

Status *of* Education

2017/018



**Centre for Educational
Policies and Practices**

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Centre for Educational Policies and Practices

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Picture in the Front Page represents teachers focusing on service and facilities while performances of public schools are degrading annually, KD, Aug 10, 2017.

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Abbreviations and Definitions

CDC	Curriculum Development Center
CEPP	Center for Educational Policies and Practices
CTEVT	Council for Technical Education and Vocational Training
FSU	Free Student Union
GEM	Global Education Monitoring Report
HGRM	Hariharpurgadhi Rural Municipality
HW	Himal Weekly
ICT	Information and Communications Technology
IOM	Institute of Medicine
IT	Information Technology
KD	Kantipur Daily
KU	Kathmandu University
MBBS	Bachelor of Medicine
MOE	Ministry of Education, Science and Technology
N/A	Not Applicable
NCED	National Centre for Educational Development
NGO	Non-Governmental Organization
PABSON	Private and Boarding Schools Organization Nepal
PTM	Parent and Teacher Motivation Project
RM	Rural Municipality
SEE	Secondary Education Examination
SLC	School Leaving Certificate
SM	Shikshak Monthly
SMC	School Management Committee
SSDP	School Sector Development Program
THT	The Himalayan Times
TU	Tribhuvan University

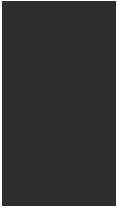
Definitions

Urban and rural area

The definition of urban and rural area is not effected by the newly formed urban municipality area. It is based on the contextual description of area in the news reporting and the area of identification.

Matter

Matter refers to all the contents published in media, including news, articles, editorial, cartoons, picture and letters as well.



Preface

Now-a-days, the interest in educational purview has been a growing concern among people. Education has been a door-to-door agenda. People always think of quality education to their children, show interest in educational policy, take interest in the process and product of education, and see if their paid tax has been used properly in education.

In developed countries, education has always been a political agenda of the leaders. They commit the improvement in education in their manifesto and start improving it when they are in power. Contrary to this, the political leaders in the developing countries show their interest but do not prioritize education as their main agenda. The reform in education, thus, lags behind and the future generations suffer much.

A visionary approach to education may lead the country to a fruitful destination. This has been evidenced in many well-to-do areas of Europe, Asia, and the Americas. Campaigns like human rights movement and child right movements have pushed education as fundamental rights of children leading to free and compulsory quality school education. However, because of the low investment in public education many countries in the developing nations have not

been able to raise educational standard to a certain quality as envisaged in their plans and policies.

Education systems established and reformed based on research findings always yield the expected results regarding the development of the country through its cultured and expert human resources. The issue of unemployment will be less and people are easily accepted by the labor/job market in a qualitative way. The investment in research based educational agenda, thus, has been realized by many countries of the world.

Politics is not a bad thing. Education is a political function. In every country the politics decides the amount to be invested in education each year linking it with the development of the country. The situation differs from country to country depending upon selfless contribution to education or self-based education system. Countries with politicians having selfless educational policies sublime more in overall development of the country than countries having self-based educational policies for their petty interest to fulfil. Basically, the countries with politicians with petty self-interest suffer from quality education as they always look after the benefit of their cadres as teachers instead of quality human resources in the system. That is the reason why teacher recruitment and deployment always falls under partisan political interest producing weak human resources for the country.

Governance is another issue where there is always a tug of war between the central government and the local or provincial government regarding their functional roles. Countries with good decentralized system seem to sort out this issue in a systematic way whereas countries having centralized system in their document and controlled centrally in practice always face the same issue. Parental involvement in the governance and teacher support in it play a vital role in the development of educational institution. However, in many countries

the involvement of parents and teachers is not focused in governance structure. Motivating parents in taking interest in educational activities of the institutions their wards are studying has been a growing concern these days. School boards have been enjoying autonomy in the developed countries whereas School Management Committees in the poor countries are not trusted much.

Accountability is one of the agendas of good governance. Teachers, head teachers and management boards must be made accountable for the development of quality system. And countries having this concept have grown further compared to the unaccountable group of workers involved in educational system.

Monitoring and evaluation of educational activities within educational institutions has been another agenda of quality education. Responsible members in the school board or school management committee perform this as their everyday roles whereas others wait for policies of government and/or look for a separate system of centrally controlled monitoring mechanism. The former leaps successfully upward whereas the later goes downward.

People show their concerns in education through various genre whether it is a cartoon or an article or a poem or some research publication. This is prevalent in all countries whether they are rich or poor. This scenario indicates the people's satisfaction ratio in the education system they are in. In other words, the heed for education is everywhere.

There are many issues in education like these. In a country like Nepal the public concern in education is growing concern has gone up higher after the establishment of Federal Republic in 2063 B.S. As a result the new constitution of Nepal has been promulgated in 2072 B.S. The constitution protects the rights to education of all in Nepal. Article 31 of the constitution guarantees the fundamental rights of

each citizen of the country making them entitled to free and compulsory basic education (grades 0-8) and free secondary education (grades 9-12). School education has been the absolute rights of the local government whereas the province and the federal government look after higher education.

This book has tried to cover each and every issue of education in a nutshell. Readers going through this book will find many interesting incidents, issues, problems, and challenges in the development of education in Nepal. Examples from various fields including medical education and research based findings have made this book even worth. With four decades of educational experiences, the writers have been able to portrait an honest picture of educational system of the our Nepal.

Professor **Mana Prasad Wagley**
Baishakh 18, 2076



About the Publication

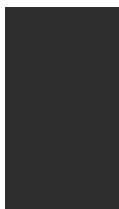
CEPP (Center for Educational Policies and Practices) had been investing and analyzing media trends on educational sector since 2011. This year a broader analysis report has been converted to form a national status report for the year. Research is not a discovery but quantification of your discovery. This is what we have been doing here in the case of Education in Nepal. The view also looks different from the point you are standing at. We have tried to view a landscape of primary education through different sights.

From our effort of scanning the print media, we have learnt that it is carrying more and more stories about education. However, we also got to know that reporting peaks around exam and enrolment seasons indicating that we are still far off the track of quality discussions. Unfortunately, education in the context of corruption is on the rise. While media carry very little about parents who are the claimants of right to education, media carries almost nothing about international experience. Issue of teachers is relatively reported high but it is primarily for political reasons rather than for pedagogical reasons. In addition to the annual media coverage analysis, it consists of major education policy reforms of the year, status of education from the field area of CEPP, and research findings from other reports. We hope that combination of these presents a composite picture of the

status of education. For our clear inclination on early education, our focus is on primary education where media reporting is understandably minimal: children don't have political power and do not make news. The perspectives presented here are still from some kind of elites who don't have to struggle to send their children to schools. We hope that we will be able to do this more.

These reports are framed under the Nepali fiscal year calendar from the month of Mid July 2017 (Sawan 2074) to Mid-July 2018 (Asar 2075) and will be published in English and Nepali languages. This is a coarse prototype of what we wished to do. We continue to make our effort to get this more comprehensive that can speak for itself. Collaborators are welcome.

CEPP
Education Watch



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The Year in Education: An Overview

In general, greater portion of the year was spent in dealing with existing anomalies— such as created from the past. One becomes more reactive the more it has had ad-hoc and a systemic decisions in the past. For example, one thing that took a lot of effort was dealing with the backlog of various kinds of teachers, and this was the most important of all. There was a competition between the two governments as who will offer easy passage to permanency of teachers. The ratio of the percent of positions opened for regularizing temporary teachers internally (i.e. only among temporary teachers) were up from 50 to 70. This was made with the change of the law by previous coalition Oli government when the Ministry of Education (and Science and Technology) was headed by Gopal Man Shrestha of Nepali Congress. Even those who do not pass are to get a redundancy package.

Issue of private school is related to the performance of the teachers in public schools. Without good and accountable teachers, the future and progress of public schools cannot be envisioned at all. However, in order to regulate the public schools, provisions to have good teachers has been a daunting task. Problem should have been addressed as soon as possible. It was not as government agreed one after the other to keep the teachers under federal control. The agree-

ment brought a couple of consequences. First, it delayed the process of managing teachers. Second, it seems to be killing the very spirit of the constitution overshadowing the sole right of local government to manage the school-level education. And, there is other side too. Bureaucrats tend to think that local governments cannot manage them while teachers view that the bureaucrats are not qualified enough to manage them. Schedule 8 of the Constitution lists school level education as one of the areas of competence of local level and Schedule 9 also lists Education as the common areas of competence for all levels of governments. It's likely that this back door of interference by the federal government is likely to continue and remain an area of contention among different levels of government. And for further disappointment, municipalities are yet to realize and are likely to raise the voice. Local levels will have no say in teacher management if the teachers are appointed by other levels of governance. It could be assumed that all local levels across the country may not hold capacity and competency on managing teachers. However, they will never learn if they are not given opportunity to learn. If the right of appointing teachers is kept at federal control, it will give rise to the status quo as it will keep the decision-making power of local level government on local issues at bay.

This year, another highlight was medical education and Dr. Govinda KC. Dr. KC again sat on strike to effect his efforts for the improvements of medical education. Under the popular pressure, the government somehow agreed to implement the recommendations made by Mathema Commission after Dr. KC went for his 14th hunger onto death strike. The recommendations were to be addressed through the promulgation of a law. Most of the points agreed were not so much controversial except the two: a) if a college outside Kathmandu Valley should be allowed to give affiliation (a case in Jhapa that was related to top leaders in the ruling party and the government) and b) if those who already have been approved of a letter of intent should be allowed to continue. For the second case, government stepped back to

compensate the investment made in Manamohan Memorial Medical College and Teaching Hospital and run under the government.

Looking the KC incident from perspective of good governance, it was a great struggle to keep education and institution like this out of party politics game, and it can be deemed as a good example of civil action which pulled the public and intellectuals together against the political eccentricity. Many intellectuals and analyst noted that it would not have been possible if the individuals from inside and outside medication institutions had not supported it. Similarly, the general public now view that other prominent sectors like agriculture and forestry, engineering are also waiting for the emergence of persons like Dr. KC. The nation has witnessed a distinctive change in its political system. However, methods and approaches of executing the system have not changed. The changed situation of the nation demands a smooth functioning of good governance in order the changes to be materialized. Overall political system can make the citizens feel the sense of change when the governance becomes proactive rather than reactive.

Next highlight of the year was important policy promulgation—Free and Compulsory Education Bill or Right to Education Bill (RTE). As an idea, it's not novel. The Bill appears to assume that parents don't send their children out of their wish whereas most parents cannot afford to send them mainly a) for economic reasons and b) for the fact that school does not add value to their struggle for survival. This Bill in general reinforces the centrality of federal tier of the governance. Little consultation is felt to have done with Municipalities. It allows room for curtailing facilities of the parents who don't send their children to school whereas the need is holding an authority responsible for not providing friendly situation for the parents to send their children to school. There is no clarity what happens to fee-paying private school when the constitution says that basic education has to be 'free and compulsory'. It also

mentions that private schools are liable to offer free-ship to certain portion of students. However, there are few cases that this provision has been materialized. The right to receive basic education also in the mother tongue was ensured after a large civil society lobbied and advocated for it.

Above policy provisions mainly concern structures, systems and processes of education but little on the content of education— what should be taught and how should school children be taught. One important policy exercise on the content of education— Reformulation of School Curricular Framework, has been carried. It was hurriedly done, without any adequate consultation with public. As a result, this remained as an exercise because it met protests and concerned had no confidence to defend adequately for the same reason. However, it met some of the demands, for example, that of mathematicians who were not happy with the provisions. The curriculum envisage an integrated curricular approach rather than subject-based approach for grades 1-3 and seeks to address the shortcomings of the education so far. One of the progressive parts of this bill is that it mentions an objective to address the problems of inequalities and discrimination, and feels the urge of making learning more creative and critical. Similarly, it has also addressed the issue of teaching of social science in foreign languages. Nonetheless, it is quite limited in its perspective in reforming exams and improving teachers' training. In general, it has positive direction to stir the content of education in the country although it misses academic rigor and the review is not critical enough.

Overall, other than the rumor of the formulation of a High Level Commission on Education, no significant policy departure except the premature framework for school is felt to have been made in the year.

In this report, two attempts are made to view the status of education from two different perspectives. One attempt was to see how the

situation of education discussed in the policy fares in international arena, for which UNESCO's Global Monitoring Report was taken as point of reference for its authenticity and comprehensiveness. The other one was to have a quick review of few schools, which are from researches and surveys. For this year, a snapshot of schools in one of the remotest municipalities of Sindhuli district, where CEPP is working, is presented.

Global Education Monitoring Report (GMR) identifies Nepal for its lack of sufficient teacher support and systematic monitoring procedure while it appreciates Nepal's participatory approach to education policy making. Nepal's response to the findings of research and focus on accessibility for all was noted in the Report also mentioning the dire state of access to schools for marginalized communities in the country.

Education ultimately should impact society, therefore, it needs qualitative reform. In order to enhance the competitiveness of public schools against private schools, common practice of change in uniform codes and medium of instruction to English by public schools was critically observed.

Domination of elite in school management committees was also noted by the GMR. It also observed that in Nepal, teachers covered less material in school to generate more demand for tutoring. It also identifies Nepal to be among the countries where tertiary education was increasingly being provided through private institutions. Nepal belongs to the list of countries where household carries a disproportionately large share of total education expenditure. It should be a matter of great concern to the government that envisions a nation striving towards socialism. Finally, unless the state comes out of the situation in which the adults have to struggle for basic education, and education is like an investment, the establishment of welfare state will be a difficult task.

As checking reality with field situation is concerned, a glimpse of 10 selected schools of Hariharpurgadhi Rural Municipality (HGRM) is presented where more or less known situation is re-iterated:

1. Little learning takes place in the schools– particularly in those that are remotely located. GEM also notes that Nepal turns out to be one of the countries where attention has not been adequate to deprived groups. Generally, such a situation overlaps with remoteness. Children’s score in examination is also a matter of concern. Even though scoring in examination alone cannot be and should not be the sole measure of academic achievement performance, it is still significant as per the situation across the country. In those schools, children score around 50% on an average and its objectivity is still doubtful. Little difference of score among the subjects supports this doubt. The difference not only accounts for the subjects perceived as “hard” but also for those perceived as “easy”. In terms of examination score, public schools have failed to impart hope and encouragement to pupils and parents alike.
2. However, there is an argument behind the situation of students’ similar score in all subjects: an overwhelming portion of students and teachers do not have Nepali as the mother tongue, and all the textbooks are in Nepali and also the medium of instruction is Nepali. As the most of the students come from janajati groups, especially Tamang and Dunuwar Rais, Nepali as medium of instruction shards of a hindrance in learning the content. Teachers could help in that, but the teachers also significantly belong to janjatis, their concept of learning language is felt to have been the same.
3. Schools suffer from the unavailability of the teachers, and similarly from volatile situation– uncertainty in when and how the teachers will be available is an issue. Most of the teach-

ers have passed school level, and this qualification should have been sufficient given the quality of our schools itself. In this context, training is important. Most of the teachers funded by school sources are not sent for training. Basic infrastructure in the school does not seem to be a great problem as most of the schools have reasonable infrastructures, enough to ensure that teaching learning activities can take place. Still, many schools are under construction. Despite the fact that the number of students is going down, the infrastructure continues to increase.

4. Obviously, one is compelled to conclude that there may be interest beyond academics for the construction of schools. Media indicates a continuous increment of the cases of corruption in education. Education sector tops the list of complaints lodged at the Commission for the Investigation of the Abuse of Authority (CIAA) of Nepal. Although international community recognizes Nepal enhancing community participation also in education sector, corruption is often said to have been taking place for the unholy alliance between the School Management Committees and the Head Teacher. Significant duplication of infrastructure within government agencies and non-government agencies has also not felt to have reduced even after the Municipalities Village Councils are the key stakeholders of school management.
5. It is a long way to go that school compounds are greener. Huge investments are made for compound wall even if there is no single green fence!

As media is considered as mirror of society, an attempt has been made to scan the media's portrayal of education. Media has also been influential in developing perspectives and influencing the society. The case of medical education was such an example. In general volume of reporting of media on education has increased, significantly, almost

doubled. CEPP has been monitoring the portrayal of education by the media for few years. From this year on, the image created by the media is part of assessing the status of education in the country. We have confined our observation to continue with media that we have selected for scanning from previous years, although there is almost an influx reporting on online media as well as dedicated magazines and papers specializing in education. As per our one-month observation of online media suggests the most of the online media relay the reporting of the mainstream print media most of the times. However, in few cases, we also have observed diversity in items of reporting and perspectives. It is to be noted that both online and print media also have online versions.

Despite the proliferation of media concentrating on education reporting, to our disappointment, subject of education does not get the pivotal attention until the education issues colored with political agendas surface, just as in case with Dr. KC's agitation and hunger strike.

Diversity in reporting of the issues of education has definitely increased with the increment of the volume. However, when it's not a politically charged issue, reporting concentrates on basic issues of education system such as exams. At most, it covers the agitations launched at times by teachers and teachers' organization. These issues seem to be political rather than specifically academic and educational in nature. Such nature of reporting only indicates that the reporting is about education but does not reach to the kernel of academic issues.

Number of stories covered by the media on parents for example has only marginally increased. Coverage of international news on education in the print media is almost nil despite the fact that Nepali education sector is said to be heavily influenced by international donors!



B

Major Education Policies

This section focuses on major policy changes provisioned by the government. Purpose of this section is to review the year in education from policy perspective. After the promulgation of constitution, as in several other fields, education too has no systemic rules, regulations procedures etc.

1. Report of Mathema Commission on Medical Education

So far the issue of education in national politics is concerned, this year medical education pulled the great attention. Agitating for long, Dr. Govinda KC. sat fasting on to death again, that is for the 15th time, as his demands have been bypassed for several times. In all his hunger strikes, he has been advocating for non-commercialization of medical education and greater control of academic institutions.

He called for several contemporary anomalies prevalent in medical education to be addressed and settled. In essence, he argued that no university should grant affiliation to more than 5 medical colleges as they lack supervising capacity; similarly, he also said that more medical colleges in Kathmandu Valley for next 10 years is an absurd idea as the existing colleges have not enrolled the students as per colleges are officially assigned. His demands come in the

context that medical colleges are run without proper infrastructure and facilities and allegedly under the influence of money. The crux of the agitation is medical education should not be run as an enterprise for profit.

The last government formed a Commission led by Prof. Kedar B. Mathema to look at his demands and provide suggestions to the government. The commission's recommendations endorsed agitating KC's demand and the members of the Commission have championed the cause they recommended to the government. As a result, a Medical Education Bill was drafted incorporating all his demands.

Main Points of demand of the 15th hunger strike include:

1. Endorsement of the Medical Education Ordinance Replacement Bill by parliament without making any changes in it.
2. Development of proper infrastructure and sufficient human resources at KIHS for its MBBS and other graduate programs. Speedy construction of Rapti Academy of Health Sciences and Geta Medical College as well as establishment of government medical colleges in Panchthar-Ilam, Dadeldhura-Doti and Udayapur.
3. Government should reverse the decision to ban demonstrations at Maitighar Mandala, Kathmandu.
4. Action against officials associated with medical education who were deemed guilty by a judicial investigation commission must take place, and action should be administered as per recommendations made by the commission. He has also demanded that the authority that Tribhuvan University took away from the Institute of Medicine (IOM) should be reinstated to foster IOM's autonomy.
5. Implementation of standards set for officials by the University Grants Commission.

6. Scrapping of the Scholarship Management and Mobilization Procedures 2075 and enforcement of two years of compulsory service by post graduates whose studies were supported with scholarships.
7. Arrest of those involved in leaving students of Janaki Medical College high and dry. The college is currently closed and its students face an uncertain future.

The irony of the situation is that an agitating doctor is asking the powerful left coalition government, which promised to stand for the socialism, to act for the sake of civic duty. At the cut-off date of this report, Dr. KC's hunger strike has reached its 15th day, this time in Jumla, along with multiple protests with support from diverse civil society groups.

It evoked debate, and also inspiration for overall issues on education in the context of newly promulgated constitution that put basic education as fundamental right and provisioned free and compulsory education. Around 5th of children are said to be going to private schools that are mostly run of professional skills as important part of the curriculum from primary level. It mentions that schooling is creating a feeling among youth that doing certain jobs is inferior, and the fact that education has become a saleable commodity rather than a means of achieving knowledge and wisdom. It point out the need for addressing the shortcoming of having yearly plans. Similarly, it observes gap between the community and the schools. Next, it feels the need for incorporating technical education and professional skill in regular school education. It is yet to be seen how the government will present the bill and how the parliament will endorse it. This at any case is perhaps the longest and most widely discussed about Bills in the country's history of educational governance.

2. National School Education Curriculum Framework

Among other major policy changes taking place this year, one is the reformulation of School Curriculum Framework. Last curriculum was formulated in 2007. In this section follows a short comment on the document, primarily including CEPP has made on the draft of the framework.

Positive Aspects

The less intangible aspects of school education in Nepal– the curriculum and the contents of the text books, are relatively at acceptable level in comparison to other aspects of schooling, such as teaching methods, examination, and teacher management. In the document, different aspects and approaches to address the limitations of present education system have been well attempted in the document although a clear and broader picture of the issues faced by school education hasn't been realized. The document recognizes that problems occur in contextualizing the curriculum and putting them into practice addressing the societal reality. Nonetheless, reviewing education policy evolving is an important step to keep education relevant with time, at the time of rapidly changing socio-political transformation in the country and world in general including the technology in its leaps and bounds. The document recognizes that evaluation mechanism should expand beyond memory-based reproduction of content and information in exams. It also identifies that assessment of teaching still remains in practice and assessment of learning is yet to be implemented in action.

The document emphasizes on inclusion Positive thing the document recognizes is Early Child Development should include nutritious food and hygiene practices and the need for encouraging creative thinking. The recommendation to build language skills in learning activities at primary level is also a positive aspect of the document. The document tries to ensure the authority to select

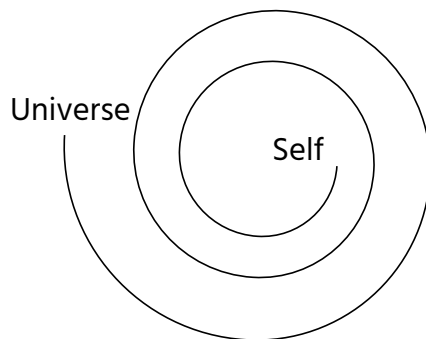
the mother tongue and the creation of curriculum, textbooks and the learning methods is left to schools or to a body under local governments. For the students' evaluation and certification, it recommends that the minute personal progress reports of students should be recorded, and the progress evaluation process should be gradually improved through child psychology-based approach. The document emphasizes the role of all stakeholders, including school management committees, parents and the community to ensure conducive learning environment in schools to achieve the goals of the curriculum.

Improvements Recommended

Though many appreciable attempts have been identified in addressing problems of schooling and education today, deeper understanding of the context is needed among policy makers and the society at large. Well-packaged presentation of knowledge appropriate to children's age and maturity could solve many issues raised at present. For this, we need resourceful and proficient teachers at practice.

It was recommended that the curriculum focus should start from the most contextual local environment based on prior knowledge and skills that children poses and gradually expansion. As they have command over the local and contextual knowledge, they can shift their focus to learn foreign ideas and topics of universal education and international scenario after developing basic competence for it.

Present crisis is that the difference between educated and uneducated has be-



come no more than getting literate. Contextualizing the curriculum can address this issue to certain extent while reforming exam and reforming questions play an important role. Central to this, training the teachers for overall academic activities– designing content, delivery of the content, crafting teaching materials, scientific setting of the questions and assignments, is seriously missing in the document. Oral exams should also be included in the assessment procedure, particularly at primary level. There is a need to get rid of lack of trust towards teachers, and schools as a unit. The effort to strengthen the institutional capacity of academic institutions requires focus on increasing the sovereignty and community’s ownership of academic institutions.

The issue of language is political and also socio-economic at the same time. The issue of recognizing the students for whom the language of instruction is a second language to the student hasn’t been addressed well. For many students, Nepali and English both are second languages. However, the medium of instruction in schools is either Nepali or English. This has to be recognized and Nepali and English should be taught as a second language.

It should be ensured that no student should be failed in the second language. Consideration should also be given to introduce languages such as Hindi and Mandarin and other languages of the region, and the languages of the regions where youth are likely to travel for work such as Arabic or Malayu.

Yet another problem is that even in language classes, text book is given more importance than the practice of using the language.

The curriculum should address the problem that school is alienating children from local knowledge and traditional skills. Formulation of the curriculum needs to balance the local context and global market economy, immediate and long-term requirements for the children. It

should ensure promotion of innovative and creative thinking in the process of learning.

It does not properly address the need for creating space for analytical thinking and the fails to respond to the mindset of neglecting primary level education. By training the teachers helping them in capacity building, it should emphasize that primary education is the foundation of further education therefore it must be qualitative in its standard. The curriculum also should include the value of self-sufficiency, interdependence, sustainability, ecological and environmental values.

There is a misconception that the gadgets are the *only* main aspect of information technology. It's time that we are cautious of the distraction caused by over or inappropriate use of ICT. Before a teacher is able to teach the minimum without any aides, teaching aides have little meaning.

The linguistic diversity has been regarded as a problem to good education; such a mindset needs to be changed. Taking multiple languages as hindrance to progress is the very example of our colonial mindset that reinforces inferiority among children.

The document fails to identify the critical state of the Faculties of Education in universities perhaps TU in particular and under equipped Ministry of Education and units under it to support the content of education. It also fails to recognize the efforts and role of the civil society in reforming schools and supporting improvements of public schools particularly in rural areas. A separate analysis of actors is required including the role of NCED and CDC itself.

A properly designed curriculum promotes competence in children. Equally, it should promote creative and analytical thinking and learners' autonomy in the learning process. Similarly, while trying to ad-

dress child development through education, it is important to consider happiness in learning for holistic development of the children.

Curriculum in the present context needs to be inclusive. Therefore, while designing a curriculum, it is important to ensure that children from diverse social and cultural background should find themselves in the curriculum, textbook and, teaching materials need to be relevant and contextual to them. It will be important to include environmental awareness, self-respect, health and hygiene through locally contextual and relevant issues. It should also bring essence of eastern philosophy in the school curriculum.

For the effective teaching learning practice, it should take in to account the proficiency of teachers' command over local language. The curriculum should aim at enhancing multilingual ability of the children, and empower them in both mother tongue as well as second languages.

The policy should also focus on multiple teaching and learning methods rather than focusing on textbooks only. Focus on multi-circumstantial textbooks designed as per the curriculum can give flexibility and space for variation for the learners to contextualize the topic in discussion. Students learning outcomes should be the basis for evaluation of the teachers. Students' assessment should be based in questions and activities that encourage creative and original thinking, cooperation and collaboration; and it should reduce the pressure of exams and performance on the part of learners. Exams can include verbal or oral assessment, and should focus practical aspect of learning, particularly in primary level. The process of formation of the national curriculum framework should also be more participatory among diverse stakeholders to make it more dynamic and contextual so that it suits the needs of all stakeholders and ensures their active participation in implementation process.

Deeper understanding of the private academic institutions and its relation to society and education is required before attempting to reform the private education sector.

However, such an important work like forming a commission was done in a great hurry; only 15 days were given to solicit comments. (And of course, even the submission by CEPP was not acknowledged - a typical act of the government agencies' haughty behavior rather than being accommodative and consultative). Later, it encountered serious criticism particularly from mathematics teaching cohort for not giving enough importance to mathematics in the curriculum. It is said that it was in piloting. Further irony is that it was done at the time when an Education Commission was dormant and was in the process of reformation. No status on the implementation of new curricular framework is known at the time of the closure of this document.

3. Free and Compulsory Education Component under Right to Education Bill

Nepal's constitution has recognized basic education as the fundamental right of Nepali citizens. The current constitution mentions that a law has to be formulated within two years of the promulgation of the constitution in order to enforce it. To this effect, the government drafted a bill to submit to the parliament for its approval. While this bill could have been a part of a comprehensive education law, the government decided to formulate a law mainly to address the "free and compulsory" education as fundamental right. Following are the main features of the draft bill.

The main features of the bill are:

For the first time in history, government asserts that basic education is the responsibility of the state. At the same time, it also seems to blame those parents who have not sent their children to school.

However, there are other hurdles that are at play for not sending children to school rather than the parents' willingness.

Except in the case that parents do not send children to school, it also prohibits expulsion of a child from a school for whatsoever reason. Although local levels were not consulted, it stipulates that children whose parents cannot be identified are also the responsibility of the state, which demonstrates one of the hallmarks of a welfare state.

It also directs all tiers of government that budget should be allocated for school education. It does not mention explicitly adequate but does say that there should be budget allocated by the local government to schools based on the number of children. Of course, it does say that the Federal Government must grant other tiers of government to allocate money for school education. Scope of free education goes beyond formal schooling to include technical and out-of-school- education.

Critique

a. No Firm Position towards Private Schools

The Bill appears to form policies to manage private school, but fails to show a clear vision about the management of such schools. This seems to be limiting the scope of upcoming Federal Education Act, and calls for an in-depth discourse about the limits of privatization of education in a pro-socialist state.

The law is ambivalent in all the features mentioned above. For example, it is not clear about if the private schools can deny the rights to education if a child cannot pay the required fee?

Thus, it was suggested that private education should be mentioned in the policy only after having enough discussion about its role and responsibility. Similarly, as per the provision private

schools should provide scholarship for 25% of its students, but this provision does not have a tangible basis.

b. No Zoning of Schools

The document has not endorsed the concept of linking schools with its service area. Without linking children and family with particular schools, management of compulsory education will not be possible. The right to free education of the children should be limited to such zones with provision to lose such right if they migrate beyond that zone. Instead of adding fines to the parents, it should consider that students who study beyond their school zones will not be in priority for higher education.

c. Citizens Perceived Passive

The Bill views citizens as helpless and passive. With few exceptions, no parent would like to keep their children out of schools if they experience and realize the benefits of sending their children to learn. Main issue is: who will be responsible if parents despite their efforts are not able to send their children/child to school? What happens if parents say that they don't have money to send their child to a private school while the public schools have issues of quality education, and even if they send the children, it will be waste of their children's time? Who is responsible to respond to such questions? Such a situation is more pertinent in case of children with physical and mental disabilities.

The bill focuses on the distribution of basic requirements like textbooks, uniform and snacks while other profound issues concerning to quality education are left out. The Bill limits parents' role and contribution as mere donors and managers for physical infrastructure. School education should take public participation at large into account. This is a feature of good democratic practice.

d. Central Control

Provincial and local governments do not seem to have been consulted. The draft Bill presented sounds as if it was an instruction delivered from the central government to the bodies below. The role of the provincial government is entirely absent in the draft. Particularly, in the case of special education requirements for disabled children, it calls for the need of residential specialized schools with specific facilities for the special children. This provision could have been under the rights and responsibilities of provincial government.

The responsibility of the school and local government needs to be separately clarified. The role of the elected representatives has been entirely neglected in the draft. Similarly, role of School Management Committee in managing quality education has not been mentioned at all. Once school catchment areas are clearly defined and safety is ensured, the responsibility of schooling the children of the defined age group can be handed over to the school. Rights for decisions like the language of instruction can be handed over to the school itself.

e. Technical Aspects

Some prominent issues such as home schooling and other technical aspect have not been paid enough attention. For example, it does not talk about conditions exceptions for school admission. The right to learn in mother tongue as medium of instruction should be ensured in pre-primary and primary levels. This decision should be left to local government and eventually to respective school. It has met serious concern from the stakeholders ranging from indigenous people to educationists.

Allocation of budget to schools should be allocated with a per-

spective of equity rather than equality. There should be a multi-stakeholder monitoring mechanism of right to education at all levels. The central government should formulate some provisions so as to grant a permission for provincial and local governments to formulate standards for quality education in the region under their purview.

4. Response to Teachers' Demands

Although there was no significant formal policy move regarding the teachers' demands, there were significant executive decisions made concerning tenure of teachers. Teachers being strongly unionized and connected with political leadership, teachers have been able to assert their demands to the government, and demands have been met despite rigorous criticism on the quality of their performance at their jobs. One of the decisions was on transforming temporary teachers into permanent. Accordingly, the government agreed to provide them an opportunity to appear in an examination, the threshold to become permanent. If they would not score a required percentage, they would not be accepted. This policy was also revised and went in favor of the teachers: they would get a 'golden handshake' even if they failed. The decision was made by the last Minister of Education based on "humane grounds" though anything progressive is unlikely to come out from the current government too.

After that move, there was further demand that teachers appointed as "relief (*raahat*) teachers" should also be given the same status as the temporary teachers. Augmented with pressure and political alliances, they may also get their demand fulfilled despite protests from parents and other stakeholders.





Status of Education from the Ground

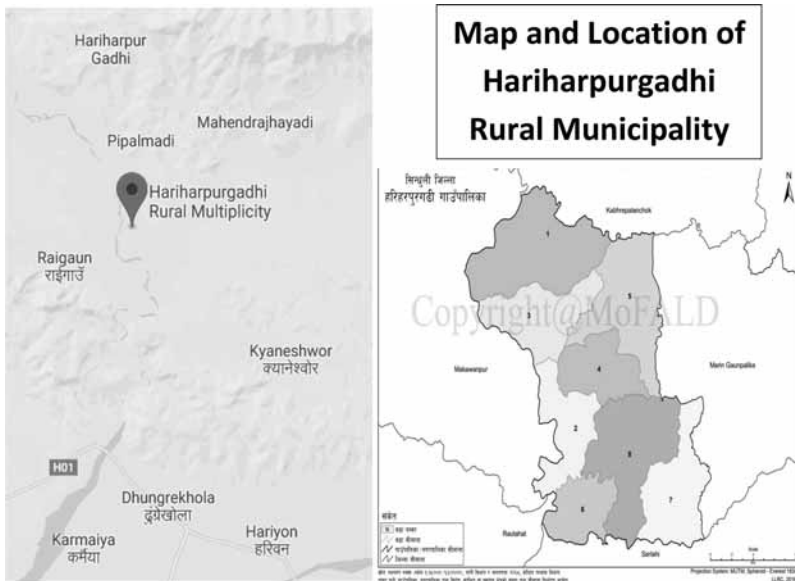
This section attempts to give an overview of the status of education evidenced by case studies. In other words, it gives an account of condition of some of the schools that CEPP seeks to work.

A Glimpse of Selected Primary Schools of Hariharpurgadhi Rural Municipality, Sindhuli

Context

CEPP has been running the Parent and Teacher Motivation Project (PTM) in former Pipalmadi VDC of Sindhuli district in cooperation with District Education Office since 2071 with 10 schools. While PTM was about to conclude, it was to start another Comprehensive Primary Education Project (CPSP). The time coincided with the restructuring of the governance and the Rural Municipality was in place with the constitutional authority of managing school level education.

In the process of approval, CEPP was asked also to work in other wards of the Municipality that were formed encompassing Pipalmadi and three other VDCs in HGRM. Given the capacity and resources of the organization, it could only work with 15 schools.



However, CEPP will work with the same number of schools dispersing the same number more evenly in all wards. It will stop its activities in 5 out of 10 schools of Pipalmadi from next year on, and start with 10 schools in other wards of the HGRM. The schools whose situation is described here are the results of understanding between HGRM and CEPP. It should also be noted that more than 20 students also come from Marin RM to a school (Janahit High School, Botini). No non-state schools are reported in HGRM.

Situation of the Municipality

Hariharpurgadhi Gaunpalika (HG) Rural Municipality (RM) is comprised of 4 former VDCs: Hariharpurgadhi, Mahendra Jhyandi, Pipalmadi and Kyaneshwar of Sindhuli district. It is situated in Chure range bordering Bagmati of Makwanpur in the west, in the east by Marin RM (of Sindhuli), in the north by Khanikhola RM of Kavrepalanchok district and Harion Municipality of Sarlahi district

in the south. It is more or less separated by the east-west highway. It has a population of 27,727 with predominantly inhabited by indigenous people often migrated from the northerly hills. It has a number of seasonal rivers such as Marin and Kyan. River Bagmati separates most of its western border. It is one of the areas to be linked by seasonal road only recently. It has been categorized as the second remote of the Municipalities by the government of Nepal.

Population Composition of HP RM (Based on 2011 Census)

Groups	Total	Male	Female	%
All Groups	27,727	13,275	14,452	-
Tamang	18,577	8,870	9,707	67
Danuwar	2,516	1,166	1,350	9
Magar	1,806	875	931	7
Majhi	896	430	466	3
Rai	818	382	436	3
Pahari	705	333	372	3
Newar	262	124	138	1
Gharti/Bhujel	63	36	27	0
Ghale	44	18	26	0
Janajatis	25,687	12,234	13,453	93
Percent	100	48	52	-
Chhetree	299	153	146	1
Brahman - Hill	238	122	116	1
Khas-Aryas	537	275	262	2
Percent	100	51	49	-
Kami	1,013	522	491	4
Damai/Dholi	204	91	113	1
Sarki	65	33	32	0
Badi	29	17	12	0
Dalit Others	35	16	19	0

Groups	Total	Male	Female	%
Dalits	1,346	679	667	5
Percent	100	50	50	-
Others	157	87	70	1
Percent	100	55	45	-
All total	27,727	13,275	14,452	100
Percent	100	48	52	

Basis of Selection of Schools

There are five main bases for selecting these schools: a) CEPP considers starting from the bottom is important if the quality of education has to be improved; b) the Municipality expects the number of schools CEPP works with are evenly distributed so that there is radial impact of the changes (besides distribution of the ‘benefit’ evenly in the wards of the RM); c) the schools that are ailing despite reasonable infrastructure and the number of teachers as its support is confined to ‘software’; d) there is interest of the concerned– of teachers and the SMC; and e) the schools that are confined to lower grades.

Status of Schools

Most (7) of the schools selected run ECD classes, two schools run classes 0-8 and one school run classes 0-10 although CEPP’s work is confined to grade 5.

Establishment: Most schools are established just before 1990. The school established earliest Range Dovan, which was established in 1980; the most recently established is Densang, which was established in 2006. Those established earlier naturally teach higher grades than the new ones. For example, while school in Densang runs class up to fifth graders.

These schools differ to one another in terms of the catchment areas they won, access to vehicles and population. Out of 10, 8 are accessible by seasonal road while other two schools are 2 hours away from the road. At present, facility of vehicle/transportation does not seem to have significant influence on school affairs including the teachers' attendance.

Mahakusheshwari has the farthest catchment area, where it takes 90 minutes to walk to the school, and it taken so minute-walk to reach on the average to reach school at kakeshwari.

Altogether there are 1,178 households, on average, nearly 120 households per school. Out of them, 70 HHs or 60% send their children to school. It is difficult to tell precisely that where children of remaining HHs go. It is assumed that some of them go to a private school; some of them drop out of the school for family reasons and others might have migrated to towns.

In three schools, most of the parents who come to schools belong to "low middle class"; in two schools, parents' visiting belong to "high middle class" as defined by themselves¹. The population is mixed. Lowest and highest sections of the community do not go to these schools.

Ethnically, dominant groups are Tamangs (dominant 9 out of 10 schools) followed by Danuwar (also called Dewas) Rais who are also dominant in one school (Jutepani). In 3 schools, there are dalits (6%) and Magars as second dominant groups, Rais in 2 schools. Altogether, over 90% HHs belong to indigenous (janjati) groups.

¹ A Participatory Wealth Ranking was done based on the criteria and enumeration done by the people in the school catchment area. Criteria for ranking is presented in Annex of this section.

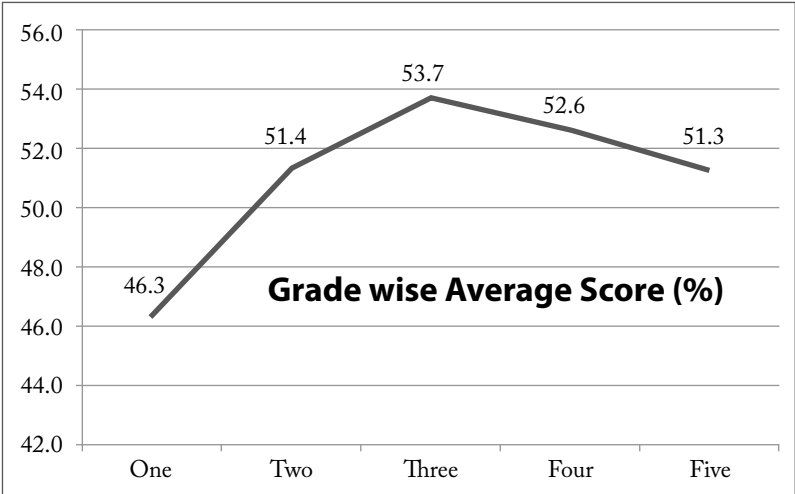
Students

On average, there are 50 students at primary level. There is almost no increment of the number of students from the last academic year. Even if there is an increase, it is 1 more student on average in each school. Good thing is the number of students is not decreasing while this has been the case in schools from other parts of the nation. Average attendance of students is just over 50% number of days. Their drop out averages 5% at primary level while 10% of them drop out at grade one.

About one fifth of them repeat on an average with nearly 40% repeating grade one. 43 percent from grade 1 do not continue to grade 2 with a retention at the average of 34 percent on an average in 1-5 grades. However, it should be noted that often ECD and grade 1 is mixed and separation of the number often is challenging. There is no significant difference of data on gender segregation.

Scores

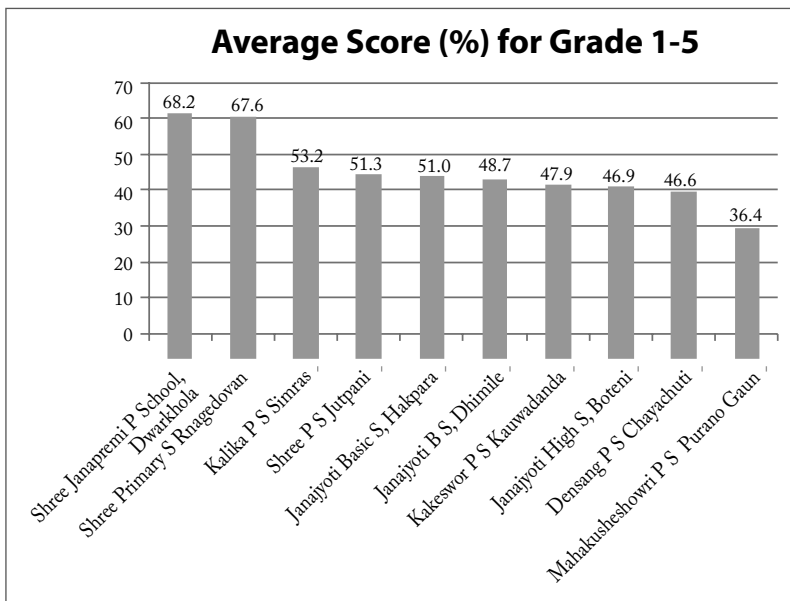
Average marks obtained in primary levels is 52 although score gradually goes up from 46 in grade 1 to 54 in grade 3 and going down to 51 in grades 4 and 5. Logical explanation of the results is yet to be sought. An explanation is that in earlier grade, children are not familiar with school system and it increases as they get familiar. From grade 4 onwards subject matter starts getting harder and teachers' pedagogical methods and understanding of the content is limited. One verifiable difference is that pupils answer in a paper that has to be filled in while from grade 4 onward questions are given in a different paper and answer has to be given in other sheet of paper. However, this logic is not sufficiently proven by the fact that there is no significant difference in the score among the subjects.



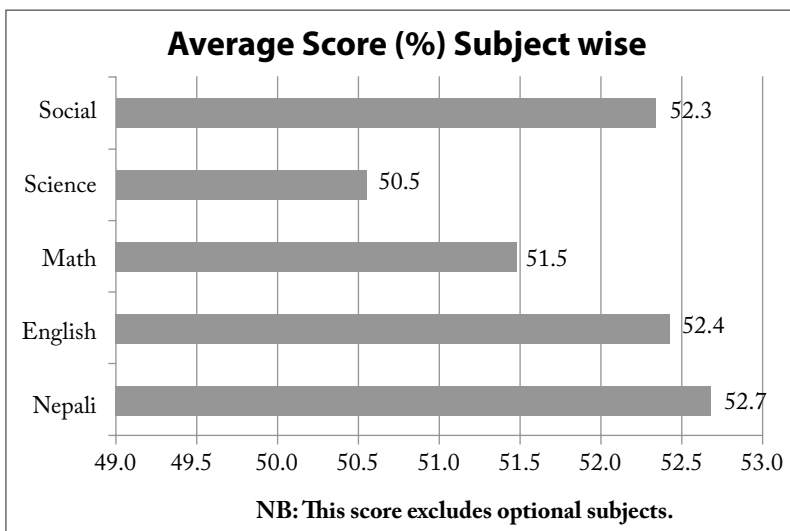
Graph 1 : Grade wise Average Score (%)

As illustrated in the next graph, out of ten, two schools have almost 70% of the average marks obtained while three have over 50% and three have under 50% of average marks. One school has scored under 40% of average marks. Normally, the score is not quite related to infrastructure although low scoring school was under construction for long. This school, however, may also have been suffering from socio-cultural perspective: the head teacher is from Aryan group while a big number of students belong to dalit community. The school also suffers for the shortage of teachers with known absence of teachers.

On an average, girls score 8 percent points more than the boys do. Subject-wise, there is no significant difference on score of different subjects although Students score higher in subjects, namely, Nepali and Social Studies, and they score lower in subjects, Science and Mathematics.



Graph 2 : Average Score (%) for Grade 1-5



Graph 3 : Average Score (%) Subject wise

Teachers

Average teacher ratio of teacher and students is 1:26. Average number of teachers is 4.8 per school including ECD. A quarter of all the teachers are permanent. Many are said to make this a transit point to move to more accessible areas. Another 25% is made up of temporary and relief teachers². 15% of the teachers are paid by the parents. In fact, primary schools rely on them and ECD teachers (8%) for regular operation of schools.

Altogether, ratio of female teachers is slightly more than 50%. Nonetheless, almost all permanent and temporary teachers are males. In the case of head teachers 7 are janjatis and one is female. Slightly more than a quarter is permanent teachers. Almost 60% are local teachers i.e. who commute to school from home every day. Ethnically, almost 3 quarters of the teachers belong to janjati groups remaining 2% belonging to Khas-Aryan groups. There are few dalit teachers and proportion of *madhesi* teachers is significantly low. Almost 70% of the teachers have received some kind of training. Teachers paid by the community are the ones who have least trained. Their pay is pathetically low. Almost two third (65%) of primary level teachers have passed school level. Some 10 percent are graduates who belong to Khas-Aryan group. Average age of teachers is under 40 with minimum of 20 and maximum of 53.

² Permanent basically means those who have come through a regulatory system and are entitled for pension. Temporary are those who have worked in the fixed positions but have not gone through a regulatory screening system and are not entitled for pensions. Relief is temporary positions and also have not gone through a regularly recruitment. Private Sourced are those whose remuneration is covered from the contribution of parents and other sources. ECD teachers are nominally paid, most often female teachers who normally have less formal qualification. Often, schools rely on such teachers.

School Management Committees

Ethnically, SMC is fairly proportional to the population³. There are fewer than 10% of dalits while the remainders are janjatis representing 30, 30, 10, 5 Tamangs, Danuwar Rais, Magars and Majhis. Although there is a small population of Aryan groups, there is no members of SMC from Aryan group meaning that their children are not at these schools (there are some one fourth of teachers from Aryan groups). All SMC Chairs except one dalit and one woman are male janjatis. Gender wise proportion is almost 50:50 (31 females to 32 males). It means that there are fewer males in the village although it could also mean an evenness of gender parity in SMC. In general, representation of different ethnic groups also shows the power structure of the communities of school catchments.

Average age of SMC members is slightly over 40 with maximum to our minimum 23.

Almost 90% SMC members are literate. However, there are few who have passed school level (under 5%).

Committee is fairly young: on an average, members have served for 2.4 years with minima and maxima of 1 and 10 years (6 in the case of the Chair). They have been in place at the time of structural transition and have little experience. Committee arranges a meeting 10 times a year on an average. They mainly hold meetings for infrastructure purposes: almost 40% of their decisions take place to discuss on

³ Following paper presents socio-cultural context as one of important determinants of education: Neupane, Pramila. 2017. Barriers to Education and School Attainment—Evidence from Secondary Schools in Rural Nepal. *International Education Studies*; Vol. 10, No. 2; Canadian Center of Science and Education. eupane.pramila@gmail.com

infrastructure, followed by a third on issues of management. Obviously, less than 5% decisions are around academics.

Infrastructure

On a score range of high, medium, satisfactory and unacceptable, most score “medium” on infrastructure scale. Their level of maintenance is not satisfactory in most of the schools. Most of schools are below average in their conditions in terms of maintenance.

Most of the classrooms of all schools are not so attractive: walls of classrooms are not painted; floors are not kept well; there are not desks except in Mahakusheshwari whose classrooms are new. All schools have a toilet. The general condition of toilet was found “satisfactory”. But, in some schools the condition is unbearable, such in Range Dovan, while it was excellent in one school, Kakeshwari. Greenery (trees, flowers) in the schools is non-existent.





Status of Education from Around

Another effort is made to view education from research findings. This year only one specific research has been reviewed to illustrate the state of education in Nepal.

Nepal in GEM 2017/18 Report

The 2017/18 GEM Report evaluates the role of accountability in global education systems regarding achievement of the vision of UN Sustainable Development Goal (SDG) 4: ensuring inclusive, equitable and good-quality education and lifelong learning for all. This issue stresses education as a shared responsibility and progress can only be sustainable through common efforts where governments, schools, and teachers have a frontline role to play, hand in hand with students themselves and parents.

The Education 2030 Incheon Declaration and Framework for Action specifies the mandate of the Global Education Monitoring Report as “the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs” with the responsibility to “report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review.”



In this (our) report effort is made to locate Nepal from international perspective. In this report, occurrence of frequency of the word “Nepal” in the report is 79 times¹. It has specifically been mentioned in following contexts:

1. Under “Accountable Schools; government regulation to monitor school quality”

In quality assurance, countries often favor easily measurable and observable operational characteristics, such as infrastructure and pupil/teacher ratios. Countries often struggle to monitor compliance systematically, as examples from Belize, Indonesia, Nepal and Swaziland suggest.

¹ If this is taken as an indicator of educationally active profile: China is mentioned 201, India 148, Australia 149, Guinea 159, Korea 136, Switzerland 108, Finland 96, Bangladesh 84, Singapore 62, Afghanistan 55, Bhutan and South Sudan 45, Haiti 43, Maldives 40, Djibouti 36 times.

Nepal expanded provision for primary education dramatically, increasing the gross enrolment ratio from 12% in 2000 to 84% in 2016 by establishing early childhood development centers. It defined standards for literacy and linguistic development, pre-school teacher qualifications and building soundness (World Bank, 2014). However, an evaluation found no systematic monitoring procedure, standard monitoring tools or formal mechanism to report findings to district education officers (UNICEF, 2011)

2. Under “Teachers’ Unions can Hold the Government to Account.”

In Education International survey of 70 unions in more than 50 countries, over 60% reported never or rarely having been consulted on the development and selection of teaching materials (Symeonidis, 2015). Improving Teacher Support and Participation in Local Education Groups, a project in Benin, Côte d’Ivoire, the Democratic Republic of the Congo, Haiti, Liberia, Mali, Nepal, Senegal, Sierra Leone and Uganda, concluded that teachers in most countries lacked the necessary information and training to participate

3. Under “Governments must Build Formal Mechanisms that Help Hold all Stakeholders Accountable”

Stakeholder participation in education plan preparation can help strengthen accountability. *Government of Nepal was recognized for making the policy formation process inclusive by calling for public suggestion through media in the process.*

4. Under “Community monitoring of schools is more sustainable when embedded in existing processes.”

Since 2014, the UNICEF Data Must Speak project, supported by GPE and the Hewlett Foundation, similarly aimed at more inclusive community involvement in school accountability. Operating in various countries including Nepal, Peru and Togo, it seeks to strengthen the use and transparency of education management information system data and create easily understood reports to use locally for accountability purposes (UNICEF, 2015).

5. Under “Country ownership of system, policy and program evaluation is essential for accountability.’

In Nepal, the 2009–2015 school sector reform plan was independently evaluated by a German consulting group using OECD evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability. For instance, the evaluation emphasized the lack of data and targets on children with disabilities (Poyck et al., 2016). In response, the 2016–2022 school sector development plan sets multiple targets, including providing



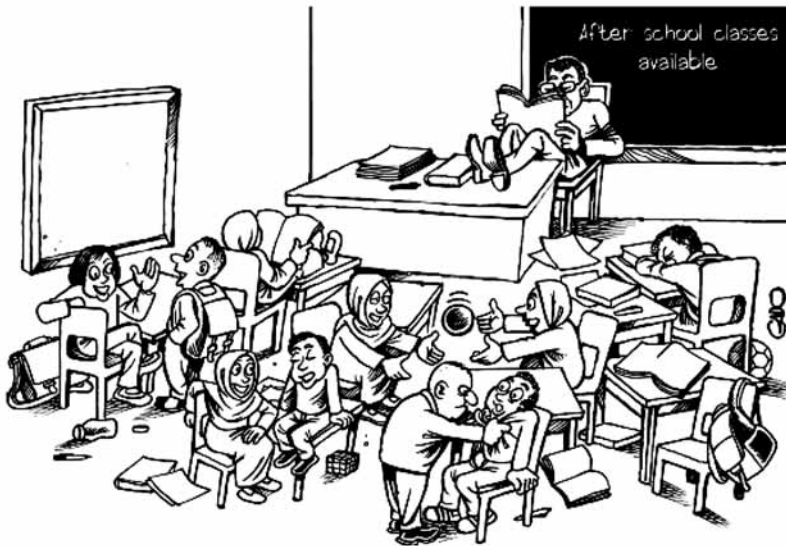
365 integrated basic education schools with resource classes for children with disabilities, giving scholarships to 13,000 students and providing 50 schools with interactive pedagogical materials for children with disabilities. The evaluation also highlighted the poor frequency of supervision. In response, the new plan aims to strengthen over 1,400 resource centers and supervision clusters and revisit recruitment policies for resource persons on a pilot basis (Nepal MOE, 2016).

6. Under ‘School choice increases with options and financial support.’

Nepal’s public schools increased their competitiveness via policies often found in private schools, e.g. changing the medium of instruction and improving school uniforms. However, optimism about the changes was low, as such policies in the unregulated private sector had further entrenched social segregation (Joshi, 2016). Likewise, financial and other constraints meant that primarily poorer Nepalese parents had almost no freedom to choose and were consequently less likely to voice dissatisfaction or engage with schools to motivate improvement (Joshi, 2014a, 2014b)

7. Under “Accountable Schools; Communities role to shape and monitor school policies and practices”

Community stakeholders participate in School-Based Management (SBM), which sees decision-making authority and responsibility transferred to local actors. SBM has improved student achievement and attendance in countries including Indonesia and Mexico. However, unwillingness to share responsibility with community members has stymied some SBM efforts, as in Hong Kong, China. Community representation sometimes excludes marginalized groups. Elite capture was a problem for some SBM committees in Nepal.



8. Under “Accountable Private, for-profit Actors; Private tutoring can affect education equity”

Private tutoring, paid out of pocket, widens the education advantage gap between haves and have-nots. Allowing teachers to provide tutoring can create conflicts of interest. In Nepal, teachers covered less material in school to generate more demand for tutoring. However, many teachers offer private tutoring to cope with low salaries and lack of adequate instruction time. Of course, private tutoring is not unique to Nepal. “The global market of private tutoring is expected to surpass US\$227 billion by 2022”

9. Under “Technical, vocational, tertiary and adult education”

The share of private institutions in tertiary enrolment is growing rapidly in low- and middle-income countries. In Nepal, it grew by 38 percentage points between 2000 and 2015.

10. Under “Monitoring progress in SDG 4; Early Childhood”

According to the UNICEF Early Child Development Index, which is the main source of data, less than two-thirds of children aged 36 to 59 months were considered developmentally on track in countries including the Democratic Republic of the Congo, Mauritania and Nepal. Considerable effort is underway to develop the methodology of this indirectly assessed measure further.

11. Under “Monitoring the education status of disadvantaged groups”

Nepal’s 2011 census showed that a far higher proportion than average of children from Dalit and other low castes were out of school; the rate was over 30% among many low castes and under the 14% national average among many high castes. El Salvador, Guatemala and Nepal spend more on per primary than per secondary student.

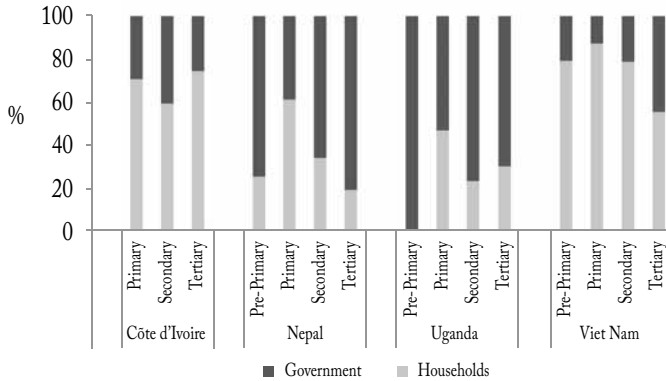
12. Under “Drawing lessons from the health sector to introduce national education accounts”

In Nepal and Uganda, households carried a disproportionately large share of total education expenditure. In Nepal, the share of households with students in tertiary education was 80%, and households paid almost 40% of the cost of primary education.

General Remarks

In general, GEM report identifies that Nepal lacks sufficient teacher support and systematic monitoring procedure while it appreciates for its more participatory approach to education policy making. Nepal’s effort to be responsive to the finding of research and more fo-

The share of expenditure on education by family



Note: In Nepal and Uganda, the contribution of aid to total expenditure is excluded.
Source: UIS (2016)

cus on accessibility for all was identified. It also mentioned the dire state of access to schools of marginalized community. The practice of public schools to be more competitive through private school's policy of change in uniform and medium of instruction was critically observed for its effect in the society. Elite capture in the school management committees was also noted. It also identifies that in Nepal, teachers covered less material in school to generate more demand for tutoring. It also identifies Nepal to be among the countries where tertiary education was increasingly being provided through private institutions. This and the fact that Nepal belong to the list of countries where household carried a disproportionately large share of the total education expenditure should be of great concern of the government that envisions a nation that is directed towards a socialist society.

NB: References stated above are as mentioned in the GEM Report.





Status of Education through the Media

1. Introduction

CEPP (Center for Educational Policies and Practices) has been investing in enumerating and analyzing media trends on educational sector since 2011. The reporting terms have been explored in Gregorian and Nepali fiscal years for appropriateness. This year the report covers selected dailies and magazines from the month of mid July 2017 (Sawan 2074) to mid-July 2018 (Asar 2075), as per Nepali fiscal year calendar and will be published in English language. Matters related to education have been, scanned, enumerated and observed based on issues covered, and the approaches taken. The result is also compared with the findings of previous years to identify the changing trend in media's coverage about education through selective publications.

The number of matters on education has more than doubled for the second consecutive year. The average matter published per day this year is 4.27 pieces while it was 1.95 per day in 2016-17 and 0.92 per day in year 2015-16. With federalism transformation still in action and process of policy formation at different levels, highlight of the media coverage was mostly concerned with policy. Exams and results continued to be the peak period of the year for coverage of

education. This year continues to be the year of Education Policy in Media with 27.24 % of matters about education concerning to policy. Medical education made it as a separate issue with continuation of high coverage of news and opinion matters about the sector. Corruption continues to be the most covered issue after policy, followed by higher education, quality, innovation and exam. There is rise in urban issue coverage in media with political and policy activities in rise. It should be noted that the number of matters published in entire year of 2015-16 (2072-73) i.e. 334 was almost published alone in the last month of Asar (June-July) of the year 2017 (2018). This year three additional online news portals were also analyzed for a month to conduct comparative analysis between print and online media. In the last three years, there has been a rise in materials by 4.6 folds, and there has been a tremendous shift in the issues prioritized in media. The rise in quality of news based on diversity in perspective and introduction of new discourse remains nominal in comparison to the increase in quantity of education covered in the past three years. It should be noted that media has played stronger role every year in influencing the government decisions, and ensuring that the voice of public be heard, particularly in policy discourses.

1.1. Objectives

The purpose of this section is:

- a. To document the events in the field of education as perceived by the media,
- b. To identify the trends and change in trends on approaches the media takes in covering issues relating to public education on annual basis,
- c. To identify gaps and highlight concerns identified by the media in covering educational sector,
- d. To create a base to conduct discourses among concerned stakeholders, such as parents, media, civil society and the policy makers based on the issues and patterns identified.

1.2. Methodology

The analysis of media coverage on education has been conducted with an intent to maintain continuity for comparative yearly analysis. Reports were selected keeping in perspective the publication houses, linguistic medium of reports and types of reports so as to maintain the diversity of media coverage. Two dailies- one Nepali and one English medium, one weekly news magazine and one monthly educational magazine were observed for the analysis. The dailies and magazines are analyzed together for comparability with previous reports. Contents of dailies and magazines are compared separately and collectively. All matters (news, opinions, pictures, cartoon and letters) related to education have been identified and categorized pertaining to the focus of CEPP's work. Table 1 below gives details of the media publications analyzed. This year the multiple issues addressed in single matter has been identified. A comparative analysis between years based on issues covered has therefore been done in percentage to address the difference in quantity of matter count per issue.

S.No.	Title	Language	Type	Feature	Quantity
1.	<i>Kantipur Daily</i> (KD)	Nepali	Daily	General	363 issues
2.	<i>The Himalayan Times</i> (THT)	English	Daily	General	363 issues
3.	<i>Himal Weekly</i> (HW)	Nepali	Weekly	General	49 issues
4.	<i>Shikshak</i> (Teacher) Monthly (SM)	Nepali	Monthly	Educa- tion	12 issues
5.	<i>Ratopati</i> online	Nepali	-	General	25 days

6.	Setopati online	Nepali/ English	-	General	25 days
7.	Edukhobar online	Nepali/ English	-	Educa- tion	25 days
Total				787 issues + 25 days	

KD, and THT are the dailies categorized as A+ by Press Council Nepal in respective languages, and belong to different media house. HW is chosen among news magazines for its higher circulation and is also A+ category magazine. The SM has been observed in a separate section as the magazine is education specific and does not fit with general media coverage. SM is also an A+ category magazine. The difference in priority by these dailies would also give a reflection of different segment of audience targeted by these publications. The matters were categorized on monthly basis, issues basis, region of coverage (urban or rural and inside and outside Kathmandu valley), types of the matter (news, opinion, editorial, and letter), position and space covered by these matters. Letter to the editors continues is also under the analysis this year as well.

For online media, three different online news portals were selected. The content covered in those online portals was from June 21 to July 16 of the year 2018. A comparative analysis between print and online medium has been done in a separate section. Two general news portals from different publication houses and one education specific news portal were selected.

1.3. Scope and Limitations

Though in Nepal now more 60 daily newspapers are in operation. However, in order to analyze the print media coverage on education issues, this report has limited its scope to the A+ publications as ranked by Press Council Nepal. To compare the print media and online media, the reports of one month were collected. The reports

does not account for the trends and coverage of educational news and coverage in in audio and visual medium mainly because of resource limitation though it has been realized. The lack of additional human resource limits us to increase the range of publications and broader mediums of publication.

2. Results

2.1. General Trends

2.1.1. Monthly Distribution

The number of matters about education continued to double in media for the second year with somewhat similar emphasis. The highest coverage of matters continues to follow Exams and Results. Matters published at the time of Secondary Education Examination (SEE), grade 10 exam and results, the replacement of School Leaving Cer-

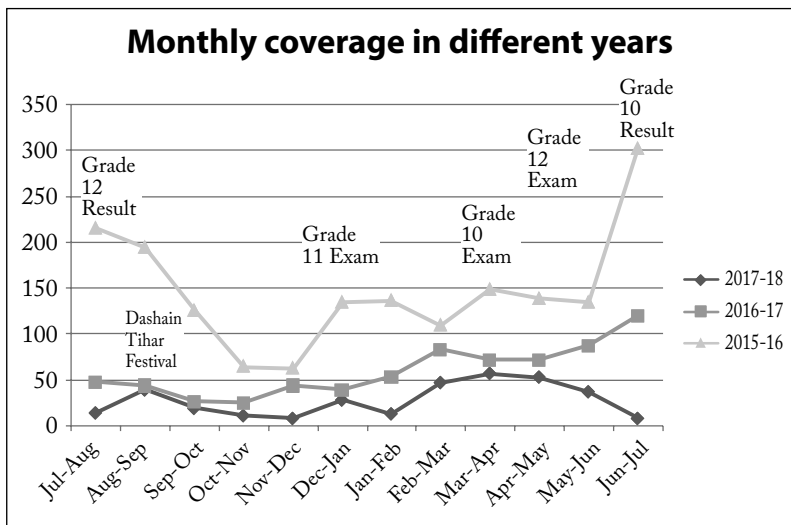


Figure 1: Comparative Monthly Graph of Media Coverage 2017-18, 2016-17 and 2015-16

tificate (SLC), still tops the list. The month with least matters remains to be followed by festive season of Dashain and Tihar.

Total number of matters in the selected media was 1,773 this year while it was 695 last year. It is a 155% raise in matter, while there was 108% rise in education matters last year in comparison to the previous year. Monthly average of the number of matters published this year is 147.75 while it was 57.9 matters in 2016-17 and only 27.8 matters per month in the year 2015-16.

Figure 1 presents the comparative monthly graph of the last three years, stating the drastic rise in matters dedicated to education in media. Following previous trends, the peak of the matters published coincide with exam and results. The peaks are the results of +2 and SEE results. Figure 2 represents the volume of matters published in different publications in the year 2017-18 in different months of the year and mentions the important academic events.

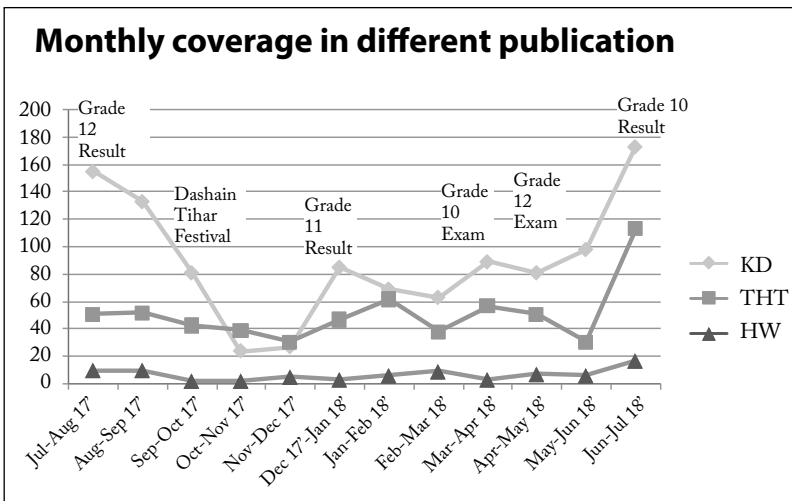


Figure 2: Monthly Distribution of the Stories in Different Media in Year 2017-18

Unlike last year, when different publications had different peak months, this year all media were at the top in terms coverage in Srawan 2074” (Jul-Aug 2017) and Asad 75” (Jun-Jul 18’). Reason behind this peculiarity is publication of +2 results and SEE results simultaneously. HW published greater numbers of reports in the month of Falgun 74 (Feb–March 2018). For this, issue of medical corruption accounts for as it was in highlight during the month.

2.1.2. Space of Coverage

This year there is a drastic rise in number of editorials and education news that made to front page. As table two mentions, the total editorials about education this year was 50 which is 5.25 times more than the editorial coverage about education covered last year. Similarly, education news that made to the front page has increased more than 3 folds to 107 from 26 front news covered last year. There was more than double education special pages and sections this year, with 12 editions while there were only 5 education special editions identified last year. THT had more special section for education than KD this year.

Table 2: Comparison of the Space Dedicated for Education in Different Years

	KD		THT		HW		Total	
	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17
Editorial	27	3	20	3	3	2	50	8
Front	107	11	32	6	20	9	159	26
Full	13	2	18				31	2
Educational supplement	5	3	6	1	1	1	12	5

Table 3: Comparison of the Numbers of Different Types of Matters in Different Years

	KD		THT		HW		Total	
	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18	2016-17
News	741	272	518	267	54	54	1313	593
Opinion Matters	111	45	172	40	4	6	287	91
Letters	187	-	15	-	14	-	216	-

The comparative table states that education has gained special position and space in publication as exhibited by the double rise in the coverage of education matters in selected media. It can also be observed that this year KD has given more space and prioritized education than THT has done while last year these two national dailies stand almost the same in terms priority and space. The observation of letters to the editor suggests that the response from readers is very high in KD and HW. The ratio of letters to editors of letters concerning education and other is 1:5 KD and HW, the ratio in THT is

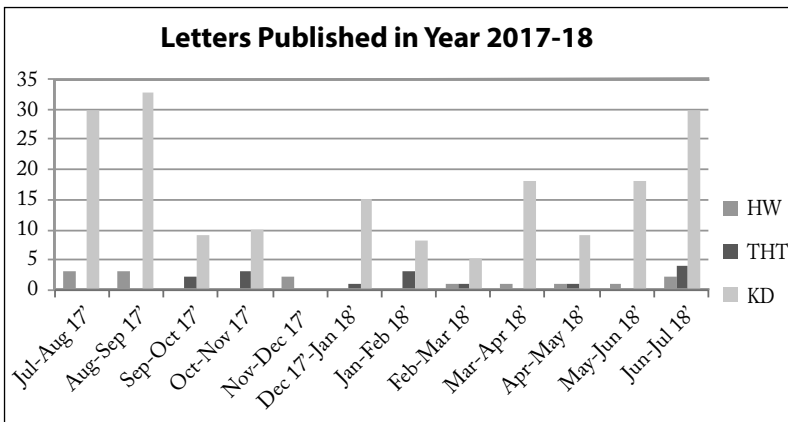


Figure 3: Graph of Letters published in different months of different publication in the year 2017-18

1:40. THT receives fewer letters to editor in overall context as well. Highest numbers of letters to editor were received in Aug–Sept 2017 and Jun–Jul 2018.

2.1.3. Coverage by Issues

Issue-based analysis has been done through a different approach this year. In previous years, each matter was dedicated to a particular issue only; there were many matters that addressed multiple issues that created difficulty in categorizing the matter under a particular theme. This difficulty gave rise to a room for error– news analysts’ personal perspective could be dominant. This year, this has been addressed by marking the matter to multiple issues.

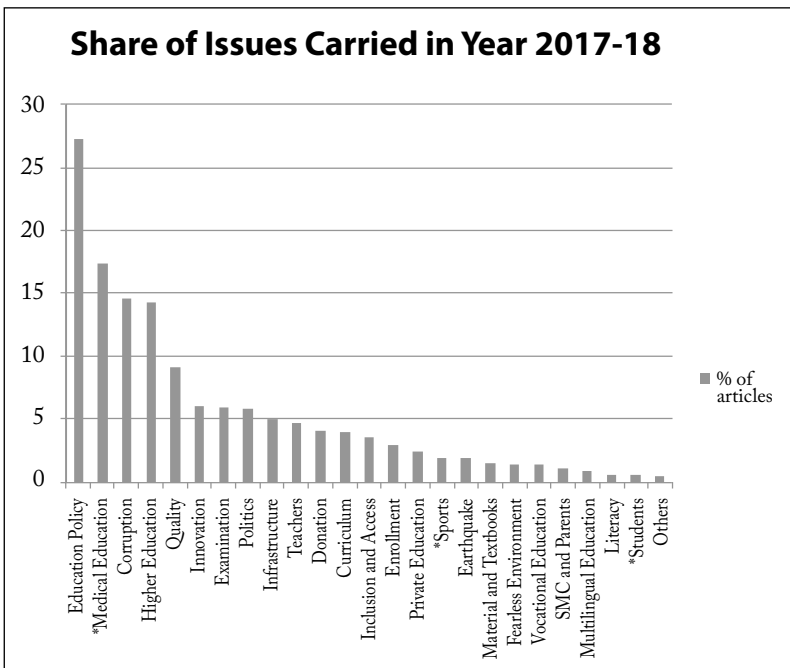


Figure 4: Share of matters dedicated to particular issue in year 2017-18 (* refers to new category this year).

The figure 4 shows that 27% of the overall matters were related to policy. Many of the matters on policy also concerned with medical education, corruption, higher education, quality, exams and more. Medical issue has separately been added as considerable number of matters was related to medical education sector. Higher education and corruption became the second most covered issue this year. Issues that were prioritized this year are associated with quality, innovation, politics, infrastructure, teachers, and private schools. While there is decline in the percentage of matters dedicated to SMC and parents to 1.18% from 1.54% of last year, the actual count of matter has almost doubled from 11 last year to 21 matters this year. Shift of priority in the last three years shows a decline in matters dedicated to exam, politics, earthquake (for obvious reason), material and textbooks and the increment in issues as policy, corruption, higher edu-

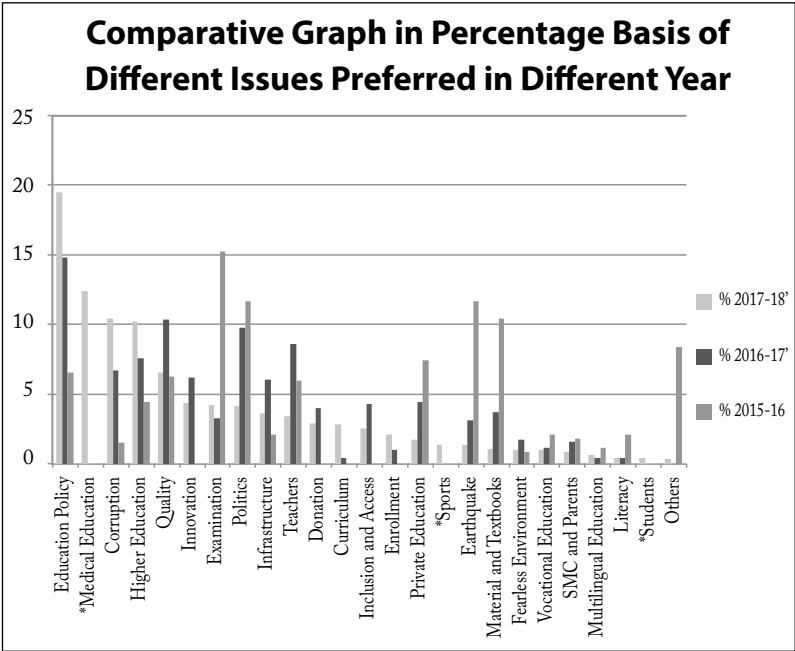


Figure 5: Comparative graph in % basis of different issues between year 2017-18, 2016-17 and 2015-16 (* refers to new category this year)

cation, quality, and private education. Figure 5 shows that the public discourse is gradually shifting from exam, politics and materials to policy, corruption and quality, which CEPP believes is the positive direction towards desired change.

While conducting yearly comparison as in Figure 5, the analysis is done by dividing the issues to sum up to cent percent, thus making it comparable between years. This graph better presents the priority given to issue among the published matters in previous years as well.

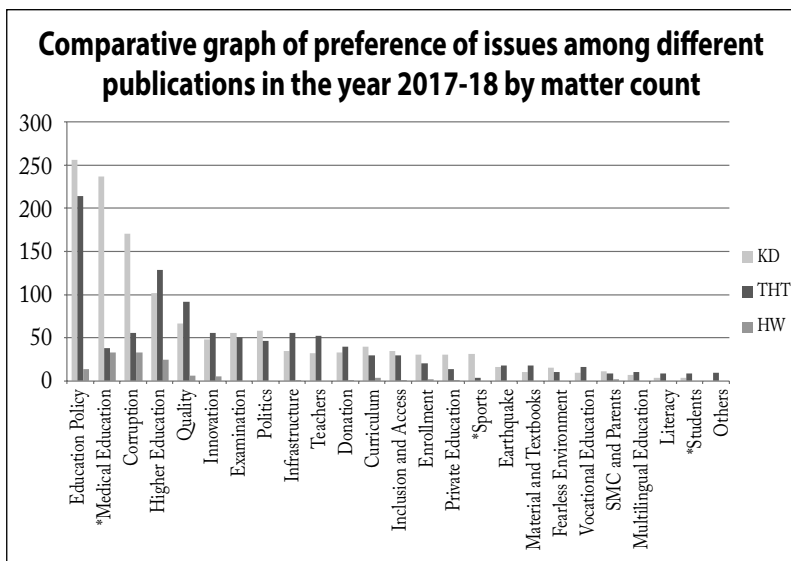


Figure 6: Comparative graph on preference of issues among different publications in the year 2017-18 by matter count. (*refers to new category this year)

Figure 6 presents the actual count of matters dedicated to different issues in different publications. According to the graph, KD has its highest priorities to policy, medical education, corruption, while THT has its priority in policy, higher education, quality, corruption. Figure 6 and 7 shows that HW has given higher priority on medical education and corruption, higher education and policy.

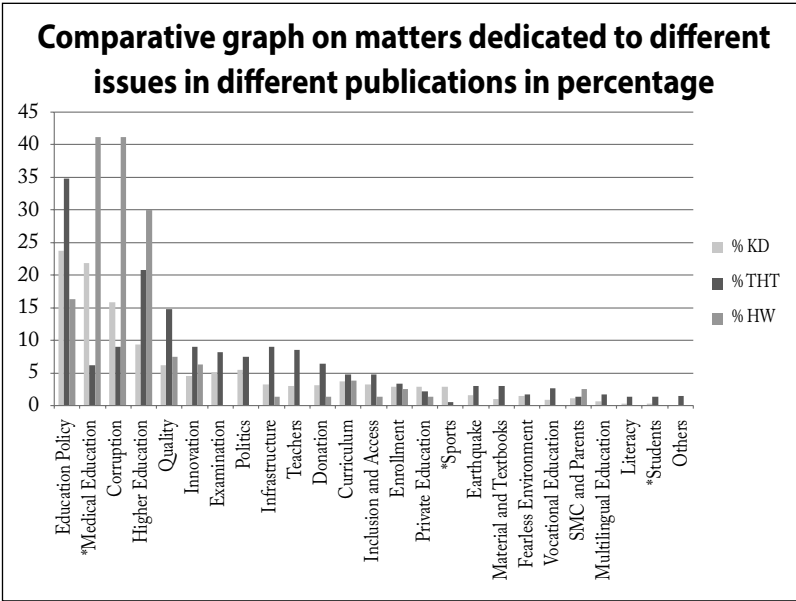


Figure 7: Comparative graph on matters dedicated to different issues in different publications in percentage (* refers to new category this year)

Figure 7 demonstrates a comparison of the matters covered in the selected publications in order to give a better understanding of the priority given by different publications to different issues. It is observed that 40% of the matters that were published in HW were related to medical education and corruption which is 5% rise from last year. 30% coverage of HW concerned with higher education and 35% of matters in THT were related to policy. Likewise, 21% of the matter related to higher education. 24% of matters in KD were related to policy while 22% related to medical education.

2.1.4. Urban Rural Ratio

There is no precise definition of urban and rural except naming the government. For the purpose of this analysis it is based on the contextual description of the area as understood by the analyst.

The comparative bars of urban-rural ratio between the last two years in figure 8 shows 10% decline in the coverage of rural area in average. There is a 10% rise in coverage of urban issues on the average. HW has reduced the coverage of rural issue from 20% to less than 5% this year. THT has also reduced the coverage of rural area to almost 5% from 20% last year. This year all selected publications have almost 60% of the matters dedicated to urban area.

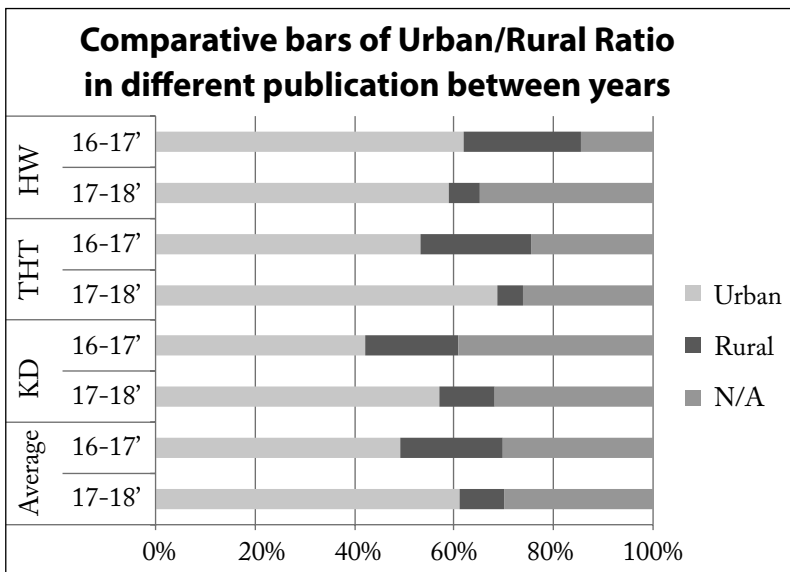


Figure 8: Comparative bars of Urban/Rural ratio in different publication between year 2017-18 and 2016-17

2.1.5. Kathmandu Valley and Out of Valley Ratio

The figure 9 presents the percentage of matters covered in different publications within Kathmandu Valley and outside the valley. This analysis is done for the first time. This figure identifies the preference between different media and tries to trace the annual change in pattern of coverage. The bar graph stated that KD has the least percent

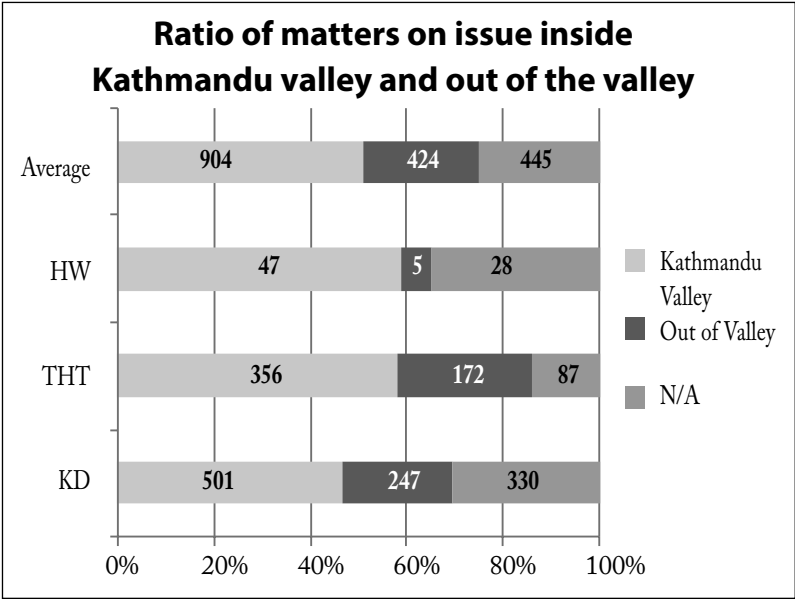


Figure 9: Ratio of matters on issue inside Kathmandu valley and out of the valley

of matters from inside the valley while HW has the highest percentage from within the valley. It can also be observed that HW covers less about stories from outside the valley while THT covers more. On an average, the publications cover 50% matter from Kathmandu Valley while 25% from out of Valley.

2.1.6. Portrayal of Students

Analysis coverage related to the issues of students in media has been done separately since the annual report of 2016. This gives a distinctive perspective on how students are perceived in media. This analysis takes in all matters that mention students in its contents. This year the analysis also includes the percentage of education matters that do not mention about students to evaluate the annual change in focus towards students.

This section mentions the matters that emphasize student as active members. By student as active members, it is meant that students as decision makers in educational discourse, curriculum and pedagogy opinions with focus on student, and students as an important factor of educational quality, content and subject of news story. It includes events that focused on or directly addressed students, students' activism, students' contribution, protest, news and opinion that concentrated on issues and activities that included students as major subjects. Matters that state students as recipients include news of students stated as victim of a situation, opinion demanding control and pressure over students for quality improvement, programs and NGO works to support students, donation and scholarships.

As figure 10 shows, average of the coverage of students as actors has increased by 15% more than the last year. KD also has raised the cov-

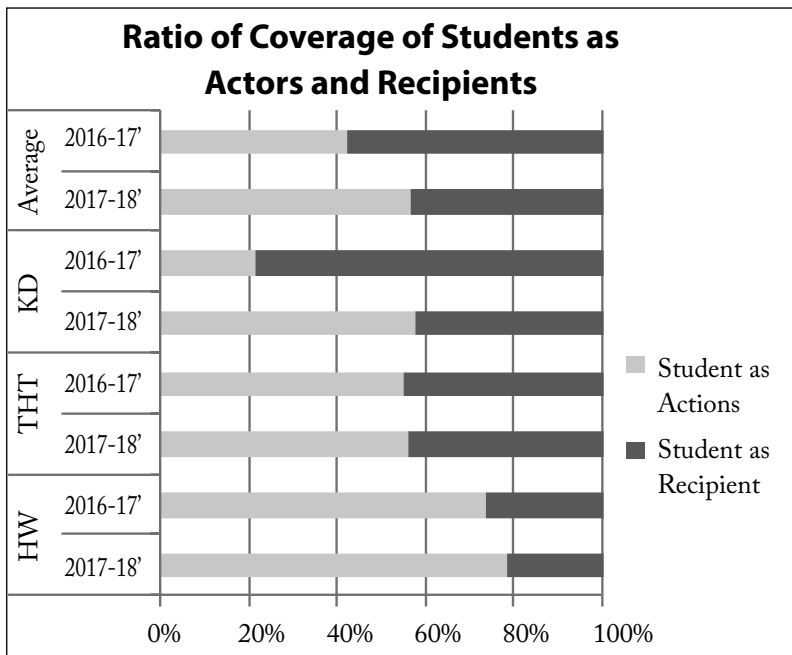


Figure 10: Ratio of coverage of students as actors or recipients.

erage of students as actors by almost 40%. THT and HW remains at the same ratio.

The figure 11 presents the ratio of matter that mentions students as actor, those that treat students as recipients and the matter that do not mention about students. According to the figure, there is a decline in ratio in all publications in covering the news that mentions students. The reason behind decline of coverage on students as actors could be the priority given to the coverage of stories on policy. This finding suggests that students have little or no say when it comes to making academic and policy decisions. On average, there is decline of 20% in news that mentions students.

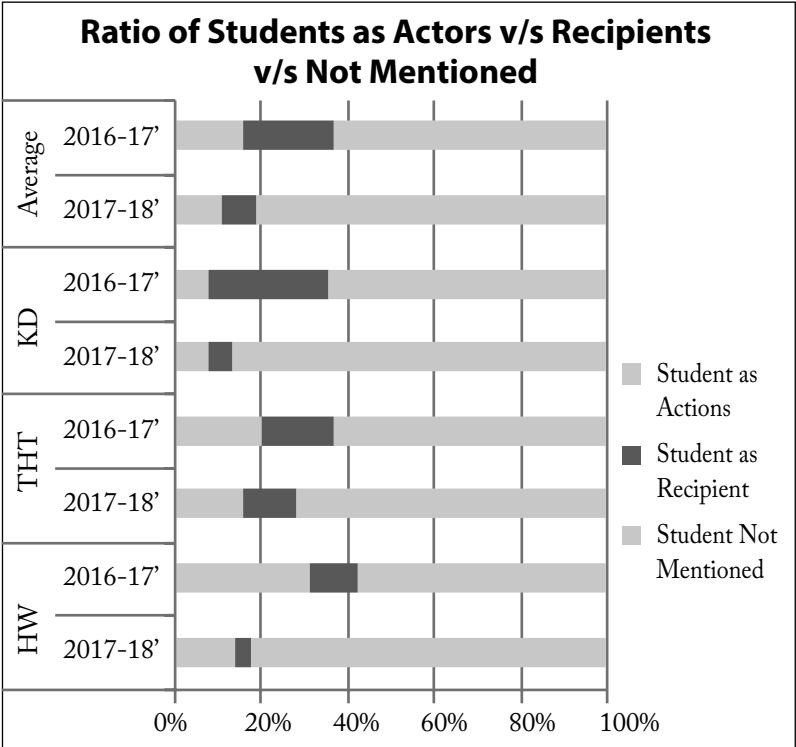


Figure 11: Ratio of matters that mention students as actor or recipient v/s matters that do not mention students

2.1.7. Education in Cartoons

This year the publications had cartoons dedicated to education. This content was not analyzed in the previous years. The coverage of education in cartoons can be regarded important, as there is only one front page cartoon per day, and therefore is often dedicated to issues that require broader attention by general public. The topics addressed in the cartoons include mistakes in SEE result publication by Exam Controller's Office, social trend of students with better results not participating in political carrier, about corruption in medical education, lack of sensitivity by prime minister towards the health of a Doctor in hunger strike, and the issue of raising private school fee. For the details, these cartoons are presented in Annex 2.

There were two front covers of HW dedicated to education. One was in Jul-Aug 2017 (Sawan 2074) dedicated to Dr. KC a doctor under hunger strike for a fair medical education policy and another was the cover of Jun-july 2018 (Asar 2075) that focused on grade 11, 12. Three other front cover contained side story pictures relating to education. Two of them where about Dr. KC and medical education policy while one was about higher education. The front page of HW dedicated to education are in Annex 3.

2.2. Topical Trends

The different issues and topics discussed below are sequenced on the basis of frequency of matters covered this year. Policy has been the most covered issue this year as well. Medical education was a new topic that came into the attention regarding education this year. Earlier, the news about medical education was considered under either policy or corruption and higher education. However, last year as well it was the widely covered issue. This year the issue of medical education has been considered as a separate topic became it was profusely reported as evidenced by its second position in terms of

coverage. Corruption and higher education also came up on the list as prioritized topics. Percentage of news about teachers, textbooks, and coverage on SMC and Parents has declined though there is increase in number of news covered about SMC and teachers. News about SMC has tripled from 6 in the year 2015-16 (2072-73) to 11 matters last year to 21 matters this year.

2.2.1. Education Policy

Policy remained the most covered issue this year as well. There is a rise of 83% in preference to policy issue from 14.82% last year to 27.24% this year. A great portion of matters on policy was concerns with the discourses in formation of educational policy at different levels of government. Policy discussion about the exam and curriculum were frequently covered as school systems turned into international standards— that is, it now covers 12 years of education. The review of the school education structure took place after 26 years of ten-year school system. Discussion about the budget requirement and policy to address private schools were topics of many op-eds. Discussions about the medical education policy also received many letters this year.

Educational policy also made it in many editorials this year as well. Medical education bill, ordinance and acts were seriously followed news stories in print media this year. Medical education was also an issue for many protest and political discussion in the parliament and different bureaucratic institutions. The issue of certification exam and management of temporary teachers through different policy continued to be part of the media story. Issues of higher education and policy relating to affiliations in higher education and CTEVT, teachers' management and local government addressing public and private schools through policy, letter grading system for class 11, 12, supreme court interventions in higher education decisions of the government institution, where the subjects discussed under educa-

tion policy this year. It remained the most followed up educational story.

2.2.2. Medical

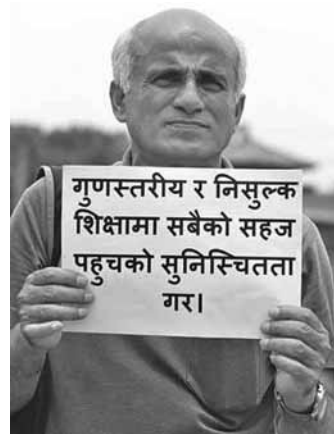


Figure 12: Pictorial coverage of education consisted of protest events the most this year. Of them, most were about Dr.KC’s hunger strike for fair medical education policy, KD

Medical education covered 17.3 % of the entire matters included in the publications selected this year. 41% of all education matters covered by HW were dedicated to medical education. Medical education was also featured in the form of cartoons and was highly covered in pictorial form as well. It was part of multiple front news, and editorial in all the selected publications. The issue discussed about the case of corruption charges in affiliation process in TU and KU, letters and opinions calling for action against the culprits involved in affiliation scandal. The issues related to appointment of Dean for IOM, policy for seats permit in medical colleges, higher rate of failure in medical practice permit exams by MBBS (Bachelor of Medicine) students, discussions in the parliament about the case of strike by Dr. KC. were the major highlight of the coverage. Many issues were followed by letters and note also covered in editorials, and opinion articles.

2.2.3. Corruption

Education sector topped the list of complaints at CIAA (Commission for the Investigation of Abuse of Authority) this year as well. Many of the stories and issues on corruption were related to medical education and policy issues. Apart from medical education, issues about affiliation by different university against the procedures, teacher transfer against policy, corruption chargers to national text book publication company, corruption in selection procedure of model schools awards selection, Nepal engineering college staffs attempt to privatization fraud, political appointments in universities, schools without permits, SC verdict for admission based on merits in medical colleges, sales of student's food fund by public schools, corruption while permitting CTEVT affiliation by education ministry where some of the stories covered this year.



Figure 13: Cartoon representing Teacher's corruption in fee submitted for Thesis submission work in TU, HW

2.2.4. Higher Education

14.27% of the matter was related to higher education this year. 30% of matters HW covered was dedicated to higher education. Many pieces of news about higher education were related to corruption and politics. Some news about different new courses, about abroad studies, university work ethics were also covered. HW had one issue dedicated to +2 and continued to contain list of best colleges based on enrollment and exam results. Research department of TU for not being able to conduct productive work and the need for intervention to save the future of the university got the attention in the publications. There were few stories, op-eds, and the letters from the readers.



Figure 14: Art representing unwell university receiving a prescription for recovery, referring to the degrading state of higher education and particularly TU. KD, 8 Sept 2017 (Bhadra 23, 2074)

2.2.5. Quality

There is a decrease in percentage of news related to quality than last year, but its volume has doubled to 163 matters this year. THT had the highest coverage about quality. Reports included efforts and innovative approach attempted by SMC, teachers and activist for quality improvement, new approaches for improvements in school environment, curriculum and procedure discourse for quality, addressing drop-out rates in public schools, remodeling public school financing, addressing two different education systems, good public school examples, opinion articles about student and teacher relation focused methodology, rethinking evaluation procedure, social aspect of Montessori and expensive pre-schools, raising dislike among students about studies, decorating public campus, and benefits of school improvement plans among many others. The coverage about quality education had diverse interdisciplinary arguments and was broader in analyzing connection between school education and broader social-cultural aspects of society and the economic goals of the nation. This was a considerable improvement from previous year as interdisciplinary approach was not reported sufficiently last year.



Figure 15: Picture of students enjoying in floor seating classrooms of a successful public school in Musahar community

2.2.6. Innovation

Reports and news on innovation also doubled in quantity this year. Matters discussed about innovative approaches to student-centric learning approach, examples of engaging students to improve school environment, new digital applications of school management, new loan procedure offered by private banks for studying higher education by submitting certificates, innovative fund raising strategies by public schools and students, use of IT and multimedia in schools, student-led conference and festivals. A matter mentioned that TU is preparing for credit transfer systems. There were news about private schools forming alumni networks, Samata School; a private venture, working to open international franchise, NCED launched its virtual classrooms. Innovation in education was covered in media with reports of practices, and events that took innovative approach to reach students.



Figure 16: Image representing yoga classes as part of curriculum in schools, THT

Rare was the deception of international news about international practice on education. However, there were few pieces of news. For example, there was report on how students are held responsible to serve food and clean schools in Japan that stressed on the ways of making students more responsible. There was only single coverage of innovative approaches from international scene that could have supported more innovative efforts in schools here.

2.2.7. Examinations

There were five times more matters about examination and results this year than last year. Though higher frequency of matters continued to follow the period around exams and results, policy, corruption and higher education remained as more covered issues this year as well. Examination and results were the most covered issue in year 2015-16 (2072-73).

Arguments and reports about the new letter grading system, and the pros and cons of it remained the most discussed issue about exam this year. The mistake in publishing the exam results of SEE by examination control office was the most followed story this year about examination. Temporary teachers examination to be placed in permanent position continued to be covered as policies about the procedure remained a debated issue this year as well. The news about misconduct at different level of exams, from MBBS to SEE and +2 continued to be covered. The policy about results in grading system needed for qualification to attend different subjects in class 11 was also a well followed story. Conflict related to need for entrance exam to study law was also a frequently followed story this year. The discussion about schooling and education still appear focused on examination. Though we can hear opinions about focusing in holistic approach, there is not concrete approach or step taken towards introducing other terms of evaluation of schools and education that would sublime the focus from exam results.

2.2.8. Politics in Education

Though there are more matters relating to politics with 36 more matters than last year, in term of percentage, it has gone down from 5% to 4% from year 2016-17 (2073-74) while it was 11.7% in the year 2015-16 (2072-73). HW doesn't contain any matter directly related to politics this year; THT had 7.4% of matters related to politics while KD covered 5.3% only. Most of the issues related to politics were also related to medical education including political support to establish private medical institutions, political debate following medical ordinance and parliamentary hearing in the issue of Medical Education Act. Other news covered were about the schools being used as the venue for election and the effects of it, different engagements and activities of different student unions, the tension between local government and teachers' union, protest following



Figure 17: Picture of a Shutdown office in Mahendra Bindeshwari campus by student union, THT

raise in tuition fee by private schools, politics about appointments in TU. The incident that VC of Sanskrit university was prohibited to visit abroad for a conference under direct supervision of PM was also well followed with keen curiosity, and as result, there were opinion articles and letters to the editor. Many of the matters about policy were also directly and indirectly related to politics.

Though reduction in event of shutting down schools for political pressure has reduced a lot, it continues and is covered in media.

2.2.9. Infrastructure

Priority given on the coverage of infrastructure in terms of percentage has reduced to half from last year to 3.6% this year. However, the number of news and reports was higher than the last year by almost 50 pieces. There were more matters about infrastructure in THT while HW had only 1 matter that stated the lack of proper hygienic bathroom facility, causing decline of attendance of girls in schools in rural areas. Most of the issues covered correspond to the stories of success and failure of building reconstruction, donation, innovative approaches like rainwater harvesting, lack of infrastructure in rural areas, library status in some rural schools and TU's library locked in sacks.



Figure 18: Picture of new School building rented for a bank while student where compelled to study in temporary shelter that was followed by protest from community. By measure of comfort and ventilation and temperature control, the temporary structure might have been a more preferred space for students thought. THT, June 17, 2018 (Asar 3, 2075)

Other stories followed dealt with stories of school playground that were given for rent and to build business malls, reconstruction of the first school of Nepal that had archeological value, issue of hygiene facility and female attendance, and debate about reconstruction permits to schools in the core area of Kathmandu valley without sufficient playground. Most of the news in this section covered incidents about infrastructure. Only a few opinions were about diversifying the approach to innovate infrastructure facilities to contextualize the reality of the local conditions. The fact that school designed are finalized by the central government and has no scope for contextual diversity in design this did not find space in matters published in the media.

2.2.10. Teachers

There is a nominal rise in materials related to teachers while in percentage it has reduced to 3.4%. Most of the matters relating to teach-



Figure 19: Art representing Teachers involvement in politics while in classroom, KD

ers' union were covered in politics and policy and could have been the reason for this. The issue of addressing the temporary teachers' demands through policy and the protest and political discourse in the parliament and on media is the most important event that was covered in media about teachers this year. The Eighth Amendment Bill was reported to ensure permanent positions for incompetent temporary teachers and students' groups and experts regarded it as the violation of the right to fair competition of the new candidates. Irregularity in teacher's selection, different protest and demands by teachers' unions such as calling for central government regulation of schools and teachers, and security of temporary teachers were covered in media this year.

2.2.11. Donation

News on donation was covered in THT the most while HW had only one news about donation. Though in number there is 2.6 times more news about donation this year, by preference there is a reduction by 1% to 2.95% this year. There were 73 matters related to donation and funds. Stories mostly included donations from different youth groups, volunteers and activities of NGOs. Scholarships provision to different colleges and schools, fundraising activities also were the parts of coverage.

2.2.12. Curriculum

There was a drastic rise in matters about curriculum this year that it went to 71 from only 3 matters last year. With policy formation and new curriculum in discussion, curriculum was followed well this year. Matters that discussed about particular subjects and the pedagogy to teach the children were also taken in account under this topic. Different innovative approach like introduction to yoga in school curriculum was also covered in media. Subject selection for new curriculum of class 11 and 12 and postpone of implementation of the new cur-

riculum with only experimental implementation in selective schools this year was also well covered this year. Especially, the debate about math as an optional subject and the fact that Nepali was proposed to have only half credit hours was actively depicted throughout the media. Stories about English as a medium of instructions to attract students in rural public schools, Curriculum Development Center's activities, and proposal for integrated curriculum up to grade 3, were important part of the coverage this year.

2.2.13. Inclusion and Access

This year there were 64 matters on the issue which is twice of the numbers of articles published last year. KD published more articles on this issue. HW published one story about the misuse of the scholarship for minorities. Issues include students in court against denial to education for personal without citizenship, events and opinions relating to access to students with different/special ability. THT dedicated an editorial on how principle and local government were silent about cast discrimination in school. HIV (Human Immunodeficiency Virus) victims' access to schools, support for development of special education by Korean institute, picture of children in brick kiln held special attention regarding the issue of inclusion and access.



Figure20: Picture from a story of student with disability and parent's commitment

2.2.14. Enrollment

There were 52 matters about enrollment in the news this year. Most of the articles were related to the enrollment campaign by the government and the new innovative approach taken this year of adopting some students, in which different government personals, politicians, and celebrities and individuals took lead. News on higher rate of dropout, personal stories of education activist, campaign for different minorities and news about local leaders taking their family members to public schools were also the highlights.



Figure 21: Picture showing involvement of local government in enrollment campaign in Kalikot, KD. Such campaign action remains to be well followed by the government and even media, making it only a publicity stunt with least lasting impact.

2.2.15. Private Education

There were 44 articles related to private education, 30 of them were published in KD. In terms of percentage, it was reduction to 1.8% from 4.5% last year while it was 4.5% in the year 2015-16 (2072-73).



Figure 22: Art repressing the raising tuition fees in Private Schools, THT

News and articles about the particular courses and international affiliations such as the popularity of A-levels have been considered here as private education. Articles and opinions on protest and negotiations about the rise of tuition fees in private education institution were also there. There were some articles that remarked government shouldn't discourage privatization of schools. The remarks were especially from the representatives of private school associations. There were news also about events, such as sports, conducted by private schools. Similarly, a front page cartoon was published which satirized the rise of tuition fee in private schools. A difference was perceived this year: the practice of private tuition did not make it to media this year while it was covered well last year.

2.2.16. Sports

Sports section is a new entry this year in CEPP report. The reason behind the analysis of sports coverage was also to analyze the

coverage of sports between of the private and public schools. There were 34 stories covered related to sports activities that took place in academic institutions. At school level, most of reports mentioned private schools, but at higher level, the news basically covered the events that took place in institutions of Tribhuvan University therefore mostly public institutions. In addition, there were also the reports of sports events led by local governments such as Mayor's Cup and Deputy-Mayor Girls Cup in different parts of Nepal.

2.2.17. SMC and Parents

SMC is another important topic when it comes public education at school level. SMC and parents in fact are the other important stakeholders beside teachers and students in entire framework of school education. There is an increase in the articles that covered the subject of SMC and parents in relation to education. In numbers, the coverage went from 11 of last year to 21 of this year. Comparatively, the priority has fallen: it fell to 0.85% this year from 1.58% last year. The stories under this heading included news on communities organized to support teachers and raise funds, participation of SMCs and parents in different events, donations, opinions focusing on parents and SMCs, policy discussion about the appointment of SMC, and some critical news about the negligence and corruption by SMC members.

The lack of sufficient coverage and discussion on SMCs this year suggest that there is lot more to be done to bring the media's attention towards SMC's role in school improvement. As a good coverage in policy discussion of education in general, there should have been a focus on SMC in order to maintain a proportion. However, there is increment of coverage on Parents and SMC in *Shikshak Monthly*.

2.2.18. Others

Besides the separate topic mentioned, there were other issues, equally prominent to education, in the selected media. The impacts of earthquake, problems and solutions concerning materials and textbooks, vocational education, literacy rate and the like were also major topics which did not clearly fall into specific category. There were 34 articles that talked about post-earthquake reconstruction. The number this year is higher than that of the previous year. The stories that dealt with fearless environment in schools were twice more than the last year. Stories about fearless environment in schools included disruptions and political conflicts affecting school environment, sexual abuses by teachers, students demanding safer schools, teacher arrested for consuming alcohol in school. Vocational education had



Figure 23: Picture of a child involved in searching Yarsha in Mugu, KD. Media continues to cover the issue of schools shutdown in yarsha season, but fails to discuss the lack of contextual curriculum that could supplement the ground reality and opportunity for innovation.

3 times more coverage with 25 matters. The published articles and news addressed the issues of political commitment to increase investment in technical education, and to open CTEVT colleges in all provinces. The most followed issue was covered under corruption for affiliation of CTEVT given to colleges by Minister for Environment. There were 17 articles about multilingual education, which is 5 times more than last year. THT had most articles and news on multilingual education. Multilingual education included reports and articles on the policy requirement to ensure the right to education in mother tongue, different positive stories about textbooks being published in mother tongues such as Doteli, Thabung, Sherpa and Tibetan language. Some coverage also discussed about the popularity of Sanskrit schools and also talked about decrease in students in schools which taught in Limbu language.

2.3. Shikshak Maashik

Shikshak maashik specifically focuses on educational affairs. Therefore, to obtain a better understanding of portrayal of education in media, Shikshak maashik has been given a separate section in the report since 2016. This magazine is dedicated to education and therefore, was decided not to mix with general media category. Cover page analysis has been continued to identify the change in preference of the topics in this magazine. The news that could make it in the cover page of the 12 issues of the magazine, the main title, picture content and the highlighted stories in the front page are analyzed here.

The demonstrates that the focus has been on curriculum; it has been the most covered issue this year. It was followed by coverage on quality, teachers, policy, innovation and parents. There was one news dedicated to SMC as well that made it in the front page of SM. The front-page topics concentrated on regular school attendance, the importance of geography studies, the issue of policy to address temporary teachers, the 9th amendment to the education policy that ben-

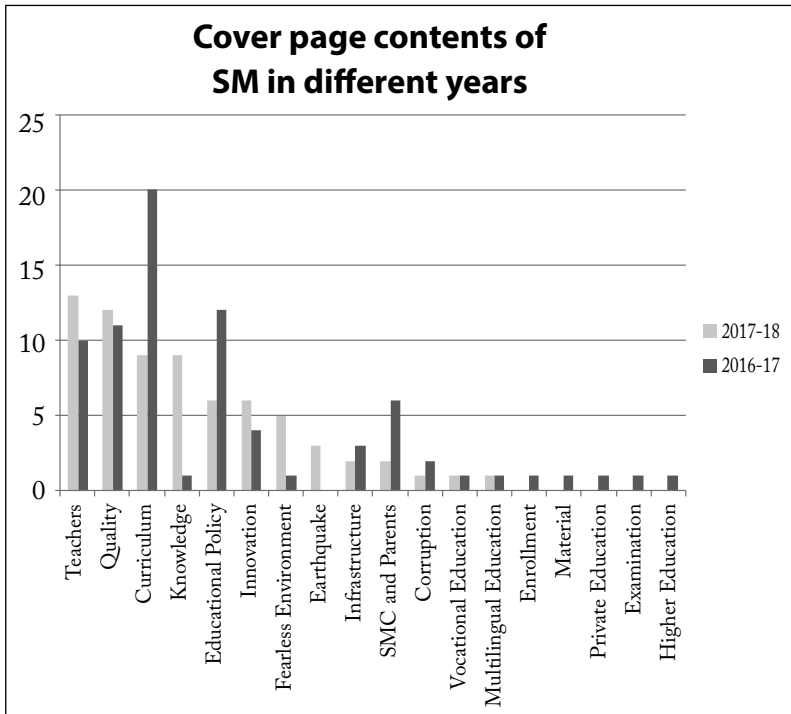


Figure 24: Categorical frequency of cover page contents of SM for the year 2017-18 and 2016-17

edited only temporary teachers, the role and responsibility of improving schools between students, teachers and university, the setbacks that are degrading public schools, the need to double the budget to ensure free education for all, the cause behind graduates leaving the country, the change-maker young headmasters, the insufficient government investment in education, methods to teach learning by understanding and education and girlhood.

Other important topics published on the front page included topics such as: education for a pro-socialist state, calls for teachers' examinations, stories of exemplary public schools, good library trends, English as a medium of instruction, learning focused class-

rooms, right way to use technology, effects of using dual instruction language, private Sanskrit schools, rights of local government in education, music education, headmasters, teacher's training, policy discussion, SMC and local government, teaching about time, integrated curriculum, better way to teach grammar, useless teacher training, exam based learning, past teachers in local government, benefits of making teaching materials. It can be observed that HW as a magazine has topics that better interrelate education to other aspects of learning and social reality. It has a broader approach of observation.

2.4. Online Media Analysis

In order to trace a comparative analysis between online and print medium media, three online news portals: *Ratopati*, *Setopati* and *Edukhabar*, were observed for 25 days, of June-July, 2018. The reason behind the selection of these portals are different. First two were selected, for they are frequently visited by readers; they have wide presence on online. And, *Edukhabar* was selected because it stands as one of the most comprehensive online portals, which especially focuses on Nepal's overall educational environment.

Comparative analysis shows that in online news portal for general issue, there is 2.64 matters per day about education in the period of observation. While in *Edukhabar*, there were 3.32 matters per day. In the same period of time, print daily papers of general category had 5.16 matters per day on average.

It can be concluded that print medium covers more about education than online portal at present. It should be noted that comments in the online portals of the matters published has not been analyzed due to complexities in viewership of unlimited comment possibility online.

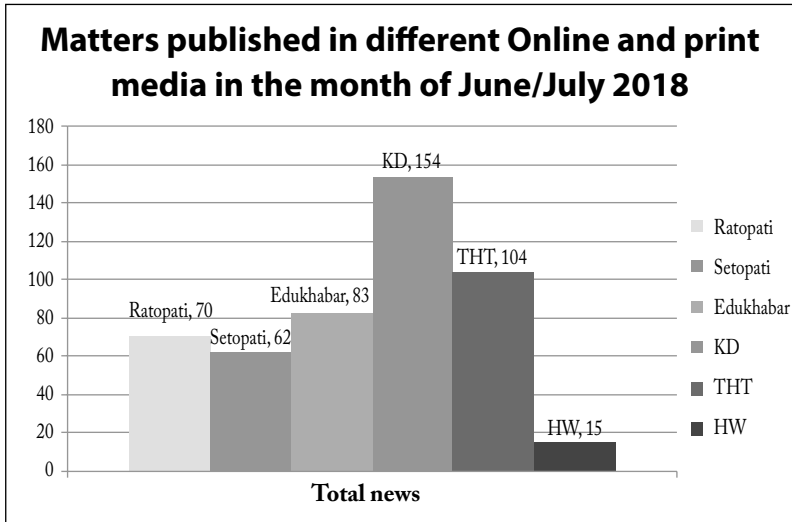


Figure 25: Number of matters published in different Online and Print media in the month of June/July 2018

The analysis of the online portals showed that multiple articles and news published online were sourced from of print mediums. Analyzing three online portals, it was identified that *Setopati* borrowed very few article that were already published from print medium. Of the articles published in *Edukhabar*, 55% of the articles were borrowed from print medium. Similarly, *Ratopati* had republished 25% of articles from print medium.

The analysis of issues prioritized among the selected online portals identified that *Setopati* prioritized medical and policy issues than other general issues of education while *Ratopati* had prioritized innovation, medical education, politics and exams. Moreover, *Edukhabar* focused more on political issues, policy, medical education, and teachers. It also covered one news on SMC, which was not covered in any print medium as well. Figure 27 shows comparative graph between different print and online media.

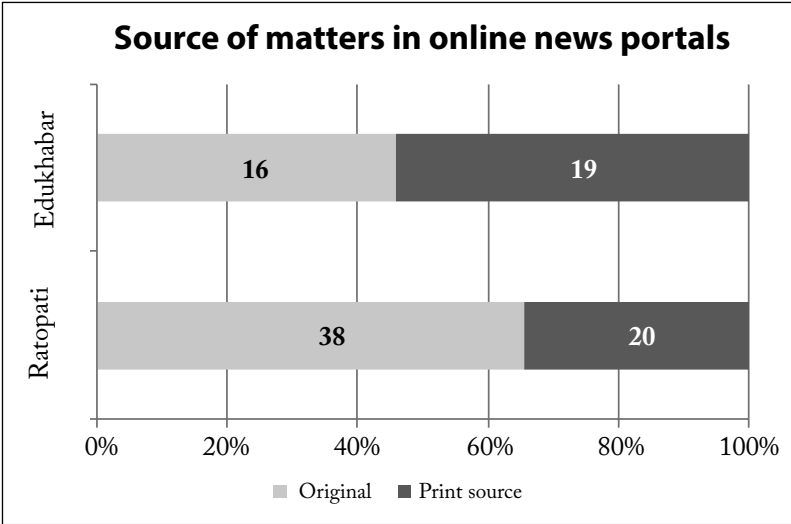


Figure 26: Graph of source of matters in online news portals in selective days of the month of June-July 2018

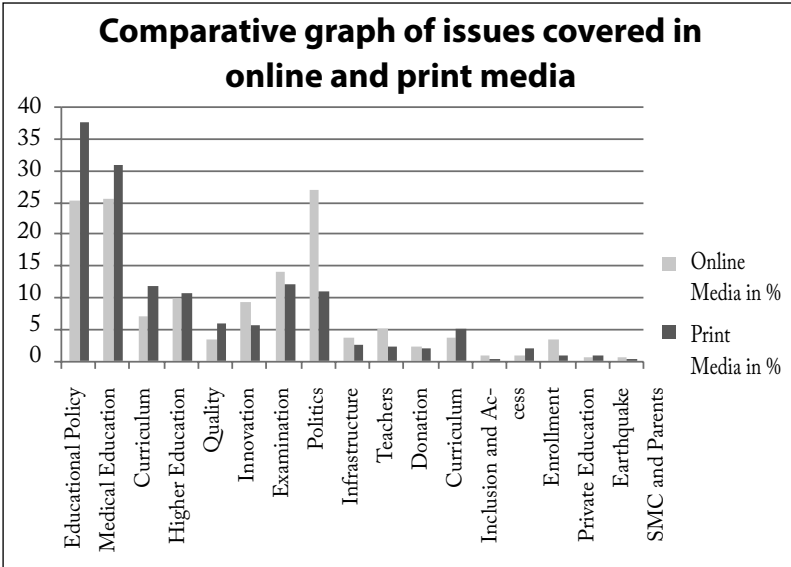


Figure 27: Comparative graph of percentage of issues covered in online and print media in the month of June-July 2018

Analyzing the news and matters covered in selected publications, it was identified that online medium contained nominal new matters that print medium had missed. It was found that though there were numerous original news and matters in online portals, most of the contents and discourses offered were also found in print medium. Thus, scanning of the media will continue with the printed ones. There is a need to have similar snapshot comparison with the electronic media – television and the radio. Some attempts may be made the next year.

3. Conclusion

This year there is a drastic rise in the numbers of articles that involved coverage of education in media this year. To be specific, in the last three years, the numbers of articles in selected media has risen by 5.3/fold– that is, 4.86 articles and news per day from 0.92 matters per day in 2015-16 (2072-73). Most of the coverage was dedicated to policy discourse and corruption stories. Medical corruption also shared a great portion of coverage this year. It was noticed that that issues of education were getting prominent space in print media.

Education affairs also got higher coverage in editorials and front-page coverage of the newspapers and magazines. Publication houses dedicated special editions and supplements on education also; moreover, the number of these increased this year. Due to limitations, it has not been possible to add more publications for analysis.

Coverage of higher education has also increased this year. The influence of media coverage in different issues of policy and corruption was more visible. Educational news continues to revolve around exams and results time line of the year. Discourse in exams and results in news reports, opinions and letters to editor encompassed more innovative and diverse approaches to linking education and school to development and overall welfare of students and society.

A special coverage in media was report on Yarsha collection, and its effect in schools of the region. The incident has been covered every year. The nature and problems stated in the reports are almost the same every year. Mostly these reports outline the negligence of school teachers and the parents while the social-economic local reality and possibilities of addressing the context through school curriculum or innovative pedagogy could have been a discourse that all media under observation fails to grasp. This example indicates the lack of innovative approach in covering stories about education affairs. Similarly, this situation calls for a much needed exposure to the society in general and media in particular about the international experiments in education system across the world.

Similarly, many articles deal with socio-political aspect of private schools and improvement needed in the public schools. However, the media is almost silent on the serious issue of handling school education under constitutional provision vis-à-vis the existence of privately delivered education services. It is still far away when such issues of primordial importance could be a matter of public debate.

Curriculum was among the most followed media story with visible impact of media matters affecting the discourse in policies in question.

The lack of sufficient attention on discourse about SMCs' role in education policy and curriculum continues. A need to bridge the gap between media, NGOs working in education, parents and SMC committees to strategic the role of civil society as a catalyst for reforming education system of Nepal has been seriously felt.

The fact that coverage of the matters about teachers has decreased is an interesting phenomenon as the management of teachers (also the lecturers if higher education is also taken into account) remains the central issue of Nepal's education system. It appears as if people are tired and helpless on the issue. Media should not have been.

International practices and experiments on educational affairs rarely appeared in the Nepalese media. There was only one story about a practice in Japanese schools where students are expected to clean already from primary level. Though many officials and also journalists working on education sector visit foreign countries, very little is shared and written in the media. It appears that Nepalese education (ists) does not wish to learn from practices outside Nepal.



Annex

Annex 1: Front Cover Pictures and Main Stories of SW 2017-018 (2074-075)



Why go to school every day?
-Sawan 74'
(Jul-Aug 2017)



Why study Geography?
-Bhadau 74'
(Aug-Sep 2017)



Should we continue carrying the load of Temporary teachers, or put it down?
-Aswin 74'
(Sep-Oct 2017)



The festive season for Temporary Teachers in the 9th amendment of Education Policy
-Kartik 74'
(Oct-Nov 2017)



Who should improve first, Professor, Teacher or Student?
-Mangsir 74'
(Nov-Dec 2017)



The ever degrading state of Public Schools
-Poush 74'
(Dec 2017- Jan 2018)



The Free Education for all demands the budget to double
- Mangh 74'
(Jan-Feb 2018)



Why do graduates fly abroad as soon as they graduate?
-Falgun 74'
(Feb-Mar 2018)



Young Headteachers changing the face of schools
-Chait 74'
(Mar- Apr 2018)



**It can be taught to learn
by understanding**
-Baisakh 75'
(Apr- May 2018)



Education and Girlhood
-Jestha 75'
(May-Jun 2018)



**Why again stingy for
national investment in
education!**
-Asar 75'
(Jun-Jul 2018)

Annex 2 : Front Page Cartoons on Education, 2017-018 (2074-075)



This cartoon mentions about the mistake in results publication by Exam controller's office of SEE this year.



This cartoon mentions about the social irony that students with better results do not participate in political carrier.



This cartoon mentions about a brand of rice linked to corruption in medical policy news, being accepted as the rice for corrupt only.



This cartoon mentions about PM's lack of sincerity towards Dr. KC's health who had been in hunger strike for a inclusive medical education policy.



This cartoon mentions the then debate and protest events about the raising private school fees and its burden to parents.

Annex 3: Covers of HW that Contained Stories on Education, 2017-018 (2074-075)



29 Sawan-3 Bhadau 2074
(Aug-Sep 2017)
Side story mentions Dr. KC
and the issue of medical
education.



25-31 Bhadau 2074
(Aug-Sept 2017)
Side story consist of story
about higher education.



30 Poush-6 Magh 2074
(Jan 2018)
Side story state the effect of
Dr. KC's protest in the future
of medical education and
broader social justice.



17-23 Asar 2075
(Jun-Jul 2018)
To was dedicated to +2
and higher education. The
main text mentions that the
change in curriculum failed
to improve learning achieve-
ment



15-21 Sawan 2074
(Jul-Aug 2017)
It was dedicated to Dr. KC's
hunger strike for fair medical
education bill and stated the
'government for its unreli-
able act'

Annex 4: Monthly Account of Articles in the years 2015-016, 2016-017 and 2017-018 (2072-073, 2073-074 and 2074-075)

	Number of Articles Published in Different Years				Number Articles Published in the year 2017-18 (2074-75)				
	2072-73 July 2015- June 2016	2073-74 July 2016- June 2017	2074-75 July 2017- June 2018		KD	THT	HW	Total	Major Academic Events
Jul-Aug	14	48	216	155	51	10	216	12 result	
Aug-Sep	39	44	195	133	52	10	195		
Sep-Oct	19	26	126	81	43	2	126	Dashain	
Oct-Nov	11	25	65	24	39	2	65	Tihar	
Nov-Dec	8	44	63	27	31	5	63		
Dec-Jan	28	39	135	85	47	3	135	11 results	
Jan-Feb	13	53	137	69	62	6	137		
Feb-Mar	47	83	110	63	38	9	110		
Mar-Apr	57	72	149	89	57	3	149	SEE 73-74	
Apr-May	53	72	139	81	51	7	139	+2 exam	
May-Jun	37	87	135	98	31	6	135		
Jun-Jul	8	120	303	173	113	17	303	SEE result	
Total	334	713	1773	1078	615	80	1773		

Annex 5: Comparative Table of Topic-based Articles and News Different Media in the Years 2017-018 (2074-075) and year 2016-017 (2073-074), 2015-016 (2072-073)

	Different Publication in Year 2017-018 (2074-75)			Different Years		
	KD	THT	HW	2017-18 (74/75)	2016-17 (73/74)	2015-16 (72/73)
Educational Policy	256	214	13	483	103	22
Medical Education	236	38	33	307		
Corruption	170	55	33	258	47	5
Higher Education	101	128	24	253	53	15
Quality	66	91	6	163	72	21
Innovation	48	55	5	108	43	0
Examination	55	50	0	105	23	51
Politics	58	46	0	104	68	39
Infrastructure	34	55	1	90	42	7
Teachers	32	52	0	84	60	20
Donation	33	39	1	73	28	0
Curriculum	39	29	3	71	3	0
Inclusion and Access	34	29	1	64	30	0
Enrollment	30	20	2	52	7	0
Private	30	13	1	44	31	25
Sports	31	3	0	34		
Earthquake	16	18	0	34	22	39
Material and Text-books	10	18	0	28	26	35
Fearless Environment	15	10	0	25	12	3
Vocational Education	9	16	0	25	8	7

SMC and Parents	11	8	2	21	11	6
Multilingual Education	7	10	0	17	3	4
Literacy	3	8	0	11	3	7
Students	3	8	0	11		
Others	0	9	0	9	0	28

Annex 6: The Urban-Rural Ratio Media in Year 2017-018 (2074-075) and 2016-017 (2073-074)

	Average		KD		THT		HW	
	17-18'	16-17'	17-18'	16-17'	17-18'	16-17'	17-18'	16-17'
Urban	1065	349	597	135	421	172	47	42
Rural	152	147	115	60	32	71	5	16
N/A	526	216	336	126	162	80	28	10

Annex 7: Ratio of Articles and News from within Kathmandu Valley, outside Kathmandu valley and N/A

	Kathmandu valley	Out of Valley	N/A
KD	501	247	330
THT	356	172	87
HW	47	5	28
Average	904	424	445

Annex 8: Ratio of Students as Actors v/s Recipients v/s not mentioned

Students coverage in the media				
Publication	Year	Students as		
		Actors	Recipient	Not Mentioned
HW	2017-18'	11	3	66
	2016-17'	22	8	41

THT	2017-18'	95	75	445
	2016-17'	64	52	203
KD	2017-18'	82	60	936
	2016-17'	25	90	208
Average	2017-18'	177	135	1381
	2016-17'	111	150	452

Annex 9: Categorical Frequency of Front-page Contents of Shikshak Monthly in 2016-017 (2073-074) and 2017-018 (74-075)

	2016-017 (2073-074)	2017-018 (74-075)
Teachers	13	9
Quality	12	11
Curriculum	9	20
Knowledge	9	1
Policy	6	10
Innovation	6	4
Fearless Environment	5	1
Earthquake	3	0
Infrastructure	2	2
Parents	2	4
Corruption	1	2
Vocational Education	1	1
Multilingual Education	1	1
Enrollment	0	1
SMC	0	1
Material	0	1
Private Education	0	1

Examination	0	1
Higher Education	0	1
Total	70	72

Annex 10: Number of Articles and News Published in Different Online News Portals and Print Publications.

Media	Online			Print		
	Ratopati	Setopati	EduKhabar	KD	THT	HW
Total news	70	62	83	154	104	15

Annex 11: Comparative Table: Original News and Reports and Republished/Reposted Articles in Online Portal, and Content Reposted from Print Medium in Selective Days of Asar 2018 (Jun-July 2018)

	Ratopati	EduKhabar
Original	38	16
Print source	20	19
Total	58	35

Annex 12: Number of Stories Published Online and in Print Media in Asar 2075 (Jun-July 2018)

Media	Online				Print			
	Ratopati	Setopati	EduKhabar	Total	KD	THT	HW	Total
Educational Policy	11	25	18	54	58	38	6	102
Medical Education	13	32	10	55	46	35	3	84
Corruption	7	4	4	15	10	20	2	32
Higher Education	11	4	6	21	11	13	5	29
Quality	4	1	2	7	4	9	3	16
Innovation	14	2	4	20	8	7	0	15
Examination	10	9	11	30	26	7	0	33
Politics	12	20	26	58	20	10	0	30
Infrastructure	5	0	3	8	5	2	0	7
Teachers	1	0	10	11	4	2	0	6
Donation	4	0	1	5	1	4	0	5
Curriculum	3	1	4	8	8	6	0	14
Inclusion and Access	0	1	1	2	0	1	0	1
Enrollment	1	0	1	2	3	2	0	5
Private Education	3	3	1	7	1	1	0	2
Earthquake	1	0	0	1	1	1	0	2
SMC and Parents	0	0	1	1	0	0	1	1

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