

Sustainable Development Goals: Recommendation/Voice from Civil Society
National Campaign for Education, Nepal
Theme: Education: Goal 4

Goal 4: 'Ensure inclusive and equitable quality education and promote life-long learning opportunities for all'.

Process of formulating Education CSO's position paper.

Independent assessment of EFA: An independent assessment from civil society perspective reviewed the implementation status of EFA campaign and figured out the gaps and successes of the seven goals of EFA and possible agendas for post 2015. The desk review of the EFA implementation was validated through the open perception collection of the education and non-education related stakeholders.

Stakeholder Consultation: As a complementary event of EFA assessment and post 2015 agenda, NCE-Nepal carried out the stakeholder consultation together with MoE, UNICEF, UNESCO and VSO Nepal at the regional level; eastern development region, mid-region, western development region and far-western development region and even in the central level in February and March, 2014. The stakeholders related to education and non-education sectors, officials from government line agencies took part in the program.

Goal 4. Inclusive and Equitable Education:

- Education, as fundamental human rights should address all forms of marginalization as well as disparities including Children with Disability (CWD), children in conflict and crisis situation
- Two mode of schooling in an impediment for promoting inclusive and equitable quality education
- Education should address digital divide to ensure equal opportunities for all
- Enough finance and resources should be available to avoid Urban / Rural disparities in educational opportunities and services.

Lifelong Learning:

- Equitable and inclusive access to quality learning should be ensured for all children, youth and adults at all levels of education from early childhood care and education to tertiary education in formal and non-formal setting
- Lifelong learning to be mainstream and include into the curriculum
- Social learning has to be the focus in wider range of the community : public library, learning centers, research opportunities that can promote lifelong learning and minimal presence of 'learning at work' culture
- Learning is an ongoing progress

4.1 Free equitable, quality primary and secondary education. with effective learning outcomes

- Free and quality education to all level of children.
- Quality, learning outcomes should not be measured through cognitive aspects only, affective and skills are equally important .
- Tracking of out of school children and stratized to bring and retain them till they complete schooling.
- Special provision for CWD, marginalized, DAG etc
- Need to reform the current modality of vocational and aptitude based subject selection opportunities.

Goal 4.2 Early Childhood Care and Education

- ECCE as foundation for learning and development so need to ensure; all children especially of most vulnerable and deprived communities have access to effective quality ECCE and pre-primary education in mother tongue
- Teaching aid and efficiency of teachers to be there to teach in multi-lingual child friendly classroom
- ECCE need to be friendly for the children with disability, vulnerable and disadvantage communities

4.3 Technical, vocational and tertiary education, including university

- Ensure equal access for all women and men quality technical, vocational and free tertiary education including university that lead to improved livelihood through promoting and protecting the indigenous/local knowledge.
- Vocational and tertiary education to be linked with livelihood
- Need to determined to ensure functional literacy in the perspective of lifelong learning

4.4 Youth and adults with skills, including technical and vocational skills

- Increase by 60% youth and adults have access to technical, vocational and livelihood oriented skills for employment, decent jobs, entrepreneurship and better living standards.
- Practical and functional literacy classes to the remote parts where illiteracy is still prevalent
- Local/indigenous and religious culture friendly curriculum
- Allocation of fund for skill education and entrepreneurship development.

4.5 Gender disparities in education

- Eliminate gender disparities in education including higher education and ensure equitable access to all level of education and vocational training for vulnerable including persons with disabilities, indigenous peoples, migrant children and children in vulnerable situations
- Illuminate discrimination against dalit, third gender, disable girl children in schools.

4.6 Literacy and numeracy

- Literacy should be linked with lifelong learning education.
- Should aim at universal literacy of the work force

4.7 Promoting sustainable development,

- Education to contribute sustainable development through the concept of global citizenship education
- Education should promote and develop volunteerism and principle should be 'learning for all'

4.a Peace and non-violence education

- Peace, moral and religious education should be introduced in school
- School as Zone of Peace should be implemented properly by depoliticizing education
- All children should get safe and non violence learning environment

4.b Scholarship in education

- Provision and Management of scholarship for economical backward children on a sustainable manner.

4.c Teacher Management

- Teacher should be pedagogically and professionally trained and it needs to be transferred into the classroom situation
- Ensure qualified and pedagogically trained teachers for children's learning and also equipped multi-lingual teaching , gender sensitive inclusive friendly teacher.
- Recognizing teachers within a lifelong learning framework - whether they are in ECCD, formal , non formal , informal and vocational education.