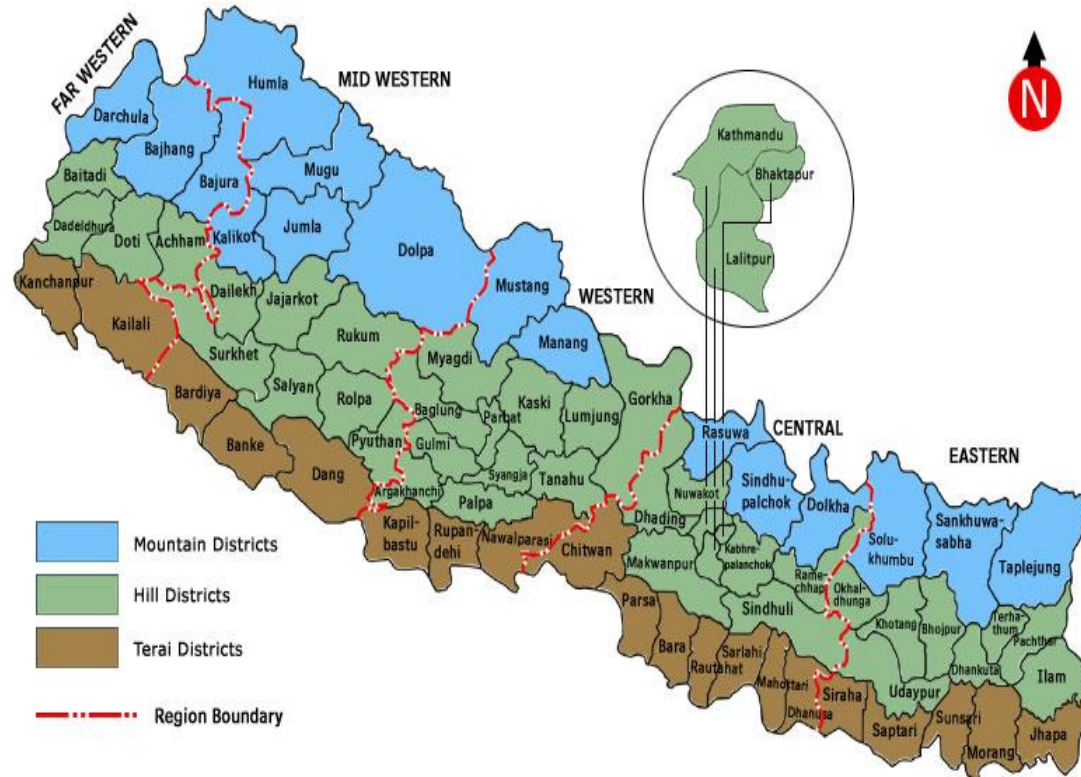


National EFA 2015 Review- Nepal: Eliminating gender disparity

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Nepal



- GPI in Primary Education : 1.02
- Female Teacher GPI : 0.70
- Ratio of literate women to men aged 15–24 years : 0.85

Process followed

- MOE has formed a committee to undertake **National EFA 2015 Review:** (*represented by major stakeholders including the representatives of line ministries, national planning commission, MOE and its institutions, educationists, Teacher union, media, civil society organizations, EFA development partners*).
- Seven thematic groups focusing on each seven EFA goals formed to undertake goal wise review.
- The thematic groups reviewed the documents and carried out consultation with concerned agencies to finalize goals wise reports
- consultations were carried out at the national and local level to share the draft review report and obtain the feedbacks and suggestions from the wide range of the stakeholders.
- A national review report prepared by the ministry with the help of UNESCO (from the services of national consultant).

EFA 2015 National Review: Framework

Following the interim constitution of Nepal:

1. Education is a birth right
2. It is the duty of the state to ensure access to quality EFA
3. The state should mobilize and co-ordinate the educational institutions and agencies in the country in the development and implementation of the EFA national plan of action.

Plans and Programs Supporting EFA

- EFA NPA (2001-2015, long term)
- EFA Core Document (2004-09, medium term)
- Education Sector Plan: School Sector Reform Program (2009-15)
- Literacy/NFE Policy and Program Framework
- Community School Support Program (CSSP, 2003-)
- Construction of Primary Schools (EFA 04-09; JICA, 03-06)
- Teacher Education Project (TEP, 02-07)
- Various Small Programs of UN agencies, such as UNICEF, UNESCO, UNDP, WFP, ILO
- Various small programs of I/NGOs including civil society organizations

Goal 5: Gender

Policy Focus

- **Macro policies – Reservation for women in Civil Service, teacher services and other service sectors**
- **Improving equitable access** (More schools, alternative schooling, flexible school hours, free school, free textbooks, scholarship, school feeding, residential schools for marginalized and disadvantaged girls)
- **Improving quality and efficiency** (Curriculum improvement, teacher training, Professional support, gender friendly school environment, gender focal points etc.)
- **Equity strategy is being prepared to ensure equitable access to quality education for all**
- **Increasing institutional capacity** (EMIS, decentralized management, HRD plan)

Goal 5: Gender

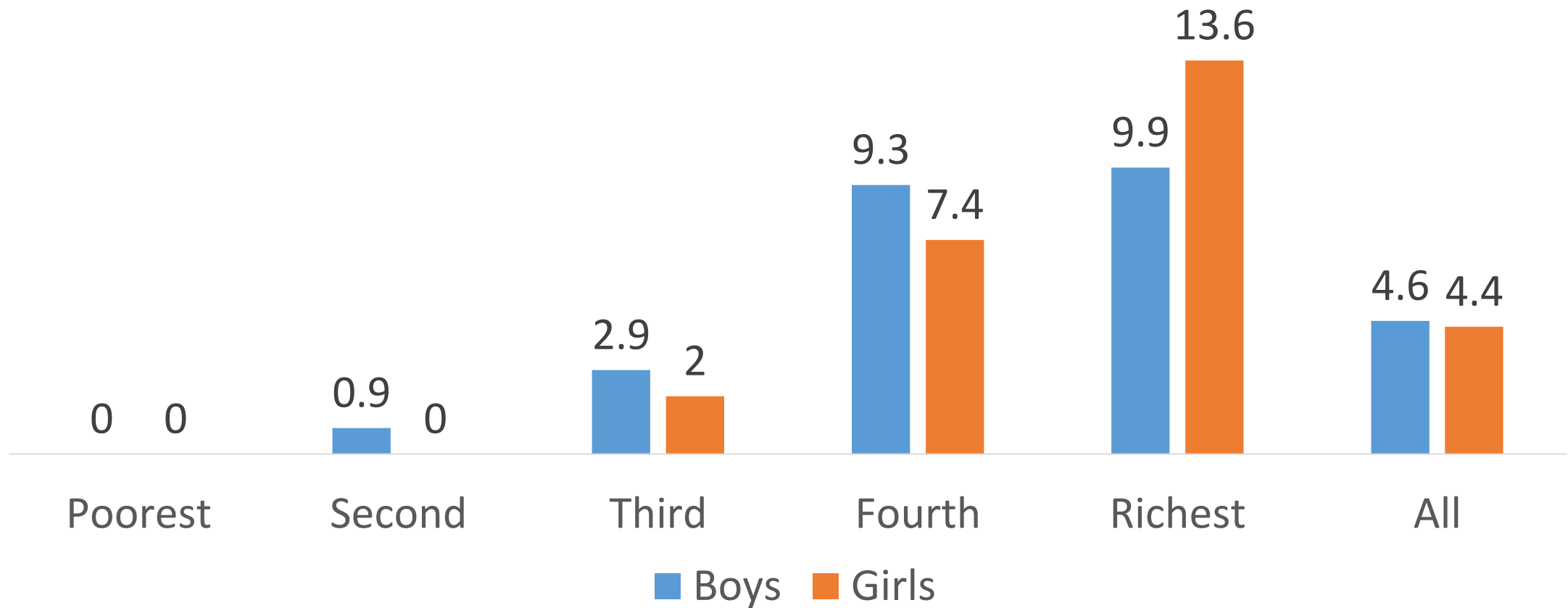
Achievement

- Gender parity has been achieved at primary, lower secondary, and secondary levels
- Progress made in gender parity in higher education
- **Increased female teachers to 30% in 2006; 37.6% (GPI 0.7) in 2012**
- Gender discrimination is more severe in households belonging to poorest consumption quintiles
- **Girls in some terai districts are still not getting easy access to schooling because of the social barriers**

Progress on gender- indicators*

Indicators	1990	Status				Target 2015
		2000	2005	2010	2013	
Ratio of girls to boys at primary level	0.56	0.79	0.90	1.0	1.02	1
Ratio of girls to boys at secondary level	0.43	0.70	0.84	0.93	0.99	1
Ratio of girls to boys at tertiary level	0.32	0.28	0.50	0.63	0.71	1
Ratio of literate women to men aged 15–24 years	0.48	na	0.73	0.83	0.85	1

Net attendance rate in higher secondary education NLSS 2010/11, %



Issues and challenges

- Availability of disaggregated data
- Capacity to analyze the existing data
- Quality of available data – data verification system
- Well functioning EMIS in education system – fragmentation among the sub-sectors of education
- Making concerned agencies sensitive and more aware towards the data and whole information system
- Two-way flow of data
- Data from informal sectors – how to capture these data and integrate with the formal system
- Use of available data set in the decision making at every levels of education

Lessons learned

- Special provision for disadvantaged children: how to ensure that no child (girl) is left out from joining school.
- Preparing school and teachers that cares and commit to bring educational transformation
- Transformation of schools to better addressing the pedagogical issues: language, gender, social and economic.
- Making school education more relevant to social and economic contexts: Knowledge application/skill for life and social connectivity.

Beyond 2015 and strategic priority: Gender

- Focused intervention on retention and quality
- Gender parity in higher education
- Expand targeted financial assistance for girls through proxy mean testing (PMT) method
- Increase female representation in other social service sectors
- Capacity development of change agents

Usefulness of UNESCO guidelines

- User friendly – easy to follow
- Provided overall guidance in the process of preparing the progress report
- Help to analyze and present the data more meaningfully
- Help to coordinate between themes or areas of EFA

Next Step

- Sharing feedbacks from this technical feedback meeting to the EFA national review committee
- Incorporate suggestions and feedbacks provided by UNESCO review team in National EFA 2015 review report
- Share improved draft report among wider stakeholders at national and subnational level to obtain feedback and suggestion on the report
- Finalize the National EFA 2015 review report and share with UNESCO

Thank You