

# A Presentation on the findings of the Gap Analysis



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# The worldwide Issue

At least **250 million** primary school age children around the world are **not able to read, write or count well** after four years in school.

- 2013/4 EFA Global Monitoring Report.



# Overarching Purpose:

To give tangible meaning to EFA Goal #6:  
“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”

Continued by SDG # 4: Ensure inclusive and quality education for all and promote lifelong learning

# **Learning Metrics Task Force (LMTF)**

-A Global Vision for Measuring Learning

-Convened by the UNESCO Institute for Statistics and the Center for Universal Education (CUE) at the Brookings Institution in July 2012

-to build consensus on global learning indicators and actions to improve the measurement of learning in all countries

# Three Core Questions

To build consensus around three questions:

## Phase I

- What learning is important for all children and youth?

## Phase II

- How should learning outcomes be measured at the global and national levels?
- How can measurement of learning improve education quality?

# UNICEF's Program

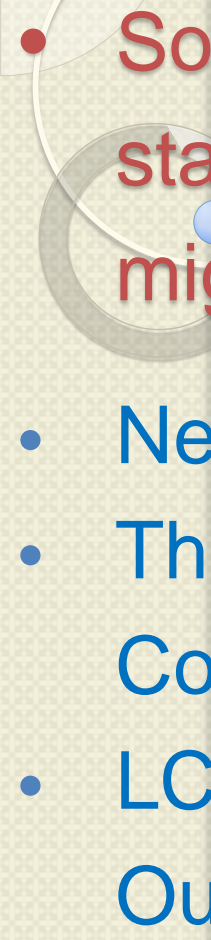
## Goal

- To support the government line agencies for disseminating the recommendations of the global LMTF and provide a vision to align Post 2015 Education Agenda and develop future education policy in Nepal.

# Start off

*LMTF formed by the participation of 1700 personnel from 118 countries, comprising of 39 working groups with 186 technical members*

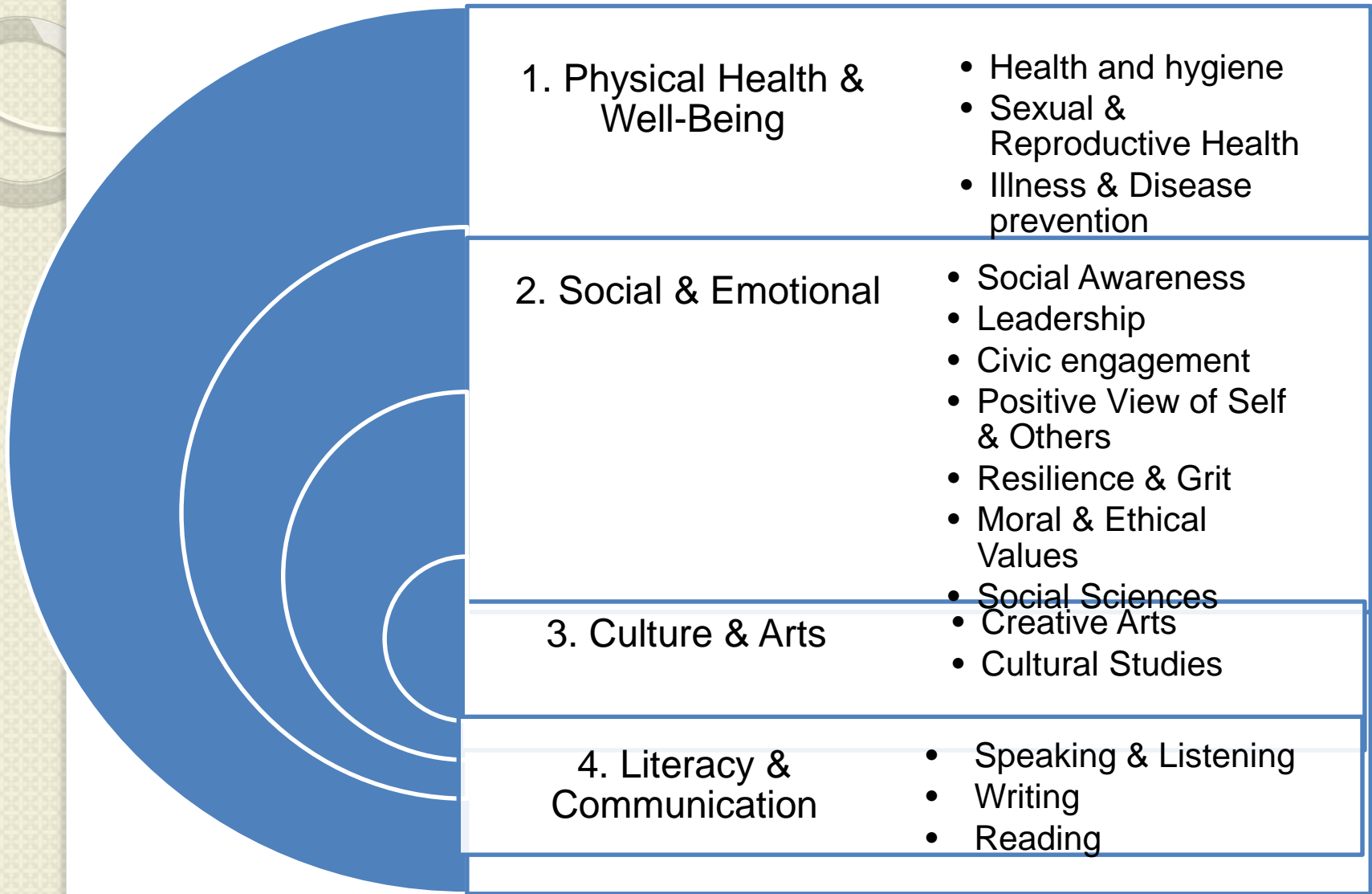
- LMTF has identified seven domains for the GLDF; divided into sub-domains
- Common for all the children over the globe for the three stages/levels of education viz. Early Childhood, Primary and Post-primary
- Descriptions of the sub-domains are of a general nature and portray a wider picture of the learning competencies (desired Knowledge, Skills, Attitudes, Values, and Behaviours) applicable globally

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- Some domains are more relevant at different stages of learning and the specific learning need might vary for different countries
  - Nepal's curriculum is subjects based
  - The curriculum of Nepal has defined Level-wide Competencies (LCs) for each of the subjects
  - LCs are elaborated as Grade-wise Learning Outcomes (GLOs) specific to each of the subjects

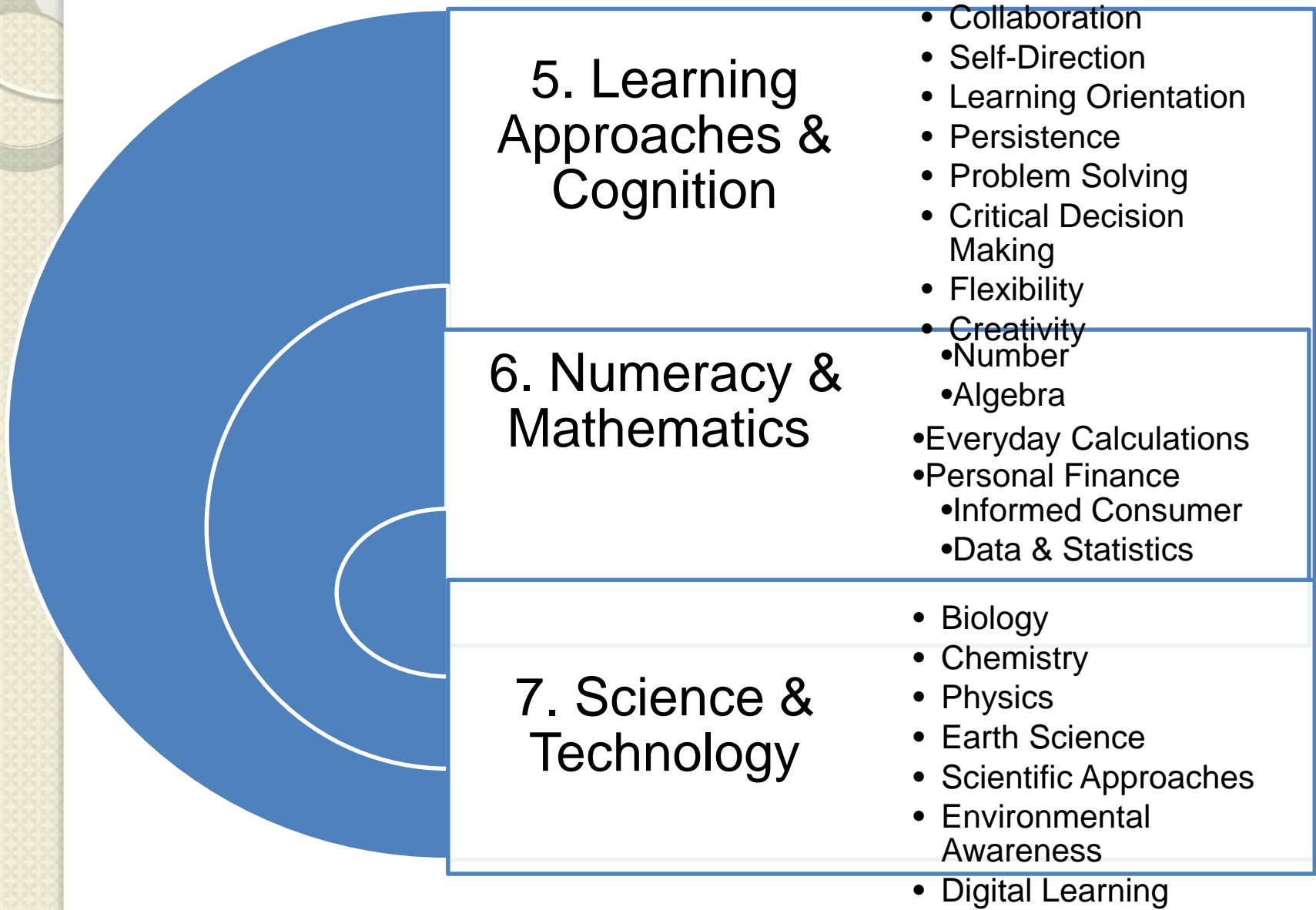


- Total numbers of LCs are different for different subjects
- Approach of LMTF's GFLD and Nepal's curriculum are quite different – **Domains**  
**Subjects**
- The sub-domains mentioned under LMTF do not correspond with the areas comprised in the subjects of Nepal's curriculum.
- But, it can be envisaged that many of the competencies mentioned in LMTF's are also included in the LCs in Nepal's curriculum

# LMTF's Seven domains and 37 Sub-domains of Post-primary Level of GLDF



# LMTF's Seven domains and 37 Sub-domains of Post-primary Level of GLDF



# Nine Subjects and 71 LCs in Nepal's Curriculum

## (Basic Education – Third Stage, VI-VIII)

<b>Subjects in Nepal's Curriculum</b>	<b>Total No. of LCs</b>
1. Nepali	13
2. English	6
3. Mathematics	6
4. Social Studies and Population Education	13
5. Science and Environment Education	10
6. Health	6
7. Physical Education	3
8. Moral Education	5
9. Occupation Business and Technology Ed	9
<b>Total</b>	<b>71</b>



# Spread Range

- Despite the domains not being subject based, domains and sub-domains are overlapped across the subjects and corresponding competencies in Nepal's curriculum

Domains	Subjects								
	Nep	Eng	So St and Pop Ed	Math	Sci and Env	Hlth. and Phy Ed	Occupation, Business & Technology	Moral Ed	
1. Physical well-being	-	-	-	-	-	✓	✓	-	-
2. Social and emotional	✓	✓	✓	-	-	✓	-	✓	✓
3. Culture and Arts	✓	-	✓	✓	-	-	-	✓	-
4. Literacy and communication	✓	✓	✓	✓	-	-	-	-	-
5. Learning approach and cognition	✓	✓	✓	✓	-	-	-	✓	✓
6. Numeracy and maths	-	-	✓	✓	-	-	-	-	-
7. Science and tech	-	-	-	-	✓	-	-	✓	-

# Overall Coverage

- Greater span of a subject's coverage over the higher number of domains does not mean also the higher number of LCs coverage over those domains

Subjects in Nepal's Curriculum	Total Number of LCs	Number and percentage of LCs in Nepal's Curriculum							
		Matching LMTF's Sub-domains						Not covered by LMTF	
		Mat ching	(%)	Diffe rence	(%)	Tota l	%	Not covere d	(%)
1. Nepali	13	4	30.8	9	69.2	13	100.	0	0
2. English	6	4	66.7	2	33.3	6	100.	0	0
3. Math	6	1	16.7	5	83.3	6	100.	0	0
4. So. St. and Pop. Ed	13	0	0	10	76.9	10	76.9	3	23.1
5. Science and Env.	10	3	30.0	6	60.0	9	90.0	1	10.0
6. Health	6	1	16.7	5	83.3	6	100.	0	0
7. Physical Ed	3	0	0	3	100.	3	100.	0	0
8. Moral Ed	5	0	0	5	100.	5	100.	0	0
9. OBT Ed	9	2	22.2	3	33.3	5	55.6	4	44.4
<b>Total</b>	<b>71</b>	<b>15</b>	<b>21.1</b>	<b>48</b>	<b>67.6</b>	<b>63</b>	<b>88.7</b>	<b>8</b>	<b>11.3</b>

# An example

LMTF's Domain	LMTF's Sub-domain	LC in Nepal's Curriculum matching with the description of LMTF's Sub-domains				Serial Nos. of		
		Level match		With some diff		LCs not covered by of LMTF's Sub-domains		GLOs the LCs of which are not explicit
		match	%	some diff	%	Not covered	%	
2.Social and emotion	7. Social Sc			SP1, SP12, H6	15.4 16.7	SP7, SP10, VT1, VT2, VT3, VT7	15.4 44.4	ME6-5, ME7-4, ME8-4,5,7

SP1 states: respect, protection, promotion and following social norms values

ME6-5: states identifying various aspects of human characteristics – misses the core aspects of understanding the manner in which people behave and influence the world

## **The Gap:**

2.S 0 7.S 0 7. Social science is the ***understanding*** of society and the ***manner in which people behave and influence the world***



# Recommendations

Based on the observations and findings during this exercise it is recommended that the Level-wide competencies need to:

1. ... cover all the sub-domains, and their descriptions as much as possible to minimize the Gaps identified.
2. ... be stated in the same mode and in consistence, within and across all the subjects – measurable/general
3. ... be stated more precisely, in order to avoid inconsistency and uncertainty in defining GLOs
  - *A suggestion to avoid inconsistency and uncertainty in*

LCs	Grade-wise GLOs		
	VI	VII	VIII
1.	1a.		
	1b.		
2.	2a.		
	2b.		



**THANK YOU!**

