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*

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<tbody>
<tr>
<td>Ratio of girls to boys at primary level</td>
<td>0.56</td>
<td>0.79</td>
<td>0.90</td>
<td>1.0</td>
<td>1.02</td>
<td>1</td>
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<tr>
<td>Ratio of girls to boys at secondary level</td>
<td>0.43</td>
<td>0.70</td>
<td>0.84</td>
<td>0.93</td>
<td>0.99</td>
<td>1</td>
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<tr>
<td>Ratio of girls to boys at tertiary level</td>
<td>0.32</td>
<td>0.28</td>
<td>0.50</td>
<td>0.63</td>
<td>0.71</td>
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<tr>
<td>Ratio of literate women to men aged 15–24 years</td>
<td>0.48</td>
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<td>0.73</td>
<td>0.83</td>
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*MDGs Report 2013 published by NPC and UNDP, 2013*
Net attendance rate in higher secondary education NLSS 2010/11, %

- Poorest
  - Boys: 0
  - Girls: 0
- Second
  - Boys: 0.9
  - Girls: 0
- Third
  - Boys: 2.9
  - Girls: 2
- Fourth
  - Boys: 9.3
  - Girls: 7.4
- Richest
  - Boys: 9.9
  - Girls: 13.6
- All
  - Boys: 4.6
  - Girls: 4.4
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 form this technical feedback meeting to eth 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