

Education System

and covid's impact on it !





“Change is the end result of all true learning.”

—Leo Buscaglia



01

History

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Problems

03

Positive Aspects

04

Covid-19 Impacts

History of Education System

01.

Where it all started



Education System in Japan

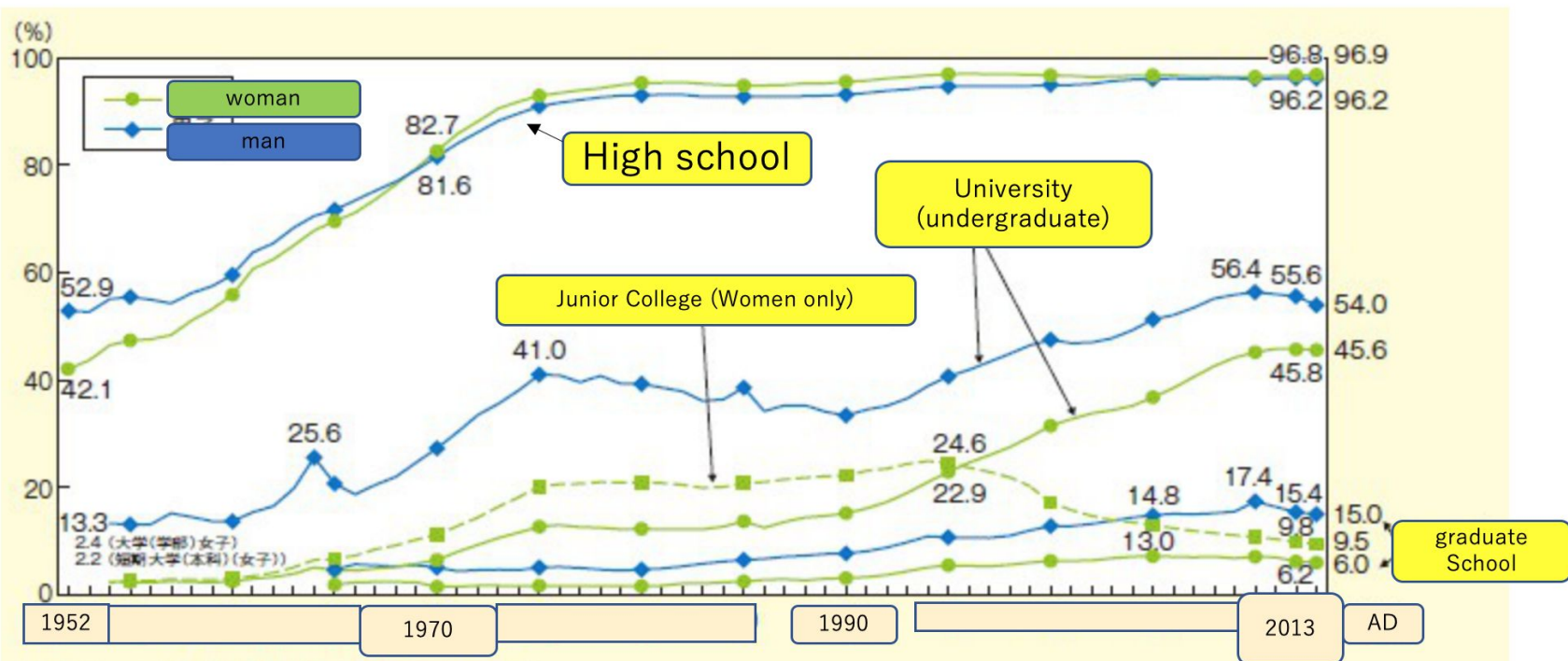
- ①1987: Introduction of compulsory education system
- Established a compulsory education period of 8 years

②1947: Introduced American-style education system after the War.



- ③2021: Curriculum changes
- Begin teaching English and programs from elementary school
 - To respond to "AI" and "globalization"

School Enrollment rate



Source: Cabinet Office, "Gender Equality White Paper (Summary Version) 2017 Edition"

Education System in Nepal

- ❑ Historically sanskrit Education was provided for Brahmins and Chhetris only . Vedas , Upanishada, Jyotish (Astronomy) and karmakanda (science of rituals)
- ❑ Prime minister Junga Bahadur Rana introduced English education in Nepal. He brought 2 Englishmen Teachers and established an English school in Thapathali Palace in 1910.
- ❑ The first school in Nepal was established in 1915 called Durbar High School.In 1948 BS, Bir Shumsher permitted general people to receive education from Durbar High School
- ❑ ra college was estaIn 1975 BS Tri Chandblished
- ❑ Tribhuvan university was established in 2016 BS

School structure

Age	Grade	Old Versus New School Structure	
		Old System	New System
16	12	Higher Secondary Education (Grades 11-12)	Secondary Education (Grades 9-12)
15	11		
14	10		
13	9	Secondary Education (Grades 9-10)	
12	8	Lower Secondary Education (Grades 6-8)	Basic Education (Grades 1-8)
11	7		
10	6		
9	5	Primary Education (Grades 1-5)	
8	4		
7	3		
6	2		
5	1		
4	Pre-Primary Education/Early Childhood Development		

<https://journeys.dartmouth.edu/NepalQuake-CaseStudies/education-and-school-infra-structure/>



Problems.02

What we as a student found fault in our education



Nepali Education System

1. Marks orientated
2. Interactive and Creativity is less(mugging up)
3. Only Theoretical focused classes
4. Choosing Trendy subjects only
5. Way to focus on English Language
6. If you have less grade you are a bad student (people)
7. outdated syllabus
8. Unsystematic evaluation

Japanese Education System

- ① School rules in Japan are strict (for example, don't coloring your hair)
- ② The power of teachers in school is strong. These days it has become weaker than it used to be, but it is still strong.
- ③ If you don't have a smartphone, it may interfere with socializing with friends at school.
- ④ There is a lot of memorization learning and the ability to think voluntarily is not acquired.



03. Positive Aspects

Some positive aspiration



Japanese Education System



There are curriculum guidelines to equip all children with academic and life skills.



As a compulsory education, the opportunity to receive education anywhere in the country is guaranteed.



The education level can be raised by advancing the lessons according to the curriculum guidelines.



It is difficult to create an educational inequity like in some other countries.



Distribute textbooks free of charge.

Nepali Education system

- ★ Bond of students and teachers is very unique..
- ★ Grading system has reduced dropouts from schools and colleges.
- ★ Increased enrollment due to cost effective education from government
- ★ Strict monitoring keeps students on track and disciplined



Aftermath of Covid.04

Pandemic opened a can of worms .



Education after Covid (Nepal)/challenges

Short term:

- Unavailability of internet access
 - Boring and monotonous e-learning
 - Inability to afford electronic devices
 - Hindrance in social relationships and peer to peer interaction
- Inadequate, fragmented and uncoordinated management in educational institutions
- Impact in assessment

Long term (Probable)

- Increased dropouts from schools and colleges
- Increased inequality in access to education
 - Distraction and addiction to social medias

Education after covid (Japan)/challenges

Short term:

- Conversation are more difficult when online than face-to-face.
- The number of issue increases because all evaluation methods are limited to issues.
- We spend a lot of time at home, so we lose sight of the boundaries between classes and become lazy.

Long term:

- Life rhythm collapses, day and night reverse
- Difficult to learn face-to-face skills such as facilitation
- Lack of exercise due to fewer opportunities to go out

Education after covid (Nepal)/Response

- Due to the nationwide lockdown the education institution postponed their physical classes
- The major national level education like SEE and SLC were postponed.
- Several education institution started to conduct its regular classes virtually through platforms like Zoom and Google Meet.
- For the student without internet accessibility government started to broadcast education contents through local media in Tv and radios.
- All the school and university started to take their examination through online.



35%

schools having Internet access

13%

schools providing Online classes

56%

People having internet access



Classes after covid (Japan)/Response

- The school was temporarily closed for about two months.
- After that, I decided to go to school in distributed school. (Divided by time or day of the week.)
- Meetings are now held in each classroom.
- A mask was provided to each student.
- It is forbidden to talk during breaks. (Doing things like reading a book and not talking to friends.)

Attitude towards Teaching Profession

Japanese

- A There are too many chores such as club activities
- B Because it is a public employee, there is no overtime fee
- C Nowadays teachers need to teach not only textbooks but also courtesy at school

Nepalese

- A. Abnormal expectation
- B. Enormous pressure from management and teacher
- C. Hostile nature from parents for small issues
- D. Taken granted without enough credit
- E. Comparatively lower salary and services

The background features three stylized, rounded orange shapes representing clouds, positioned above the main title. The central cloud is the largest, flanked by two smaller ones.

Interview

A viewpoint of two teacher from Japan and Nepal



How do you feel like being a teacher?

Nepal
Sandhya Rijal

“ Philosophically speaking with lots of emotion I am really proud of my profession and love being around my students but observing the perspective of our society right now, I can't say it is a respected profession and feel pressured on job.”

Japan
Miyako

It is my pleasure to see child's growth. The purpose of become a teacher is to see a child grow more and more from a state of not knowing.

Do you feel it is a respected job in your country?

Nepal
Sandhya Rijal

Yes in terms of when i started my job, Not really for right now. Mainly in perspective of a lot parents they dont view our profession with respectful eyes even though they are in need of a teacher. Mostly teacher gets pressured in the environment where they have to be middle man for parents side and management side.

Japan
Miyako

The teachers are proud of their job and I also too. However, the reputation is low in Japan.
The reason is that it is a much harder job than people imagined. There are many things to do.

What are the two things you love and two things you hate being in the education sector?

Nepal
Sandhya Rijal

I love being around students mostly there innocence and growth as well as some love I get from parents who acknowledge my work.. I hate that even small things becomes a very big issues and also that we have to take blame for some behaviour of students that is responsibility of parents.

Japan
Miyako

(love)It is my pleasure to be involved in the growth of children.

It is a good point that the school and the community will work together to raise children.

(hate) There is no overtime pay and the teachers salary is Determined by law. In the past, children were well disciplined, but now that the family have no power at home, the teacher have to teach from the basics at school.

Why did you want to be a teacher?

Nepal
Sandhya Rijal

I became teacher because it was a noble profession in my time and I loved student from an early age.

Japan
Miyako

I aimed to become a teacher because of the influence of the teachers I met.

What are the challenges that you are facing right now during this pandemic?

Nepal
Sandhya Rijal

At the beginning of of pandemic we were not familiar with online classes and technology. A lot of students did not had access to internet. We are learning everyday and its new experience.

Japan
Miyako

The difficulty of online classes in the number one problem. Especially, in elementary schools, the environment for children taking online classes is not well prepared. The teachers also too. It is difficult to take online classes like college students, and the teachers have to prepare accordingly.

Recommendations

- Competitive teacher recruitment followed by appropriate trainings to ensure capable teacher professionals and sound learning ecosystem
- Well revised syllabus along with effective use of modern technology in classrooms.
- Practical and Participatory Education approach to promote active class participation and creative mindset.
- Effective evaluation system focusing on overall performance of both ECA and CCA activities.
- Collaboration between government , international bodies and educational experts to make suitable education policy

Our Team

美しい 夢

Utsukushī Sapanā

Beautiful Dreams

Our Reality

Ultimate
Cockroach
Hater



Cute
Glasses



The
Rockstar

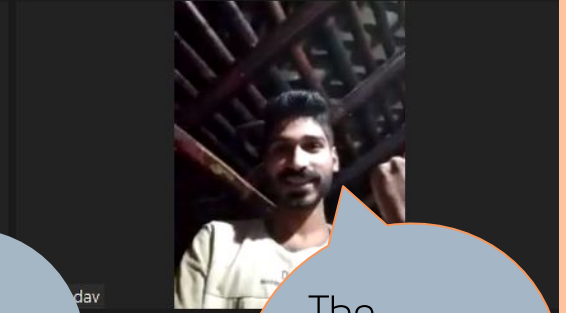


Dancing
Machine



Our Didi

We are dreamers



The
Cockroach
Lover

Thank You!!

Any questions? We would love to talk more -Group with talkatives



A PICTURE ALWAYS REINFORCES THE CONCEPT

Images reveal large amounts of data, so remember: use an image instead of long texts. Your audience will appreciate that



**A PICTURE IS
WORTH A
THOUSAND
WORDS**

