensuring relevant and timely data on literacy and numeracy, disaggregated by gender and other indicators of marginalization; v. Ensuring that literacy and numeracy programmes conform with the national evaluation mechanisms, and can be tailored to learners' needs, recognizing their previous knowledge and experience that can link and integrate with decent work and livelihood opportunities.

Target 4.7: Education for sustainable development and global citizenship

By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among

others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship, and appreciation of cultural diversity and of culture's

contribution to sustainable development.

Target 4.7 aims to focus on mainstreaming of (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.

This target further entails a transformative drive that emphasizes critical examination of the domains that lead to a comprehensive change in terms of status of human rights, gender equality, global citizenship, appreciation of diversities with sustainable life style that promote culture of peace, non-violence and harmony. These domains will be integrated into national education policies, pedagogy, curriculum and assessment to empower learners to face and resolve national and global challenges and to promote peace and harmony.

The Constitution of Nepal envisions to eliminate disparities relating to gender and vulnerable groups including people with disabilities, indigenous people, and children of poor economic families. The government has instituted inclusion and equity measures to overcome disparities. The Constitution states that education will be free for all economically poor people and people with disabilities at all levels, and that targeted efforts will be made to promote improved access, participation and learning outcomes for disadvantaged groups including people with disabilities, indigenous minorities, and people of remote communities. Aligned with this constitutional provision, the government has deployed several policies and strategies to reduce disparities in education outcomes. Of these, the consolidated Equity Strategy for the Nepal school education sector is a major tool to enable the country to meet SDG 4.7 target by 2030. Similarly, Nepal's commitment towards Schools as Zone of Peace will continue to be

an important guiding framework for the achievement of this target. The Table 3.14 deals with the national targets for 2030 related to Target 4.7.

Target 4.7 is unique to the SDG 4 targets and crosscuts with other targets. Because of the qualitative nature of this target, it is subject to multiple interpretations. A critical examination of the current status and review of the SDG4 targets and indicators show that out of the first set of seven main targets, target 4.7 is the most ambiguous and challenging to achieve. The MoEST will develop and refine indicators to monitor this target during the course of SDG 4 implementation.

It should be noted that this target is particularly relevant in the context of Nepal as the country aims to create a sustainable, peaceful, inclusive, democratic, and equitable society.

Table 3.14: National indicators for SDG Target 4.7

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Human assets index	66.6	68.9	70.5	72.2	76.0
2	Gender development index	0.53	0.58	0.61	0.64	0.70
3	Equity in Education Index	0.69	0.70	0.75	0.80	0.85
4	Provision of education for sustainable development are mainstreamed in national education policies and curricula (Climate change, ESD, Teacher Education, Student Assessment).	Yes	Yes	Yes	Yes	Yes

To achieve the set targets of 4.7 (as represented by the indicators in Table 3.14), the following strategies and key interventions are proposed.

Table 3.15: Strategies and key interventions

S.N.	Strategies	Key Interventions
1	Eliminating all forms of the discrimination in terms of gender, cast and ethnicity and to stop the trafficking and abuse of girls and women	<ul style="list-style-type: none"> i. Deconstructing the culture of discrimination and segregation and fostering inclusion and assimilation to mainstreaming; ii. Mobilizing media to identify the critical discriminations persisting in the society. iii. Enhancing a strong linkage between communities and schools to critically examine harmful social values and traditions to deconstruct the underlying problems related to gender and social exclusion; iv. Revisiting existing education policies and sector plans and their budgeting systems to support non-discrimination and equality in and through education v. Developing and implementing targeted strategies for vulnerable and excluded groups. vi. Motivating private sectors including banking and housing, corporate house, hotels, and non-governmental organizations, for socially responsible public private partnership to work on education under the corporate social responsibility.
2	Increasing belongingness in humanity, social values and democratic norms, and inspiring all youth to challenge the changing context	<ul style="list-style-type: none"> i. Revising curriculum to incorporate social values, attitudes and harmony to inculcate democratic norms and commitments among students to critically understand society; ii. Developing a comprehensive approach to making educational institutions resilient to disasters of all kinds by establishing safe school facilities, school disaster management, and risk reduction and resilience education; iii. Making sure that education policies, sector plans and budget planning include risk assessment, preparedness and response to emergency situations for education, and initiatives that respond to the educational needs of children, youth and adults affected by disaster, conflict, displacement and epidemics; iv. Respecting the local culture to build social harmony, awareness of intercultural aspects and heritage, and their diversity, v. Reorienting the importance of respect for human rights. vi. Expansion of public libraries and knowledge centers at local levels.

S.N.	Strategies	Key Interventions
3	Making sure that all the youth who can respect the human right, appreciate of diversities and promote culture of peace, non-violence and harmony	<ul style="list-style-type: none"> i. Organizing social and cultural campaigns through schools, universities, and community learning centres. ii. Integrating formal and non-formal learning to promote a culture of peace, non-violence and harmony; iii. Developing education programmes on the basis of learning needs of the youths and adults to transform the values and practices. iv. Revising curricular materials and guidelines to make them free of gender stereotypes and to promote equality, non-discrimination and to foster human rights and intercultural harmony; v. Promoting an interdisciplinary and multi-stakeholder approach to integrate human rights education and training. vi. Promoting a culture of peace, harmony and non-violence; vii. Introducing good practices to better implement educational programmes and enhance international cooperation and understanding. viii. Developing global citizenship through peace education. ix. Establishing a system of recognition of citizen's qualifications and the development of a modern social value system and sense of social responsibility.

Target 4.a: Inclusive and safe education facilities

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.a aims to ensure child-friendly environments, including educational facilities at all levels of education. This target further inculcates to orient on social values, citizen responsibility with empathy towards the needs of the people with disabilities and vulnerable social groups.

The Table 3.16 deals with the national targets for 2030 related to Target 4.a.

Table 3.16: National indicators for Target 4.a

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Schools with access to electricity (%)	35.0	40.0	50.0	70.0	100
2	Schools with access to internet (%)	3.9	28.6	47.2	65.8	99.0
3	Basic Schools with access to "WASH" facilities (%)	80.0	85.0	88.3	91.9	99.0
4	Disability-friendly Schools* (%)	-	18.0	60.0	80.0	99.0

*Data are based on the reconstruction of schools.

To achieve the set targets of 4.a. (as represented by the indicators in Table 3.16), the following strategies and key interventions are proposed.

Table 3.17: Strategies and key interventions

- a. Reviewing the existing policies and programmes for safe and resilient educational institutions.
- b. Updating and implementing a comprehensive, multifaceted and cohesive policies that are gender and disability sensitive and promote norms and systems that ensure schools are safe and free from violence.
- c. Conducting research and develop evidence-based programmes for safe, non-violent and non-discriminatory learning environments.
- d. Establishing modalities for the better implementation of policies and strategies to protect learners, teachers and staff from violence within the framework of violence-free schools and comply with international humanitarian law.
- e. Ensuring all education institutions with adequate water and electricity supplies, separate toilets and sanitation facilities for girls and appropriate learning materials and technology.
- f. Developing develop a proactive stance towards gender sensitivity, safety concerns and friendly and non-discriminatory environment.
- g. Ensuring available resources are equitably allocated between advantaged and disadvantaged schools and learning centres.
- h. Ensuring equal opportunities of learning through the availability of accessible format for CwDs and other needy children.
- i. Making sure learning spaces and environments for non-formal and adult learning and education are widely available, including networks of community learning centres and provision for access to ICT resources as essential elements of lifelong learning.
- j. Developing a mechanism of exercising critical thinking and reflections in schools and communities.

Target 4.b: Higher education scholarships in developing countries

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training, information and communications technology, technical, engineering and scientific programmes in developed countries and other developing countries.

Target 4.b. aims to obtain scholarships from international communities in higher education, including vocational training, ICT, technical, engineering and scientific programmes. Nepal's SDG Roadmap has envisaged the need to account the development assistance for scholarships by sectors and types. This is crucial for ensuring absorption and utilization of the emergent opportunities of increased number

of scholarships to least developed countries like Nepal. Nepal has been receiving scholarships from the different countries around the globe in both technical and general education, particularly focusing on higher education. Majority of the scholarships have been received from Asian countries, including India, China, Japan, South Korea etc.

Further, Nepal has been a beneficiary of the Colombo plan for higher studies in technical areas, Nepali students are eligible to apply for Fulbright and Chevening scholarships, as well as other East-West scholarships, Erasmus, and other European countries' scholarships. Nepali students have been benefitting from the international scholarships annually for short-term and long-term courses in various fields.

The Table 3.18 deals with the national targets for 2030 related to Target 4.b.

Table 3.18: National indicators for Target 4.b

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Number of regional and international scholarships to be available to Nepali students in different fields*.	2,200	2,800	3,080		

*Baseline data provided by MoFAGA, MoEST, UGC. Targets for different years are based on MoEST estimates.

To achieve the set targets of 4.b. (as represented by the indicators in Table 3.18), the following strategies and key interventions are proposed.

Table 3.19: Strategies and key interventions

- a. Conducting research to identify the new opportunities to ensure inclusion of women and men from disadvantaged communities.
- b. Exploring bilateral and multilateral academic linkages and accordingly seek cooperation and support from the higher-income countries.
- c. Developing appropriate mechanisms, programmes and policies for international cooperation and collaboration for scholarship programmes;
- d. Ensuring target scholarship opportunities in all academic programmes focusing to the emerging areas.
- e. Revisiting national priorities and plans in the planning and provisioning of scholarships.
- f. Ensuring that scholarship opportunities for disadvantaged youth are transparently promoted so as to allow young people to make informed choices, and designed to protect their legal status and rights.
- g. Developing collaborations between universities in country and abroad motivating and with appropriate mechanisms ensuring students to gainfully utilize the provisions abroad and return to serve the country.
- h. Developing a long-term comprehensive and strategic plan for human resources development.
- i. Increasing the number of national scholarships to contribute to achieve the targets.

Target 4.c: Supply of qualified teachers in developing countries

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

Target 4.c. aims to ensure quality education through quality teacher preparation and development. This target also envisions to mobilize both national and international support and cooperation for capacity development, technology transfer and knowledge networking. The Confederation of Nepal's Teachers (CNT) has been established as an umbrella organization in Nepal for ensuring the professional rights and responsibility of the school teachers. Similarly, Nepal's University Teachers Association has been facilitating to the university teachers in their professional development.

The Table 3.20 deals with the national targets for 2030 related to Target 4.c.

Table 3.20: National indicators for Target 4.c

S.N.	Indicators	2015 (Baseline)	2019	2022	2025	2030
1	Proportion of teachers in basic education who have received at least the minimum organized teacher training, (%)	95.5	96.5	97.5	98.4	100
2	Proportion of teachers in secondary education who have received at least the minimum organized teacher training, (%)	95.4	96.0	97.0	98.5	100

To achieve the set targets of 4.c. (as represented by the indicators in Table 3.20), the following strategies and key interventions are proposed.

Table 3.21: Strategies and key interventions

- a. Developing gender-sensitive strategies to attract the best and most competent and motivated candidates in teaching. This should include policy and legislative measures to make the teaching profession attractive by improving quality of work life.
- b. Ensuring social security system and the salaries of teachers comparable to those paid in other professions requiring similar or equivalent qualifications.
- c. Reviewing and analysing the quality of teacher preparation (pre-service and in-service) and providing pre-service education and continuous professional development and support.
- d. Making effective partnership between MoEST/CEHRD and Universities for pre-service teacher preparation, including technical education (where there exists a huge teacher shortfall).
- e. Reframing the Teacher Competency Framework to strengthen the merit-based system and qualification of teachers, trainers, supervisors and instructors.
- f. Strengthening the mechanisms for institutionalized social dialogue with teachers and their representative organizations, ensuring their full participation in the development, implementation, monitoring and evaluation of education policy.
- g. Providing adequate technological skills to manage ICT and social networks, as well as media literacy.
- h. Institutionalizing a mechanism of collecting feedback systems to ensure that training has a positive impact on teachers' work.
- i. Exploring and developing networks with different international teacher education institutions to collaborate on teacher professional development.
- j. Strengthening the partnership between and among the national as well as international teachers' professional organizations by collaborating each other through various capacity development programmes, including disaster management.
- k. Strengthening in-service teacher professional development through the use of ICT, coaching, mentoring and classroom-based training and support.
- l. Exploring the collaboration between and among the national level teacher's professional organization and international teachers' organization would be an instrument to supply quality teachers at all levels.
- m. Building a strong coordination and collaboration between in-service teachers training and pre-service teachers preparation institutions.

Institutional Arrangements and Implementation Modalities

CHAPTER

4

Implementation Modalities of Nepal National Framework (NNF)

Building on existing mechanisms, the MoEST will take the coordinating role in meeting the SDG 4: Education 2030 targets. It will sustain the leadership on education and guide the process of contextualizing and implementing the SDG 4: Education 2030 agenda items, based on national experiences and priorities. The government assumes the primary responsibility of delivering the right to education. It also assumes the central custodian role for efficient, equitable and effective management and financing of public education. It will take the responsibility of regulating standards, improving quality and reducing disparity.

Appropriate mechanisms will be established to ensure equitable mobilization of resources. The

resources generated by all levels of the government will also be mobilized as per the requirement to achieve the targets. It will also solicit and coordinate external assistance from Development Partners and UN Organizations as well as other multilateral and bilateral agencies for education development, at various levels and across sectors.

It will also establish the procedures to coordinate and stimulate interventions by involving all stakeholders in the planning, implementation and monitoring of education policies and strategies. The existing IEMIS will be strengthened and developed into the appropriate system for local, national, regional and global monitoring process. Moreover, the framework will ensure a transparent and inclusive process for its planning and implementation process with other key partners.

The main actors for this National Framework implementation are: Government Organizations (Federal, Provincial and Local level); Civil Society Organizations (CSOs); bilateral and multilateral development organizations, teachers, educators and their organizations, non-governmental organizations, philanthropic organizations and foundations, research communities, private sectors, youths, students and their organizations and community as a whole.

SDG 4: Education 2030, NNF is a national commitment to achieve the SDG4 targets. Its implementation will be the shared responsibility of all level of the governments. It is an overarching framework for the local and provincial government to localize the SDG4 targets. Apart from national indicators, the local and provincial governments can develop their specific indicators and develop their own implementation arrangements based on their context and requirement. Moreover, the

monitoring of all SDG 4 targets and reporting of their progress status (as is mandatory for the global and national reporting) to the federal governments will also be their responsibility.

Following the constitutional provisions, the Federal Government of Nepal (MoEST) is the overall responsible agency for education policy, curriculum and teacher training frameworks, standard setting, mobilising national as well as international resources, conducting monitoring and evaluation, and capacitating stakeholders. Similarly, the Provincial Government is made responsible to develop provincial-level policies and to carry out compliance monitoring. The Local Governments (LGs) are made responsible for the implementation of entire education policy and programmes of school education.

Higher education is the responsibility of the Federal Government (FG) and Provincial

Governments (PG). In this line, the MoEST of the FG at the centre will provide the leadership regarding this National Framework for Education 2030. It will guide the process of contextualizing and implementing the goals and targets, based on national experiences and priorities, while ensuring a transparent and inclusive process with other key partners.

Overall, the Ministry of Education, Science and Technology (MoEST) will:

- a. assume the primary responsibility to deliver on the right to education, and play a central role as custodians of efficient, equitable and effective management and financing of public education;
- b. take the role of developing and regulating standards, improving quality and reducing disparity;
- c. establish appropriate support mechanisms, and strengthen existing ones, to be the main source of information for the regional and global monitoring process;
- d. provide technical support for developing province and local level plans and programmes.
- e. solicit and coordinate external assistance from multilateral and bilateral agencies for education development, at various levels and across sectors;
- f. establish procedures to coordinate and stimulate interventions by genuinely involving all level of the governments with stakeholders in the planning, implementation and monitoring of education policies and strategies;
- g. mobilise and facilitate the universities in undertaking Education 2030 activities including provisions of higher education programmes and research, innovation,

and development activities necessary for facilitating guidance, supervision, and monitoring.

- h. report the progress of the SDG4 indicators to the concerned authorities through NPC.

Role of other Line Ministries

The MoEST will coordinate with Ministry of Federal Affairs and General Administration (MoFAGA) to establish effective linkage between/among federal, province and local levels for ensuring monitoring and reporting

MoEST

Provide technical support for developing province and local level plans and programmes, discuss issues in the NPC, Ministerial Level Development Action Committee (MDAC) and National Level Development Action Committee (NDAC) meetings, coordinate with MoFAGA, MoWCSC, MoSDs.

Provide technical support to align with SDG indicators and monitoring tools developed by NPC.

National Planning Commission (NPC)

MoSD

Integration and localization of SDG 4 targets and indicators.

Mobilizing local instruments, tools and institutes (e.g., schools, CLCs, Knowledge Centers etc.) and monitoring the achievements and reporting to Province and Federal Governments.

Local Governments

arrangements. Similarly, ECD, Child Care and community mobilization programmes will be aligned with the coordination of the Ministry of Women, Children and Senior Citizen (MoWCSC).

This National Framework has been developed in line with the vision of the Government of Nepal to graduate from the status of the least developed countries to the developing countries by 2022 and also to reach to the status of the middle-income countries by 2030. Since the SSDP has been taken as a key plan of school education sector plan, the major targets have been aligned with the plan. However, this Framework entirely aims to contribute to the long-term vision of the Government of Nepal “Prosperous Nepal, Happy Nepali” and its indicators to be achieved by 2043. In addition, this framework will be implemented in two perspective phases with the aim of contributing to the government’s declaration of Community School Strengthening

and Enabling Decade (2019-2028). The first phase has been designed for the first six years (2019-2025). This phase aligns with current 15th Plan, SSDP, National Education Policy, 2019 and Strategy. The remaining five years period (2026-2030) will be implemented as the second phase of this Framework, which will be aligned with 16th Periodic Plan, National Education Policy, Post SSDP, Higher Education Reform Plan and Programmes, and TVET strategy.

Role of Federal, Province and Local Levels

Implementation of SDG4 will be synergized bringing all three levels of governments – Federal, Province and Local-together in line with the constitutional provision of cooperation, coexistence and coordination. The following chart outlines the three levels of governance and management operation strategies to be achieved SDG 4 agenda.

Sustainable Development Goal 4: Education 2030

Federal	Province	Local
Determination of national standards for educational institutions.	Formulation of provincial policy, law, regulation and standards.	Policy, law, standards, planning, implementation and regulation of school education.
Formulation of national policy, law, regulation and standards.	Research and innovation.	Implementation of school education. Construction and management of school infrastructure.
National research	Collection of provincial statistics and records	Collection of local statistics and records.
Management of education statistics	Human resources projection at province level.	Establishment of reporting mechanism
Human resources projection.	Management of, setting standards for and regulation of secondary level teachers.	Management of teachers and school employees.
Standardization of qualifications and capacity development of school teachers.	Standardization of qualifications and capacity development of school teachers at provincial level. Conduction of teacher training programmes.	Coordination and regulation of school education and teacher development.
Development and regulation of the National Curriculum of core subjects. Development model local curriculum.	Preparation and production of school level curriculum.	Distribution and implementation of curriculum. Development of local curriculum.
Development of model textbooks	Preparation and production of textbooks.	Textbook distribution and monitoring.
Management of Examination (Grade 12).	Management of Examination of Grade 10 (SEE).	Management of Examination of Basic Education (Grade 8) and other academic assessments.

Federal	Province	Local
Determination of national standards relating to scholarship and stipends.	Management of scholarships.	Scholarship distribution and monitoring.
Coordination with Development Partners	Development of monitoring and reporting mechanisms.	Monitoring and reporting
Development of consolidated reporting mechanism.		Mapping of schools, establishment, merger and/or closure of schools

For the implementation of this Framework, necessary structures can be developed at each level of the government by developing their own SDG4 implementation plan of action. A steering committee will be formed for policy suggestions and monitoring of the SDG4 indicators. Meanwhile, a coordinating committee for the overall planning and facilitation to implement the SDG4 Education 2030 as directed by the steering committee and a SDG4 forum will also be considered to oversee the implementation progress and provide necessary inputs to ensure stakeholder consultations as well as mobilize stakeholders' cooperation and

participation in the implementation of the SDGs.

Monitoring and reporting of the SDG4 attainments will be crucial. Each level of the government and their implementing agencies are responsible for monitoring and reporting progress to the respected governments and finally to the federal government. The CBS reports (e.g., economic survey, household survey), the IEMIS of school education and higher education EMIS report, including NASA/ERO reports will be used as data source for assessing the SDG 4: Education 2030. The verification of these achievements

will also be key for the auditing of the SDG 4 implementation. The implementation monitoring of this NF will be based on the following levels:

a small set of globally comparable indicators for all SDGs, including SDG 4 on education, developed by the United Nations Statistical Commission. The reporting of the achievement of mandatory indicators set by the UNESCO will be annually and other indicators will be considered as per the requirements.

Regional

additional indicators that maybe developed to take account of specific regional contexts and relevant policy priorities and reported time bound and as per the requirements.

Thematic

a broader set of globally comparable indicators to track the education targets more comprehensively across countries;

including the global indicators;
National: indicators are to be selected or developed to take account in national contexts and correspond to the subnational and local level to monitor the education plans and policies.

Province and Local Level

These levels are subject to contextualize the indicators to their respective educational policies and plans and develop the indicators (to be monitored and reported accordingly). The Local Governments are subject to report the status of the targets to both Province and Federal Governments periodically on the national indicators.

National Strategy for the Development of Statistics (NSDS), 2019 has been developed and approved by Government of Nepal in 2019. For this National Technical Team (representing from line ministries and agencies of the national education sectors, Province and Local Government)

has been formed. The National Strategy for the Development of Education Statistics (NSDES) draws from the following documents:

- a. National Strategy for the Development of Statistics (NSDS, CBS).
- b. National Education Indicator Framework (NEIF) consisting of 43 indicators (11 Global, 32 Thematic and 41 additional national indicators).
- c. Data source mapping.
- d. Data Quality Assessment Framework (QAF).

Financing

This National Framework also envisions to develop both Province and Local Level frameworks not only to localize the SDGs and to ensure effective monitoring and reporting mechanisms. SDG 4: Education 2030 framework is not a separate programme, it is an overall framework to achieve the sustainable development goals in education, based on which the

educational plans and programmes will be revised and developed. The programmes related to SDG 4 will be addressed through the annual plan and budget, the periodic plan and the Medium-Term Expenditure Framework (MTEF).

Nepal, Needs Assessment, Costing and Financing Strategy for Sustainable Development Goals (2018) estimates the annual average investment requirement for SDG 4 (education sector) will be Rs. 138.8 billion per year for 2016-19, Rs. 206.57 billion per year for 2020-22, Rs. 316 billion per year for 2023-25 and Rs. 493.4 billion per year for 2026-30 (NPC, 2018).

This NNF is a framework for all levels of the government to set up the educational objectives and targets in their jurisdiction. The Constitution of Nepal has ensured education as the fundamental right of every citizen with access in compulsory and free basic education, free secondary education, and free

higher education to disable and economically indigent people. The constitutional provision clearly indicates the financing in education will be the government responsibility. So, the financing for the SDG 4 will be a shared responsibility of the federal, province and local level governments. Since the SDG 4 indicators are considered as crosscutting instruments among the different stakeholders, a robust partnership mechanism will be adopted with communities and the private sector, not only to ensure its effective implementation, but also to enhance a shared accountability and ownership of SDG 4.

This framework also envisions that the government's share on education will progressively increase from the current level to 20% of the total governments budget. Apart from the Government sources, local communities, trustees/foundations, philanthropic organization, households, private sectors, non-governmental sectors,

CSOs, Non-Resident Nepali society will also complement to the Government's efforts.

All SDG 4 targets will be aligned with the educational plans and programmes of all levels of the government which are reflected into the government regular annual programme and budget. As such, the financing of SDG 4 will be included within the regular budgetary system. For this, the federal level government will develop a national framework to harmonise the roles and responsibilities of all levels of the governments.

The provincial as well as the local government will also follow that framework and arrange the required financial resource from their regular budget system. Domestic as well as international support will be mobilized to achieve the SDG targets, based on the foreign assistance mobilization policy of the government. This framework also calls the development

Financing of SDG 4: Education 2030 Framework, thus,

- ◆ Articulates that the SDG4: Education 2030 programme is NOT a separate programme.
- ◆ Envisions the programmes to be addressed through annual plan and budget, periodic plan and Medium-Term Expenditure Framework (MTEF).
- ◆ Foresees a balanced distribution of the sub-sector financing will be ensured at all levels of Governments.
- ◆ States that financing will be a shared responsibility of the federal, province (state) and local level governments.
- ◆ Establishes a robust and socially responsible partnership mechanism to be adopted with communities and private sectors.
- ◆ Calls the development partners to increase their financial assistance to achieve the SDG 4 targets.
- ◆ Envisions extensive financial support to be received from the international communities in reference to the targets 4.b and 4.c to mitigate the challenges of teacher capacity development, technology-led teaching learning, promotion of STEM, including Arts and to improve the entire quality in education.
- ◆ Assumes the need of developing a financing strategy, including costing to integrate the programmes.

partners and the international communities to increase their financial assistance to achieve the SDG 4 and explore the additional resources to mitigate the challenges of teacher capacity development, technology-led education, and to improve the entire quality in education.

Progress Review

Local and Provincial Reviews

Each Local and Provincial Government will review its progress against the set targets

and share with the Federal Government. These inputs from Local Governments will be incorporated into a national report.

National Reviews

The reporting system will be aligned with the monitoring requirements set by NPC. The MoEST will report the progress of the SDG 4 targets to high level monitoring mechanisms such as; National Development Action Committee (NDAC) and Ministerial-Level Development Action

Committee (MDAC). The MoEST will also carry-out in-depth SDG 4 progress reviews periodically.

Regional Reviews

Nepal has been actively participating in the regional planning, monitoring and review exercises. During the EFA period, Nepal participated in the Mid-decade Assessment (MDA) and the final assessment of EFA coordinated by UNESCO Regional Office, Bangkok. Likewise, Nepal will participate in the periodic regional reviews as per the requirement.

Voluntary National Review (VNR)

The SDG 4: Education 2030 agenda for Sustainable Development expects countries to conduct periodic reviews of progress at the national and subnational levels on a voluntary basis. Nepal has planned to undertake at least three VNRs

during the SDG period. This review covers the SDGs as a whole, including Goal4 and is coordinated by NPC. The MoEST prepares the necessary documentation to feed into the review process.

Way Forward

Dissemination

The MoEST will organize dissemination workshops to share the NNF to the Province and Local Level Governments, teacher communities, parents, students, CBOs, non-governmental organizations etc.

Localization

All Province and Local Governments will develop their respective SDG 4: roadmaps to contextualize the SDG 4 agenda by 2020. SDG 4 localization guidelines will be provided by the Federal Government to support the localization process.

Mainstreaming and Integration

The mainstreaming of SDG 4 will take place at two levels. At the national level, led by the NPC, the SDG 4, Goals, Principles, Targets, Strategies will be mainstreamed into the national periodic plan. At the sectoral level, MoEST will take steps to integrate the SDG 4 into Education Sector Plan and subsector plans (Post SSSDP, higher education, TVET, Lifelong learning).

Data Management

Data management system and its monitoring and reporting mechanisms will be strengthened. Effective coordination will be

established between education and non-education data (e.g., household survey, labour force survey,) sources to create a synergy for effective monitoring and assessment of the targets.

Capacity Development

Institutional strengthening at all levels of education, more particularly at the local level, will be a priority. Given that much of the responsibility for managing school level education has been delegated to Local Governments, it is important to enhance the capacity of education personnel at the local level.

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Appendix

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