

This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.

# Covid-19 Response in Education: Policies and Practices

## – Nepal's Situation

PRESENTED BY

- GIRMAN THAPA

# I. Country Profile (1)

## Infrastructure

- Nepal is Federal Democratic Republican Country: 7 provinces and 753 Local Level
- A total of 608 LGs, 5096 Ward Offices, 3454 health centers and 4197 community secondary schools have been connected with broadband internet.
- 82.8% population are in access of internet service.
- 87% population are in the access of Radio Nepal news. It has been broadcasting news in 21 languages. Access and coverage of Nepal Television's broadcast has reached 72% of the total population. 672 FM Radios and 51 Televisions are broadcasting regularly. 38.21 million mobile phone users are in Nepal.

# I. Country Profile (1)

## Government

- The Government of Nepal is implementing the School Sector Development Plan (SSDP) for the July 2016 to July 2023 period to ensure equitable access to quality education for all. Now, MoEST has been preparing next 10 years School Education Sector Plan.
- We had ICT Master Plan (2013-2017).
- ICT Policy, 2015.
- Digital Nepal Framework, 2019
- National Education Policy, 2019 has focused on ICT infrastructure development in schools, connectivity, capacity building of teacher and school leaders, using ICT in teaching learning etc.

# I. Country Profile (1)

## Students/Care givers

- Altogether 84 open schools are running in the country
- Radio and TV Lessons are prepared for the students of open school
- Self learning materials are also provided to the students
- Contact sessions are being run for those students.

## Partners/ Providers

- Support from Multi national organizations, bilateral support, I/NGOs to the government's efforts in education sector.

## Number of Education Institutions

| Institutions           | Total  | Community | Institutional | Religious |
|------------------------|--|-----------|---------------|-----------|
| ECED                   | 36568  | 30448     | 6120          | -         |
| Basic Level School     | 35392  | 27974     | 6298          | 1121      |
| Secondary Level School | 9416   | 6230      | 3208          | 31        |
| STR                    | Himalaya Region-1:30, Hilly Region-1:40, Terai & Valley-1:50 but school wise there is variation. |           |               |           |
| University             | 11   | -         | -             | -         |
| Academy                | 6  |           |               |           |
| Campus                 | 1407   |           |               |           |

# Key Education Indicators and Achievement

| Indicator   | Achievement |
|---|-------------|
| <b>1. Early Childhood Education and Development</b> |             |
| 1.1 Gross Enrolment Ratio (GER)                     | 87.6%       |
| 1.2 % of Grade 1 New Entrants with ECD              | 70.2%       |
| <b>2. Basic Education</b>                           |             |
| 2.1 Net Enrolment Ratio (NER) in Grade 1-5          | 97.4%       |
| 2.2 Net Enrolment Ratio (NER) in Basic Education    | 94.7%       |
| 2.3 Gender Parity Index (GPI) in Basic Education    | 1.0         |

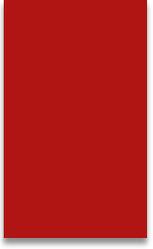
# Key Education Indicators and Achievement

| Indicator                              | Achievement |
|--|-------------|
| <b>3. Secondary Education</b>          |             |
| 3.1 Net Enrolment Ratio in Grade 9-12  | 51.2%       |
| 3.2 Survival Rate to Grade 10          | 64.6%       |
| 3.3. Gender Parity Index in Grade 9-10 | 1.0         |
| <b>4. Literacy</b>                     |             |
| 4.1 Literacy Rate 15-24 ages           | 90%         |
| <b>5. Teacher Management</b>           |             |
| 5.1 Female teacher at Basic level      | 46.7%       |
| 5.2 Female teachers at Secondary level | 20.2%       |

## Policy Provision

The Constitution of Nepal has established education as a fundamental right of the people. The constitution has provisioned that 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.

Free and Compulsory Education Act, 2018



# Status of Covid-19 Response in Education in Nepal

# Key COVID-19 Impacts

- **Initial school closures** from March 2020 continued for at least **9 months**.
- **Exams for the 2020 academic year** were **cancelled**
- **School reopening guidelines** was endorsed in November 2020
- **The 2020 academic session** was **extended by 3 months**
- The second wave of COVID-19 infections forced further school closures for **six months (between April and October) 2021**
- Smart Lockdown was initiated in **September 2021** allowing schools to **reopen under conditional circumstances**.

# Initiatives: Policies/Plans

Education cluster **Contingency plan 2020** was prepared

**Student's teaching learning facilitation guidelines -2020** has been approved, revised and implemented

**Immediate Action Plan- 2020** was prepared and approved from Cabinet

**School health security and sanitation guidelines 2020** was prepared and disseminated

**School reopening framework 2020** was approved and shared

**Closed User Group (CUG) Service Implementation guidelines** was developed so as to facilitate communication among teachers and students.

# Initiatives for Supportive Actions

Secondary Education Examination (SEE): alternative options of administration and certification

TV and Radio lessons are being developed and broadcasted

Online teacher training on the basis of SOP

Additional audio, video lessons are being developed

Learning content adjusted framework has been developed and shared; (a kind of adaption in the approved curricula)

Self learning materials have been developed and distributed

# Initiatives: Supportive Actions

Education learning  
**portal developed**

Coordination with  
private sector, media for  
sharing and  
broadcasting lessons  
and materials

Home schooling  
concept and practice

Provision of Covid-19  
**insurance to teachers**

**Education clusters**  
formed and mobilized  
at all provinces and  
most of the district and  
local level

**Teacher Associations**  
involved massively in  
conducting teacher  
training, mainly ICT skills  
targeted training.

Media(TV, Radio, Print)  
and I/NGO, contributed  
for learning material  
development and  
broadcasting

# Teacher Professional Development

- Teacher professional development through distance mode: SOP - 2020
- A handbook on adapting teacher training from face to face to online mode' has been developed to support PETCs trainers in the context of online and blended mode of training.
- Handbook for student learning facilitation through alternative mode-2020
- TPD programmes have been conducted through virtual mode.

# Challenges

---

**Measuring and addressing loss of learning** and introduce targeted programs to reduce the disparities among children based on (lack of) access to alternative learning resources.

---

**Ensuring that students do not drop out from the system** (which might be delayed as children with lost learning experience an increasing gap between their ability and their work.)

---

**COVID-19 household economic hardship causing transfer of children from institutional to public school which may not have sufficient resources** and facilities to address the increased demand.

---

**Orientation of teachers** on condensed curriculum, with clear guidelines on scope of examinations.

---

Continued **digital divide, especially for marginalized and disadvantaged students.**

# Way forward

- Undertake comprehensive and systematic **formative assessment** of students to understand the loss of learning over the past years and **identify interventions to address learning gaps.**
- **Ensure teachers are orientated** on scope of **assessment under condensed curriculum** so they can make informed choices about teaching content.
- Develop an inclusive COVID-19 **recovery roadmap for the initial years of the SESP**
- Institutionalize **linkage between the formal and alternative learning systems**, including mechanisms to track continuation of learning during disruptions
- **Expand internet and media coverage** across the country and invest in context-appropriate low-tech for alternative learning modalities
- **Build on positive developments during COVID** (such as increased internet connection and sharing between schools, teachers and between tiers of government.)

Thank you so much for your time



**WORKING TOGETHER**