Developing National Qualification Framework for Education in Nepal

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Nepal Area: 147,181 Sq. Km. Population: 28.8 Million
– Mosaic of 102 social groups; 92 languages

• Number of Total Primary Schools: 32684
• Total number of primary school students: 4.95 million
• Number of primary teachers: 167216
• GNP per capita: 400 USD (GMR 2001)
• Adult literacy: 58%+ (71% male, 45% female (GMR 2001))
Education Context

• The Interim Constitution of Nepal 2007 has ensured education as a fundamental right.
• Building upon the experiences from the EFA, the government of Nepal has begun the implementation of School Sector Reform Plan (SSRP), 2009-2015, with a sector wide approach (SWAP) in school education.
• GoN has launched national literacy campaign to ensure literacy for all.
• Nepal has been allocating over 16 per cent of the national budget on education, with more than 60 per cent on basic education.
• Basic education is free with provisions of textbooks and scholarships.
• 86 percent children are served by community (government supported) schools.
# Education Structure

<table>
<thead>
<tr>
<th>Age</th>
<th>Duration</th>
<th>Education Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M. Phil. and Ph. D.</td>
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<tr>
<td>18-23</td>
<td>5-6 years</td>
<td>Tertiary Education (Bachelors and Masters)</td>
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<tr>
<td>14-18</td>
<td>4 years</td>
<td>Secondary Education (Secondary and Higher secondary)</td>
</tr>
<tr>
<td>5-13</td>
<td>8 years</td>
<td>Basic Education (Primary and Lower secondary)</td>
</tr>
<tr>
<td>4</td>
<td>1 year</td>
<td>Pre-Primary/Early Childhood Education and Development</td>
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NFE Context

• The curriculum of non-formal education has also been developed by the NFEC. According to curriculum there are three levels of non-formal education: Basic (Level-1) Medium (Level-2) and self-study (Level -3) (NFEC, 2012).

• Another program of NFEC is the Flexible Schooling Program (FSP) for primary level (Grade 1-5), and open school for grade 6, 7& 8. Similarly, National Center for Educational Development (NCED) has prepared a one year condensed curriculum of open school for grade 9 & 10. After completing this course the student will be eligible for the School Leaving Certificate (SLC) examination. In this way the equivalency of non-formal education has been practicing in Nepal.
NQF in Nepal

Nepal is moving towards establishment of NQF for Education sector.

Currently a NQF Steering Committee has been established to prepare outline for the NQF by reviewing national and international practices.
Objectives of NQF

• The objectives of the NQF: to contribute to the full personal development of each learner and the social and economic development of the nation at large.

• Specific objectives:
  – create a single integrated national framework for learning achievements;
  – facilitate access to, and mobility and progression within, education, training and career paths;
  – enhance the quality of education and training;
  – provide equality in minimum quality standard in education, training and employment opportunities.
Areas of Concerns of NQF and Equivalency

• Non-formal Education (NFE)
• Tech/Voc. Education
• School Education
• Higher Education
Equivalency Programme Framework for Promoting Lifelong Learning
EP Framework for NFE

Nepal has recently initiated EP Framework for NFE

- **Vision:** To contribute to the creation of a learning society through the development of an educated, skilled and self-reliant human resource

- **Mission:** To provide equivalent, qualified, relevant education that would widen access and provide certification so that the goals of Education for All are met within the National Framework for Action of the country

- **Goal:** To raise the level of adult literacy, particularly among women and people belonging to marginalized groups such as Dalit, Madhesi, disadvantaged ethnic groups through the provision of appropriate learning life experience program for all groups people and adults, thus contributing to achieving poverty reduction and equitable social-economic and human development
Target Learners: Out-of-School Population

- learners in the remote and less developed areas,
- victims of natural disasters or those who suffer from socially discriminated,
- those who are disadvantaged,
- School dropouts,
- child workers,
- street children,
- industrial workers, members of poor agricultural communities,
- victims of social ills (child trafficking),
- people in the business and service sectors,
- homeless children,
- etc.

Children of 6-14 years age

Adult of 15-60 years age
Integrated Curriculum: EPs

• **1. Basic Education**
  – Primary Education
  – Lower Secondary Education
  – Secondary Education

• **2. Vocational Skills Training**
  – Short-training programmes (improve quality of life)
  – Income-generating programmes
  – ……………………………………………………………………………….

• **3. Knowledge and Information for Quality of Life Improvement (Informal Education)**
  – Informal learning e.g., ICT and other media: educational television and radio programmes, lifelong learning centers: library, museum, zoo, gallery, park, social activities-village meeting/sharing, and ……………

- emphasis upon basic education equivalency programmes, problem solving skills and life enhancement
- learning results could be accumulated and transferred or credited.
Nepal Model for Equivalency Programs
NFE Equivalency Programmes

Basic Education
- Primary Education
- Lower Secondary Education
- Secondary Education

Vocational Skills Training
- Short-training programmes
- Income-generating programmes
- ...

Informal Education
- Knowledge and Information for Quality of Life Improvement
- ...
- ...
1. The Basic Education EPs Content Areas

- **Target groups/Learners**
  - Children of 6-14 years age
  - Adult of 15-60 years age

- **Curriculum/Content Areas**
  - Learning skills
  - Core Subjects
  - Vocational Subjects
  - Life skills
  - Social Development
  - Quality of life Development Activities (Voluntary works)

- **Structure**
  - Higher Education (University)
  - Upper Vocational Education
  - Work
  - (Upper) Secondary Education
  - Lower Secondary Education
  - Primary Education
3. Knowledge and Information for Quality of Life Improvement (Informal Education)

- **Target Groups/Learners**
  - All citizens

- **Curriculum/Content Areas (Self-directed learning)**
  - ICT and Media: Educational television and radio programmes
  - Informal learning through lifelong learning centers: public library, museum, cultural center, zoo, gallery, park, etc.
  - Social activities: community gathering, village sharing

- **Structure**
  - Provide recognition of prior learning, experience, and facilitate credit transfer
  - The equivalency transfer of informal educational results
Capacity Building

• Various training methods and a mix methods may be suitable for EP capacity building, depending on the context. These include:
  – Training workshop
  – On the job training
  – Mentoring and Coaching
  – Peer Counseling
  – Team teaching
  – Observations and field visits/Outdoor-based Learning
  – Meetings and Dialogues
  – Documentation and Report Writing
  – Attendance in Forums and Conference
  – ICT and E-Learning
  – Study Grants and/or Scholarship
Equivalency Programme Stakeholders

EP Facilitators are the key to the success of EPs. They require quality training in adult education principles and NFE methodologies.

EP Administration
- National
- Regional
- Provincial
- Local

Government (National)

EP Implementation
- Learning Resource Centers
- CLCs
- NGOs/INGOs
- Local Government units
Implementation Structure of EPs, Nepal

National Level
- Non-formal Education Centre
- National Non-formal Education Council
- MOE+NCED+ CDC+OEC+ OCE+...

District Level
- District Non-formal Education Committee
- District Education Office (DEO)

Community Level
- Resource Center
- CLC
- Alternative Open Schools
- Village/Municipality Literacy Campaign Committee
- Literacy Class Management Committee
Learning Assessment and Evaluation, Certification and Accreditation

- Learning Assessment: Formative and Summative Assessment
- Learning evaluation: Formal Evaluation, Non-formal Evaluation (Flexible), informal evaluation (observation, reflection, or experience)
- Grades should be awarded and certificates will be given only when the learner completes the required number of subjects (Credits).
- The recognized certificate should be awarded by the Ministry of Education of Nepal/NFE. In general, a dedicated government institution sets the criteria for completion and certification at national level, while local institutions may add local elements. Some countries organize graduation ceremonies to promote public recognition of EPs
- The equivalency transfer of educational results shall be operated by the Committee for the Operations of Equivalency Transfer of Educational Results assigned by every educational establishment.
TVET

- NQF to cater both general education and vocational education level
- Open door policy
- Equivalent degree as in England and other EU countries
- Vocational education levels to be determined
- Training program and credit accumulation for further studies
- National Vocational Qualifications Framework (NVQF)?
School Education

• Levels to be decided within Basic education and Secondary education (No. of Levels in each strata)

• Skill and competence to be determined (For our purpose, we can take our curricula for reference)

• Not subject-wise but generic only can be done this time
Higher Education

• Levels to be determined in Bachelor, Master, MPhil and PhD.
• Minimum skill and competence in each level to be decided
• Credit transfer from one Univ. to other based on the NHEQF (National Higher Education Qualifications Framework)
# Policies and Challenges

<table>
<thead>
<tr>
<th>At the school level</th>
<th>At the higher secondary level</th>
<th>At the NFE level</th>
<th>At the vocational and technical school level</th>
<th>At the higher education level</th>
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<tr>
<td>Nepal government has its centralized frame of understanding. But now the country is heading towards federal political structure there might be different concerns at the provincial as well as local government level.</td>
<td>It has its own independent status and hence there is a lack of operational linkages among the same footing organizations of the Ministry of Education.</td>
<td>NFE system is not developed in a full-fledged manner. It is yet confined to literacy, post literacy and primary school equivalent program</td>
<td>Private agencies, technical and vocational education board, and higher secondary education board conduct their own types of programs. There is little coordination among them</td>
<td>Each university has its own requirements. The programs, years of level, entry requirement of the teachers and students also differ. Each university has its own data base and it has yet to be networked for integrated information system Universities are autonomous organizations and hence a framework might not be applicable for all because their purpose and the goals differ from each other</td>
</tr>
</tbody>
</table>
Conclusion and Future Prospect

• Sporadic efforts have been made at different levels of education. There have been efforts to make curriculum framework, framework for the equivalency of education, and national qualification framework. These three forms of activities are yet to be integrated.

• Technical teams have been working for the preparation of national qualification framework at their own capacities for different levels of education. These teams require holistic visions of developing national qualification framework.

• Ideally Ministry of Education is supposed to coordinate these efforts. But the experience shows that each level of education has been working in an independent way. This independent nature of work is yet to be coordinated at the Ministerial level.

• UNESCO at the regional level can regulate the independent works of the aforesaid initiatives and help Ministry of Education to develop a single framework and pass it in the parliament for national consensus.
Meeting with Key Stakeholders
10 December 2013,
UNESCO Office,
Kathmandu, Nepal
Course book in local language
Maithili

Children's activities during the class
THANK YOU