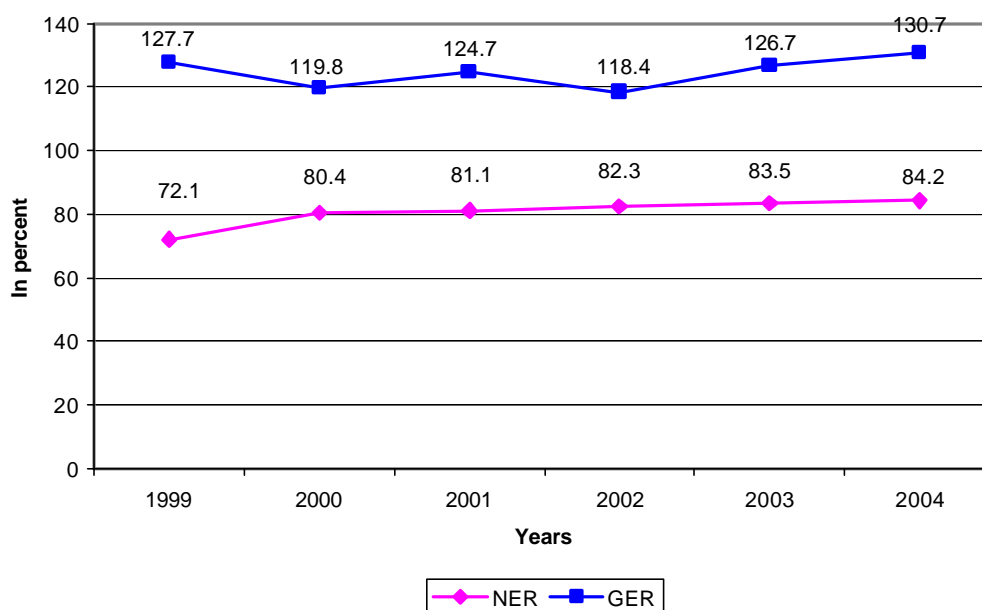


# SCHOOL LEVEL EDUCATIONAL STATISTICS OF NEPAL: Flash Report I 2004 (2061)

Trend of Primary Level Net and Gross Enrolment Rate  
(1999-2004)



His Majesty's Government of Nepal  
Ministry of Education and Sports

**DEPARTMENT OF EDUCATION**

Research and Education Management Information Section

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## FOREWORD

It is indeed a great pleasure for the Department of Education to publish this report within a very short period. It is a solid first step in the process of making publication within 6 months from the collection period. This report is an annual publication of the School Level Educational Statistics of Nepal, 2004.

Education Management Information System (EMIS) is a comprehensive system that brings together people, process and technology to provide timely, cost effective, and user-friendly information to support educational management at different levels. From the very beginning, the DOE has given due emphasis in establishing a functional EMIS at the center as well as at the district and sub district level. EMIS is expected to serve the overall goal of school education for improving access and quality, and strengthen institutional management.

This report contains information relating to schools, students, teachers, and supply and support with respect to the teaching learning of the students. It also contains the analysis of the specific indicators, which is agreed for EFA 2004-09 monitoring purpose (Flash I) and Secondary Education Support Program (SESP).

On this occasion, I would like to give special thanks to the UNESCO, Kathmandu and UIS/Bangkok office for their technical support from the very beginning. I would also like to thank DANIDA/ ESAT for their financial as well as technical support for the training to district level personnel and also my thanks go to CEPIM for their grand job for developing software and providing training to district level staff. The suggestions from the development partners were most remarkable to make it possible on time.

I would like to thank the MOES/DOE education personnel, especially Mr. Punya Prasad Neupane, Mr. Janardan Nepal, Mr. Ram Balak Singh, Mr. Raja Ram Shrestha, Ms. Neera Shakya Mr. Shailendra Sigdel, Mr. Hari Prasad Lamsal, Mr. Mukunda Mani Khanal, Mr. Prahlad Aryal, Ms. Sunita Shakya and Mr. Rajesh Dangol for their hard work and dedication for collecting, processing and interpreting the information.

In order to make it useful and friendly to all the stakeholders, the DOE would always welcome the valuable and constructive comments and suggestions for further improvement of the publication.

Finally, I would like to thank all those who participated and joined hand in hand from the school/community level to the national level in their national endeavour to make the School Census a special event and make this publication a success.

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## EXECUTIVE SUMMARY

The school census conducted on Jestha 7, 2061 (May 20, 2004) provides information on pre primary to secondary education. This report gives some critical insights to understand and interpret the trends of development of the school education system in respect to the villages/municipalities, districts, eco-zones and development regions of Nepal.

There are 4032, 24746, 7436 and 4547 ECD/PPCs, Primary, Lower Secondary and Secondary schools respectively in the kingdom. Basically, there are two kinds of schools – community and institutional. Community schools are government-funded schools.

In community schools also there are two types of schools – aided and unaided. The primary, lower secondary and secondary community unaided schools are 2421, 1905 and 976. The majority schools are community (Aided) schools at primary level where as in lower secondary and secondary level the share of unaided community schools is high.

While community unaided primary schools receive block grant equivalent to salary of two teachers, community unaided lower secondary and secondary schools do not receive any support from the government. These schools are not in a position to raise any fees from students, due to prevailing conflict situation. This highlights the urgency to provide some sort of support to these schools.

The institutional schools do not receive government fund, they are privately funded schools. However, they follow the national curriculum and participate in the School Leaving Certificate (SLC) examination.

The Early Childhood/Pre Primary Classes (ECD/PPC) are new initiatives for Nepal. Most of the private schools are offering ECD/PPC classes where as all the community schools do not have ECD/PPC classes. The Gross Enrolment Rate (GER) of ECD/PPC is 39.4, which is a significant improvement over 19.5 per cent point progress of the previous year. The GER varies among different zones, regions and social groups.

In Grade one only 11 per cent children entered with ECD/PPC experiences in the school year 2061 (2004). With regards to *Dalit* and *Janajati*, this per cent is lower than the national average. It is encouraging that more *Dalit* children – girls as well as boys – enter Grade 1 with pre-primary experiences compared to *Janajati* children.

At the national level, the Gross Intake Rate (GIR) is 126 per cent, which is almost 9 per cent point higher than the previous year. The highest number of GIR is in Hills (150%) where as in Tarai it is lowest (103%).

The GIR higher than 100 per cent indicates the entry of under and over age children in Grade 1 and also the capacity of the system to accommodate children. But it also demonstrates the low efficiency of the system as the younger and older age children occupy the spaces which otherwise would have been utilized by the correct age out-of-school children.

At the national level the population growth rate is 2.25 per cent where as for the primary school going age children the growth rate is 2.41 per cent between 1991 and 2001. The proportion of primary school going age children comprises 12.4 per cent of the total population. In the total population of primary school going age children, the share of boys (51.3%) is higher than girls.

The share of population in different ecological zones and development regions is not similar. The highest share of population is in the tarai followed by the hills. The lowest share of population is in the valley. In contrast to the population share, the hills zone has 45% enrolment as compared to only 41 per cent for the tarai. However, the enrolment at primary level appears to be increasing rapidly and the gender gap in enrolment is also decreasing. It is discouraging that the gap in enrolment still persists in most districts of the tarai zone.

The proportion of school going age children population in the tarai zone is 51 per cent where as the proportion in enrolment is only 41 per cent. The proportion of children (45%) in the hills is higher than its proportion of population (37%). Although the tarai zone has a relatively large, good communication and transportation facilities compared to the hills and mountains zones, it has the lowest enrolment rate.

The percentage of girls' enrolment varies from district to district. The lowest percentage of girls' enrolment (33.9 %) is in Jumla district (Mid Western Mountain) where as the highest percentage of girls' enrolment (55%) is in Manang (Western Mountain). Out of 75 districts, 4 districts, (Ramechhap, Mustang, Udayapur and Manang) have enrolment percentage in favour of girls. Interestingly, both highest and lowest percentages of girls' enrolment are from mountain districts. It suggests for targeted interventions while preparing annual strategic implementation plan.

The primary level Gross Enrolment Rate has increased by 4.0 per cent point at the national level. It is highest in the hills and lowest in the tarai. The tarai zone is lower than the national average. The highest

GER is in Taplejung (Eastern Mountains) while the lowest is in Mahotari (Central Tarai) in spite of the fact that the tarai zone children have the easiest physical access to schooling.

There are significant gaps between the share of population of *Dalit* and *Janajati* in relation to their school going age population and enrolment. The highest gap in *Dalit* appears to be in the hills zone and for *Janajati*, it is in the tarai zone. At the regional level, the difference in enrolment in the case of *Dalit* as well as *Janajati* is highest in Mid Western region. It explains that a significant number of children from *Dalit* and *Janajati* community is outside the school system.

The primary level GER for *Dalit* is highest in the valley and lowest in the tarai. Only tarai zone is lower than the national average. The highest and lowest GER is in Kathmandu (Valley) and Sarlahi (Central Tarai) respectively. In access and participation to education, the tarai belt is always far behind and there are enormous differences in enrolment across the district. The enrolment related indicators in Western Mountains are always in favour of girls.

The *Janajati* enrolment is 25.8 per cent of the total enrolment, which is 17.9 per cent point lower than their share in primary school going age children's population. The *Janajati* enrolment is highest in Kathmandu district where as the lowest is in Darchula district. Interestingly, the GER is also lowest in Kathmandu district. This implies that concerted efforts are needed to bring all out-of-school children from *Dalit* and *Janajati* communities to schools.

The Net Enrolment Rate (NER) in 2003 was 83.5 per cent. This year the NER has slightly increased from 2003 by 0.7 per cent point and reached 84.2 per cent at the primary level. The Gender Parity Index (GPI) is same as the last year. The NER is higher in hills and lower in tarai. The highest NER is in Okhardhunga (Eastern Mountain) and lowest in Saptari (Eastern Tarai). The NER from 28 per cent districts is below the national average and serious efforts are needed to bring these districts on track to achieve the goals of EFA. Most of the districts (72%) are between 80 to 97 per cent NER and if these districts make sincere efforts, they can achieve the EFA goal, especially in relation to the accomplishment of universalization of primary education.

The majority of districts (45% for girls and 74% for boys) have an NER of 90 – 100 per cent. It implies that compared to boys' NER, the girls' NER has more problems. The GPI in NER is higher than the GPI in GER. It suggests that districts below national average need extra efforts to achieve access and participation of all disadvantaged and marginalized children to primary education. It also suggests for more targeted interventions in the educationally backward areas with NER below the national average. The standard deviation of NER is 14.7 for girls and 7.7 for boys showing a huge disparity between girls' and boys' NER. The relation between GER and NER is quite high and statistically significant (0.97).

The proportion of the institutional and the unaided school enrolment is same as previous year at the national level. Majority of enrolment in primary level belongs to aided school. The attraction is high towards institutional schools, which have good examination results compared with aided and unaided community schools. The economically well-off parents are most likely to send their kids to institutional schools, which are much more expensive than aided and unaided schools.

However, the proportion of 49 per cent of institutional enrolment in the valley and only 4 per cent in the mountains reveals that institutional schools are concentrated in urban areas where HDI is high compared with rural areas. This indicates that the institutional schools are catering services to kids from high economic quintile groups.

The enrolment at lower secondary and secondary level seems to be increasing. The GER at the lower secondary level has increased by 20 per cent point at the national level where as for the secondary level it has increased by 4 per cent point. The higher GER is in the valley at both levels. At the district level, the lowest GER is in Parsa where as the highest is in Okhaldhunga. The NER has also increased by 1 per cent point and 2.5 per cent point at lower secondary and secondary level respectively.

The NER of Kathmandu valley is 55.1 per cent, which is 11 per cent point higher than the national figure at the lower secondary level. For the secondary level also, the valley has higher NER, which is 24 per cent point higher than the national figure. The hills, eastern and central development regions are above the national average where as other regions are lower than the national level. At the primary level, the lowest NER is in Tarai where as in the secondary level, the lowest NER is in the mountains zone.

It indicates that a substantial number of children are still out of the school system. The distribution of NER among the district is heterogeneous. Girls' performance is lower than boys. The majority of districts have 40-50 per cent NER. Interestingly, only one district has 70-80 per cent NER and less than 10 per cent NER is reported only in the case of girls.

The pass rate of grade five in 2004 is 85 per cent at the national level. There is no significant difference in pass per cent among the different ecological zones and regions, only 5 per cent point difference from the lowest to the highest is observed. This indicates homogeneity in pass per cent.

The pass per cent of *Dalit* and *Janajati* is also almost the same as total pass per cent. However, it is very low compared between their total enrolment and appearance in the examination at Grade 5 in 2003. Only 37 per cent of Grade 5 enrolment of last year appeared in the final examination of Grade 5.

The pass rate in 2004 is 80 per cent at the national level for Grade 8. The differences in pass percent between different ecological zones and regions are prominent. The lowest pass per cent is in the Mid Western region where as the valley has the highest pass per cent. The difference between highest and lowest pass per cent is 8 per cent point. There is no significant difference in pass per cent between Total, *Dalit* and *Janajati*. Only 2 per cent point difference between Total and *Dalit* and *Janajati* is observed. *Dalit* and *Janajati* have same pass per cent. However, the attendance number in the examination is very low compared with last year's enrolment in Grade 8, only 27.8 per cent (26 for girls and 29 per cent for boys) student attended the final examination of Grade 8, which is 10 per cent point lower than Grade 5.

At the national level the survival rate is 76, 55 and 35 per cent for Grade 5, 8 and 10 respectively. At Grade 8 and 10, the valley has higher survival rate compared with other ecological zones and regions. The lowest survival rate is in the mountain zone. The figure indicates a low internal efficiency at all levels of education.

There are 101,483 teachers in primary, 25,962 in lower secondary and 20,232 in secondary level throughout the country. The female teachers are 30542, 4238 and 1732 in primary, lower secondary and secondary education respectively. There are only 30.1 per cent, 16.3 per cent and 8.6 per cent female teachers in the primary, lower secondary and secondary level of schooling respectively.

The average pupil/school ratio is 162.9 in the primary level. Variations across the districts and regions can easily be observed. The mountain zone has the lowest pupil/school ratio i.e. 107.5 followed by the hill 136.1. Both of them are below the national average. On the contrary, the tarai zone has the highest pupil/school ratio (240.7). The tarai is the only zone where pupil/school ratio is higher as compared to the national average. The student school ratio in the valley is also lower than the national average.

The pupil/teacher ratio at the national level is 39.7 in primary education. This figure refers to the national average with eco-zonal variations where the pupil/teacher ratio varies widely. The ratio ranges from the lowest 24.2 for the valley to the highest 46.6 in the tarai.

Research studies highlight the significance of recruitment of female teachers and its direct connotation in increasing girls' enrolment and their enhanced level of learning. The Government has been implementing one female teacher policy in every primary school since more than a decade. Now, the policy has been revisited and the provision of two female teachers in each primary school with four or more than four teachers has been adopted. The data on 2004 reveal that each primary school has at least one female teacher on an average, but in practice it may not be the situation.

Available data on teacher training suggest that a large number of teachers lack adequate training. It explains that in primary education, less than one-third teachers i.e. 30.5 per cent are trained. In the case of female teachers, only 27 per cent female teachers are trained, whereas 32 per cent male teachers are trained in total teachers. The percentage of trained teachers in community aided schools (government teachers) is higher i.e. 37.6 per cent in comparison to the total teachers. Only 7,818 out of 25,962 teachers are trained at lower secondary level. Almost one fourth of female teachers are trained. A huge number of teachers in lower secondary education are still untrained. The data show that 48.1 per cent secondary teachers are trained whereas male percentage comprises 48.6 per cent followed by female 42.2 per cent. This number increases in the case of government secondary teachers where the trained percentage comprises 64.4 per cent, 57.5 per cent and 57.9 per cent for female, male and total respectively.

Out of total eligible children for receiving textbooks, only 30 per cent students got textbooks on time. This situation was worst in the far western development region where only 15 per cent children received textbooks on time at the primary level. The figures demonstrate a very poor delivery mechanism of textbooks at schools, which may be termed as one of the reasons affecting the quality of education.

# INTRODUCTION

The Department of Education (DOE) under the over all guidance of the Ministry of Education and Sports (MOES) initiated the school census 2061 (2004-2005) as a reference date on Jestha 7 (May 20) of the school academic year to improve the collection of data from the schools throughout the country with the purpose of maintaining consistency and improving the quality of data. This move was a first step towards developing a data base at the Village Development Committee/Municipality of each district in the country to forming a base line information for assessing the over all achievement of the 'Education for All'. A holistic view of incorporating data for the whole school education system (except the higher secondary education consisting of Grades 11 and 12) from the pre-primary education to the primary (Grades 1-5), lower secondary (Grades 6-8) and secondary (9-10) was adopted for giving a comprehensive picture of the school education sector. This report may give some critical insights to understand and interpret the trends of development of the school education system in respect to the villages/municipalities, districts, eco-zones and development regions of Nepal.

This report has five sections:

- Section 1** presents the country as well as the educational context along with information on the methodologies and limitations of the report. The country context presents key data on population, growth rates and distribution of languages and the educational context presents the administrative structure and the focus of education. It gives a brief summary of the outcomes, methodologies and limitations of this report with information on the capacity building, support, techniques and experiences that underline the development of the report.
- Section 2** examines the access to schooling by types of education corresponding in particular to the community (public) with aided and unaided schools and the institutional schools, by eco-zone and development region with an interpretation of relationship between the demography and the proportionate number of schools. It also deals with the levels of education in relation to the pre-primary, primary, lower secondary and secondary education with a brief picture of ratio of primary schools to the lower secondary schools and lower secondary schools to the secondary schools.
- Section 3** presents indicators on the participation of children in relation to the specific school age group population and the number and per cent of students by gender, dalit (disadvantaged communities) and janjati (ethnic minorities) at each level of education –pre-primary, primary, lower secondary and secondary.
- Section 4** presents indicators related to teachers by gender as well as their status on training in respect to their minimum qualification requirement.
- Section 5** examines the supplies with particular reference to the delivery of textbooks and the transition language support.

**Annexes** include summary statistical tables that contain data with respect to population, school, enrolment/student, teacher, supply of text-books and transition language support. It also contains the definitions of indicators and a list of abbreviations.

The district, regional education offices and the department of education will continue to benefit through this process and make every possible effort to improve the flash reporting as a system for assessing the impacts of the educational programs and improving the school education system to help all school age children to achieve their full potential.

# SECTION ONE

## 1. Context and an overview of the Flash Report

### 1.1 Country context

Nepal is a homeland of 23 million people, a beautiful blend of 103 caste/ethnic groups including two unidentified groups and 92 different languages with a 93<sup>rd</sup> category as unidentified. It is spread over an area of 147,181 square kilometres between 26°22' to 30°27' latitude north and 80° 4' and 88°12' longitude east. It is a landlocked country sandwiched between two great civilizations of Asia - China on the north and India on the east, west and south.

Nepali is the national language and also the medium of instruction. 48.98% of people use Nepali language as their mother tongue followed by Maithili with 12.40 percent of the population. Besides, there are 10 languages<sup>1</sup> spoken by more than one percent of the population – Bhojpuri (7.59%), Tharu (Dagaura/Rana-5.90%), Tamang (5.22%), Newari (3.66%), Magar (3.41%), Awadhi (2.48%), Bantawa (1.64%), Gurung (1.50%), Limbu (1.48%), and Bajjika (1.05%).

Administratively, the country consists of 75 districts while from the development perspective it is categorized into five regions: the eastern development region with 16, the central with 19, the western with 16, the mid western with 15 and the far western with 9 districts respectively. The districts are further classified into 3,915 Village Development Committees and 58 municipalities including one metropolitan and 4 sub-metropolitan cities.

The topography of the country divides it into four ecological zones: the mountains with 16, the Hills with 36, the Valley with 3 and the Tarai with 20 districts respectively. The highest pick of the world, the Mount Everest (8,848 meter), lies on the northeast mountain range of Nepal.

The population growth rate varies between ecological zones. It is highest in the tarai with 2.62 per cent followed by 1.97 per cent in the hills and 1.57 per cent in the mountains. The rapid population (2.25%) and low economic (3.7%) growth rates (*Economic Survey, 2003/04 P4*) characterize Nepal as one of the least developed countries with 38 per cent (PRSP, 2003) of the population living below absolute poverty line. The Economic Survey records 90 per cent of the poor population living in the rural areas of the country. Nepal is an agro-based economy where 80 per cent population depends on agriculture for subsistence contributing only 39 per cent to the Gross Domestic Product (GDP); where as the non-agriculture sector contributes 61 per cent.

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<sup>1</sup> CBS, 2001

According to the Population Census, 2001 the literacy rate of 6 years and above is 53.7% (65.0% for male and 42.5% for female)<sup>2</sup>. The literacy rate for 15 years and above is 48 per cent (62.7% for male and 34.9% for female). Table 1 shows enormous differences in the distribution of literate people in 3888 VDCs of the country.

**Table 1: Number of VDCs with literacy rates by sex, 2001**

Literacy Percentage	Total		Male		Female	
	No. of VDCs	Cumulative % of VDCs	No. of VDCs	Cumulative % of VDCs	No. of VDCs	Cumulative % of VDCs
<b>0-10</b>	12	0.3	4	0.1	325	8.4
<b>11-20</b>	157	4.3	27	0.8	767	28.1
<b>21-30</b>	518	17.7	146	4.6	759	47.6
<b>31-40</b>	864	39.9	387	14.5	793	68.0
<b>41-50</b>	882	62.6	677	31.9	725	86.7
<b>51-60</b>	835	84.1	893	54.9	413	97.3
<b>61-70</b>	503	97.0	902	78.1	99	99.8
<b>71 - 80</b>	110	99.8	655	94.9	6	100.0
<b>81 - 90</b>	6	97.1	191	83.0	-	-
<b>91 - 100</b>	1	100.0	6	100.0	1	100.0
<b>Total</b>	<b>3888</b>		<b>3888</b>		<b>3888</b>	

*Note: Remaining VDCs are not reported in the Census.*

*Source: CBS, 2001*

It reveals that 12 VDCs have less than 10 per cent literacy rate for both male and female in 6 years and above. The case of female is worse than male. In comparison to 4 VDCs with male literacy rate lower than 10 per cent, 325 VDCs have less than 10 per cent female literacy rate. Only one VDC has achieved more than 90 per cent literacy rate while 6 VDCs have literacy rate between 81- 90 per cent.

## 1.6 Educational context

The Ministry of Education and Sports (MOES) is responsible for developing policies and standards of education in the country. The Department of Education (DOE) is responsible for the implementation of programs for school level education – primary as well as secondary. There are five Regional Education Directorates (REDs) responsible for monitoring and supervision of educational programs and seventy-five District Education Offices (DEOs) with full administrative and financial authority for implementing and monitoring educational programs under the broader policy guidelines of the MOES. All the functional units of the ministry and its constituents including the specialized Central Line Agencies such as the Curriculum Development Centre (CDC), the National Centre for Educational Development (NCED), the Non Formal

<sup>2</sup> Nepal in Figures, 2003, Central Bureau of Statistics

Education Centre (NFEC), and the Office of the Controller of Examinations (OCE) are geared towards achieving the intended goals of education.

The District Education Offices (DEOs) are the main implementing agencies of educational programs and activities at the district level. In every district there are Resource Centres (RCs) for providing technical support services to schools and teachers. The number of Resource Centres in the districts varies according to the geographical remoteness and number of schools to be served. One RC normally constitutes a cluster of 15 - 25 schools. Presently, there are 1297 RCs spread throughout the country.

Schools and classrooms are the main focus of educational endeavours. The classroom is the heart and the school is the nucleus of the education system. All educational efforts are focused towards bringing a shift from the system level reforms to school level reforms. If the school changes, the system will change. The destiny of the nation is shaped in the classroom where the interaction between the teacher and her/his students impacts upon the life of students and determines the way forward.

## **1.7 Education for All Program 2004-2009**

Inspired from the collective commitment expressed in the Dakar Framework for Action (DFA) 2000, Nepal adopted the 'Education for All National Plan of Action' (NPA EFA) 2001-2015 in 2003. With a wide consultation of stakeholders from different walks of life at national, regional, district and sub-district levels, a strategic program document for implementing the NPA EFA, the Education for All Program 2004-2009, Core Document was developed. The international development partners appraised and accepted it as a guiding policy document for working towards the EFA goals. It gives a satisfactory policy and strategy framework for the holistic development of school education in the country.

The governments of Denmark, the United Kingdom (UK), Finland and Norway, and the International Development Association (IDA) provide support under the Joint Financing Arrangement (JFA), whereas the Asian Development Bank (ADB), Japan International Cooperation Agency (JICA), UN Agencies such as the UNESCO, the UNICEF and the World Food Program (WFP), and the I/NGOs also support under separate arrangement. The program began implementation from July 16, 2004.

EFA draws its program components from the six policy goals of the Dakar Framework of Action and strives for ensuring access and equity, enhancing quality and relevance and improving efficiency and institutional capacity of primary education. The essence of the program warrants that each child has a right to receive quality basic education and the nation has an obligation to ensure that no child is denied of receiving such education.

Decentralization and inclusiveness are the major strategies of the Education for All Program (EFAP), which emphasizes on the transition of home language in primary schools to provide quality basic education to all children.

## **1.8 School statistics**

The School Level Educational Statistics aims to establish database at VDC/Municipality level with a view to auditing the achievements of EFA acknowledging the uniqueness of each VDC/Municipality and the demographic constructs. Each district would endeavour to establish a reliable and valid local level database for assessing the quality and standards of each school.

## **1.9 Flash reporting**

The flash reporting is a departure from the previous practices and presumes to provide an appropriate ground for developing an Educational Management Information System (EMIS) responding to the changing needs of the education system.

Until recently the School Level Educational Statistics of Nepal based on the EMIS used to be published with about two years lag. Therefore, the EMIS was of limited use for timely feedback about the progress in the field. To overcome this deficiency it was decided to improve the Annual School Level Educational Statistics with a Flash Reporting System. The Flash Reporting System was designed to produce in the beginning of the year and end of the year data on a few critical indicators within six months of data collection.

The Flash Report I is based on the data as reported by the school for the reference date of Jestha 7 (May 20) of the Nepalese calendar after one month and one week of the start of the admission date and is produced as the consolidated annual report on 15 November while the Flash Report II is produced on 15 August on the basis of data of the end of the school year ie the month of Chaitra (April) of the Nepalese calendar.

Encouraged by the speedy publication of the Annual School Level Educational Statistics for school years 2002 and 2003, the DOE aimed at making available to the first EFA Mission, scheduled for December 8 – 9, 2004, consolidated information required under the framework of the Flash Reporting System. Therefore, this Report, as originally planned, mainly focuses on the critical indicators included in the Flash Report I and many other indicators covering access, quality and management aspects of school education.

Improving EMIS at decentralized levels aims at increasing the accountability of concerned education institutions towards the local stakeholders. This involves bringing about change and improvement in the working culture of the central, district and sub-district level institutions. This aims at improving the timely delivery of educational services such as free textbooks, learning materials, scholarship, etc to all children of the country.

This process assumes each VDC and municipality as a database, each Resource Centre as a unit of data compilation, processing, analysis and interpretation and each district as the owner of the school level educational statistics of the district for interpreting and publishing education information from the spirit of accountability for continuous development. Thus, the flash reporting is an effort to reform the EMIS aligned with defined roles and responsibilities of educational managers at all levels.

In the newly introduced decentralized process, all districts are supposed to forward their flash reports to the centre in electronic version to the extent possible. The DOE compiles them into the national EMIS and uses the information for assessing the progress, developing plans and programs and suggesting the Ministry to make appropriate policy decisions.

#### **1.5.1 Technical mission**

A Technical Mission for EFA, to look deep into the Flash Reporting System aiming at improving the process was undertaken in January 2004. Series of meetings and focus group discussions at the MOES/DOE finalized the indicators of the Flash Report. Mr. John Middleton of the World Bank and Dr. Ko-Chih Tung of the UNESCO Institute of Statistics (UIS) Bangkok provided technical support in this regard.

#### **1.5.2 Revision of school statistics form**

The school statistics form was revised in the DOE with the consultation of concerned stakeholders. The school questionnaire form constitutes three sections: two of which (section A and B) relate to Flash Indicators and the third (section C) relates to detailed information on teachers. The districts are required to fill in all the sections of the format

The draft questionnaire was shared and updated at the UNESCO Institute of Statistics (UIS), Bangkok with the support of Dr. Ko-Chih Tung and Mr. Justin Fisher also from the UIS, Bangkok.

### 1.5.3 Development of software

The DOE developed comprehensive School Information System (SIS) software. The software was distributed to each district so that they can enter school level data at the district level. The software based on the newly developed school statistics form, was built on the MS-Access platform. It was developed twice – first it was built for the use of district education offices whereas the second was for the use of the central level. Both the software had the facility to generate various tables on population<sup>3</sup>, schools, students and teachers as well as some other related indicators. It had also facility to export the generated tables into Excel and Word for further analysis.

### 1.5.4 Capacity building activities:

Series of workshops with a view to strengthen the capacity of the education personnel and institutions were held at different levels.

- A two days workshop at the UIS UNESCO, Bangkok reviewed the technical soundness of the school statistics form and gave it a final shape.
- Short-term training/orientation to the district personnel on the concept of the flash reporting system was undertaken. These developments include:
  - VDC as a database
  - RC as a unit of data analysis
  - District as a unit of EMIS publication and dissemination

### 1.5.5 Main features of flash reporting system:

The data are grouped into five categories:

- Population disaggregated by *Dalit* and *Janjati*
- School and school-related indicators
- Enrolment and enrolment-related indicators
- Teacher and teacher- related indicators
- Supply and transition language support - related indicators

Other features include electronic database at the district levels, VDCs level database and RCs as units for data analysis.

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<sup>3</sup> The software developer company has provided the census 2001 data by Village Development Committee (VDC) level by school level age group and by ethnicity (Dalit and Janajati)

### **1.5.6 Outcomes of the flash reporting**

- The software is now operational in 54 districts and provides vital information for preparing District Education Plans.
- Time lag in the educational data from the previous 2 years is reduced dramatically to address the same year, which is a remarkable achievement.
- The school statistics form contains cross-sectional data on more than 300 variables/indicators at the district level.
- The flash report has helped established a national level educational information system integrating the district level educational information systems into a hierarchical database. On the basis of experiences gained in the five pilot districts (Jhapa, Chitwan, Syangja, Bardiya and Dadeldhura), every effort is directed towards promoting the use of data in school, village and district education planning as well as in the monitoring of educational activities and programs to accelerate the rate of achievement with respect to policy decisions at the national and local levels.
- Official website of the ministry ([www.moe.gov.np](http://www.moe.gov.np)) is updated frequently and available for the dissemination and acquisition of information for use in planning and decision-making for national and international audiences.

### **1.5.7 Methodologies**

- The camera-ready-copy (CRC) of the school statistics form was sent to each district for printing and distribution to schools. The schools were asked to observe 'School Census Day' on Jestha 7 (May 20) and fill in the form on the basis of the information of the day. The schools sent the flash report related information to the District Education Office via their respective Resource Centre for forwarding to the DOE.
- With an orientation the software was provided to all the districts.
- Out of 75 districts, only 66 districts reported the flash data. Of them, 54 districts reported the school level data electronically. Out of 54 districts, 34 districts were provided support to enter the school level data at the centre, while 20 districts accomplished the job themselves. 12 districts submitted only district summary data.
- Nine districts didn't report. The non-reporting districts are Taplejung, Bhojpur and Sunsari in the eastern, Parsa in the central, Arghakhanchi in the western, Pyuthan, Jajarkot and Jumla in the mid-western and Baitadi in the far-western development regions.
- Non-reported data were adjusted by applying different methodologies. In the case of students for 9 non-reporting districts, data were adjusted by applying the percentage change from 2002 – 2003. For the age group distribution of enrolment, the data were adjusted by applying the

percentage of the age group distribution of 2003. In the case of under reporting districts (excluding above mentioned 9 districts), the district level pupil/school ratio had been applied for the total enrolment. For the distribution of community aided and unaided, and institutional schools' students, data are calculated on the basis of the percentage distribution from the previous year. In some districts correct age enrolment was unrealistic (not in match with specific population), which was adjusted on the basis of different indicators and last year's figure.

- In the case of schools and teachers, the data of 2002 and 2003 were compared and the highest numbers were taken.
- Nine districts - Panchthar, Dhanusha, Sarlahi, Udayapur, Sindhuli, Rautahat, Salyan, Rolpa and Achham are ranked as under reporting districts.
- Population was taken from the publication of Central Bureau of Statistics, "Population Projection for Nepal 2001-2021" December 2003. The publication has projected in three scenarios - low, medium and high fertility variants. For the district level, only medium variant is available. In this report medium variants is used. The population projection has been made in 5 years intervals 2001, 2006, 2011, 2016 and 2021 with different age groups 0-4, 5-9, 10-14 etc. It is necessary to use single age population to calculate Gross Intake Rate, Survival Rate etc. The single age population has been calculated by using the Sprague multiplier.
- A team comprising of members from the ministry and the department prepared the report.

#### **1.5.8 Limitations**

- The concept of the flash reporting system was quite new and it was implemented in a very short period of time. Due to time constraint, the guidelines for filling the school statistics form could not be prepared effecting the proper orientation of school head teachers. Internal inconsistencies in reported data are also found in several districts.
- The ongoing conflict also affected the process of distribution, collection and submission of forms at the sub-district and district levels delaying the process.
- The report is prepared as per the data reported by the schools and districts. As many as 26,277 schools reported in 2004 as compared to 27,415 schools reported in the School Level Statistics of Nepal 2003. This means that 1,138 schools didn't report.
- Besides, this report did not capture data from religious schools such as the Madarsas and the Gumbas. This implies that all children in schools are not reported and hence the net as well as the gross enrolments may be higher than presented in this report.
- The software for the school level database was new and it was implemented without prior testing and piloting, which caused some technical problems for the centre as well as districts.

- Almost 20 districts lack computer. In the case of districts with computers, the computers are not in a good condition and the district education personnel are not familiar with the use of computers and software.
- There may be some human/manual error in entering data at districts.
- The education personnel at the regional and central levels have limited experience and exposure in data analysis and interpretation.
- Due to time and space constraints, we have limited our interpretation of schools in respect to eco-zones as they give more accurate picture of discrepancies and heterogeneity. The same types of figures may be produced in the case of development zones.

## SECTION TWO

### 2. Flash Report Indicators

This publication of the flash report contains analytical tables, graphs and charts in respect to all 75 districts as per data reported as on May 20, 2004 as a reference date to the 2061 (2004/2005) school year. The tables produced in the publication are based on four components - schools, students, teachers and supply, which are interpreted in respect to the following six indicators. In addition to this, it also attempts to explain the enrolment and teacher related indicators of secondary education.

1. School by types and levels
2. Percentage of new entrants in grade 1 with ECD/PPC experience
3. Enrolment by grade, sex and social groups (dalit and janajati)
4. Number of teachers by training, sex and levels
5. Percentage of schools with students getting all sets of textbooks
6. Number of schools with transitional language support

#### 2.1 Schools

This section highlights the schools by types and levels and examines their relationship to the national and eco-zone population. It attempts to establish relationship with the development region population. Schools in the country are either of the following categories in respect to their types and levels.

##### 2.1.2 Types of Schooling

The schools of Nepal are broadly categorized into two types: community (public) schools and institutional (private) schools.

- The community schools are those schools which are either aided or unaided. The aided schools have approved teachers' positions, though in some cases, they may not have required number of teacher positions and they receive earmarked, block and incentive grants in addition to salaries, allowances and post service benefits. Unlike aided community schools, unaided community schools do not have approved teachers' positions. They receive fixed basic salary grants equivalent to two teachers' positions (only in the case of primary education) along with other earmarked, block and incentive grants.
- The institutional schools, which are privately owned and managed, are of three types. The first and second categories of these schools are approved as per the public and private trust and run

with non-profit motives. The third category consists of the institutional schools, which are approved under the company act and operate with profit motives.

### 2.1.2 Levels of schooling

Schools in Nepal have two broad levels: primary and secondary. Primary schools may also have early childhood development or pre-primary education section. Secondary level includes lower secondary, secondary and higher secondary levels. Information related to higher secondary education is not included in this report.

In this report, schools have been analysed into three levels – primary, lower secondary and secondary.

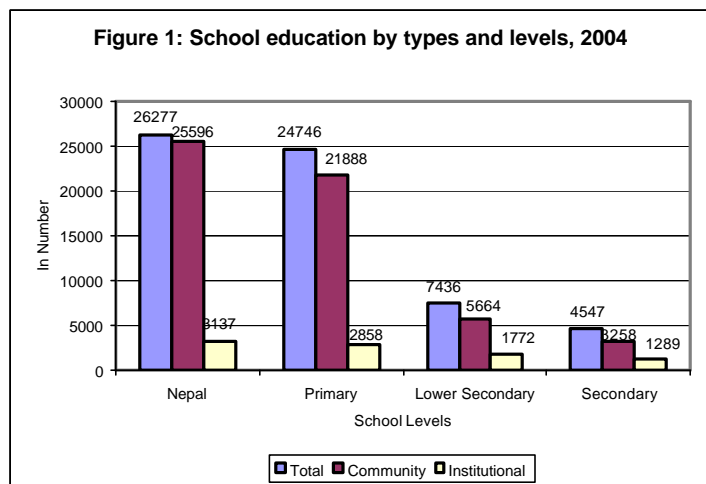
- Schools with 1 - 5 grades or less are primary schools.
- Schools with Grades 1 - 8 are lower secondary schools with primary levels.
- Schools with Grades 1 - 10 are secondary schools with primary and lower secondary levels. Schools with Grades 6 - 10 are secondary schools with lower secondary levels.
- Schools with Grades 11 - 12 are higher secondary schools. These are schools with Grades 6 - 12 or 9 - 12 or 11 - 12.

### 2.1.3 Summary of Findings and Interpretation

Figure 1 shows that in the year 2004, there are 26277 schools in the country of which the number of primary schools is 24746 followed by lower secondary schools with 7436 and secondary schools with 4547.

In the primary education the number of community schools is 21888 and the number of institutional schools is 2858. Community lower secondary schools are 5664 while institutional lower secondary schools are 1772 in number. In the case of secondary education, community secondary schools count 3258 and institutional secondary schools are 1289 in number.

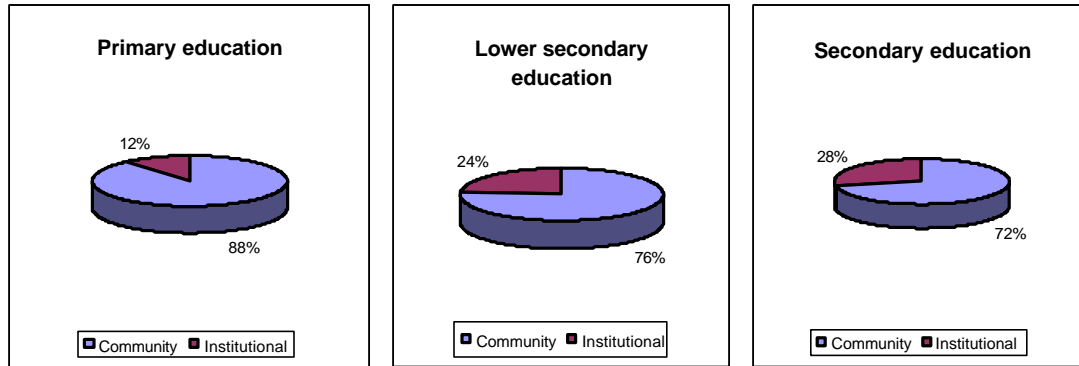
When we consider the facility of secondary education in relation to its ratio of the lower



secondary education to the primary and of the secondary education to the lower secondary education, we find that for every three primary schools, there is one lower secondary school and for every two lower secondary schools, there is one secondary school.

Figure 2 highlights the percentage distribution of community and institutional schools throughout the country by level of education.

**Figure 2: Distribution of school education by types and levels, 2004**



The percentage of community primary, lower secondary and secondary schools appears to be 88 per cent, 76 per cent and 72 per cent respectively. On the contrary, the institutional schools have the highest share in secondary education i.e. 28 per cent followed by 24 per cent in lower secondary and only 12 per cent in primary education.

Figure 3 shows the distribution of schools as per the ecological zones. This explains the variation in the geographical situation of the country.

The mountain zone has 3131 primary, 727 lower secondary and 366 secondary schools while the valley has 1440, 955 and 707 schools in the same category respectively. The tarai has 6886 primary, 2366 lower secondary and 1473 secondary schools in total as compared to the hills, which has 13289, 3388 and 2001 schools respectively.

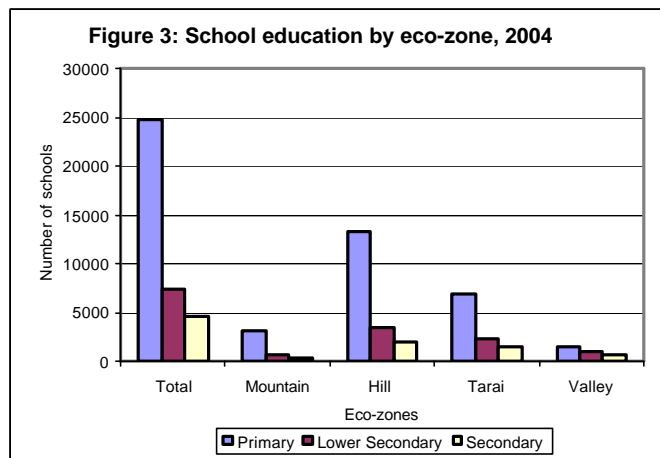


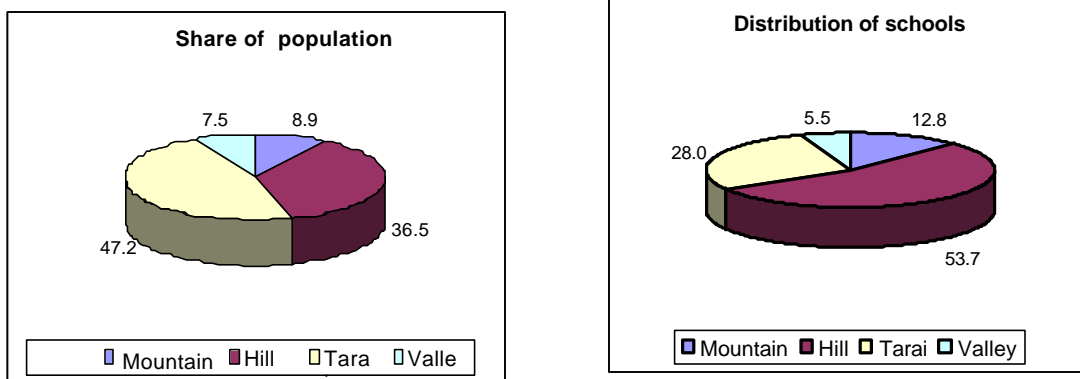
Figure 4 shows that in the year 2004, the valley, mountains, hills and tarai have 1.9, 2.2,

9.0 and 11.7 million populations respectively out of total 24.8 million of the country population. This

demonstrates 7.5 per cent of the total population in the valley, the lowest share followed by the mountains zone consisting of nearly 8.9 per cent of the population. The hills zone has the third highest population i.e. 36.5 per cent and the tarai with 47.2 per cent has the highest share.

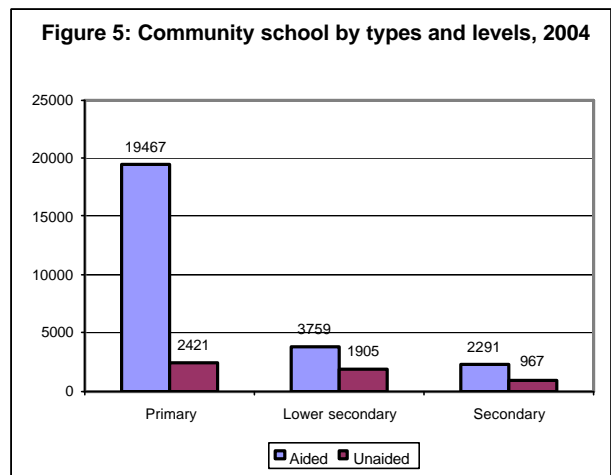
It also explains the percentage distribution of schools as per the eco-zone. The valley has the lowest percentage of schools i.e. 5.5 per cent. On the contrary, the hill has the highest share of schools i.e. 53.7 per cent among the eco-logical belts. Of the remaining two zones, the tarai with the highest share of population has only 28 per cent schools whereas the mountain has the share of 12.8 per cent schools. This speaks of heterogeneity in the distribution of schools across the country and the needs of school and teacher mapping in terms of fulfilling the universalization of quality basic education.

**Figure 4: Share of population and schools by eco-zone, 2004**



The above figure gives insights on the relationship between the population share and the distribution of schools. The valley consists of 5.5 per cent schools against its population share of 7.5 per cent, while the mountain has 12.8 per cent schools as compared to its 8.9 per cent population share. The hill has 53.7 per cent school in comparison to 36.5 per cent population while the tarai has only 28.0 per cent schools although it has 47.2 per cent population, the highest in Nepal.

Figure 5 demonstrates the number of community schools in terms of aided and unaided schools. In the case of community primary schools, the number of aided primary schools is 19467 and that of unaided is 2421. In lower secondary, aided schools



are 3759 in number while unaided schools are 1905. In secondary, aided schools number 2291 where as unaided schools count 967.

Figure 6 highlights the percentage distribution of community schools - aided and unaided. Unaided schools constitute 11 per cent in primary, 34 per cent in lower secondary and 30 per cent in secondary schooling.

**Figure 6: Percentage distribution of community schools by types, 2004**

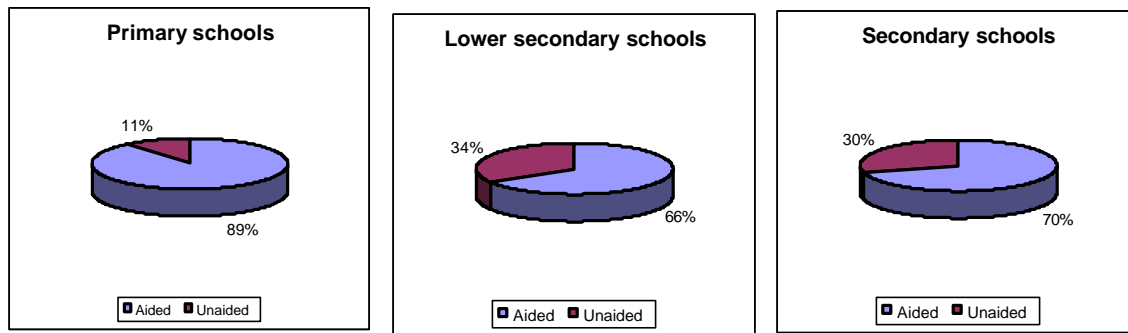
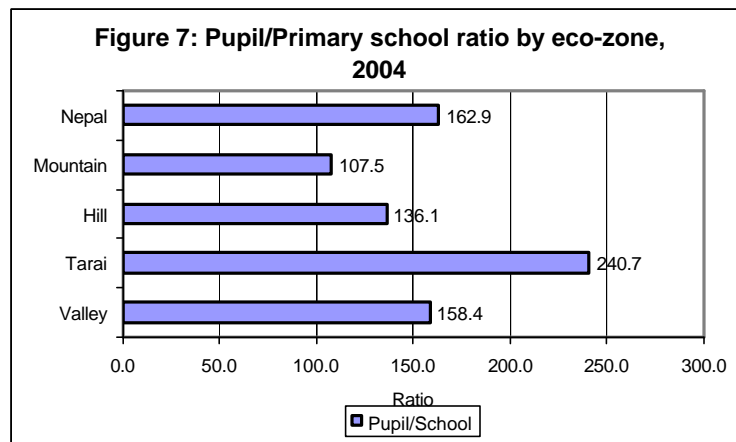


Figure 7 demonstrates that a primary school serves 163 children on an average in the country. The comparison between zones highlights that a primary school in the mountains zone serves only 108 children on an average while a primary school in the tarai zone delivers primary education to 241 children, which is the highest primary school size in the country. A primary school in the hills caters services to 136 children followed by 158 children in the valley on an average.



## SECTION THREE

### 3. Enrolment/student

#### 3.1 Early Childhood Development/Pre-Primary Education

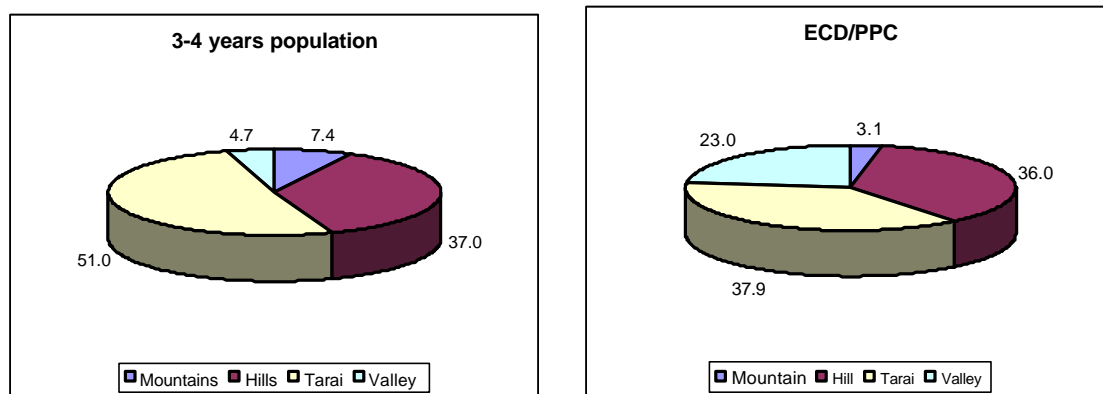
"Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children" is the policy objective of the Dakar Framework of Action and the Education for All Program (EFAP) 2004-2009 of Nepal.

The EFAP has set the target of 51 per cent for achieving gross enrolment in pre-primary education and 60 per cent new entrants with ECD/PPC experiences in Grade 1 by the year 2009.

Early childhood development is a new emerging area of learning in Nepal. It ranges from the formal pre-primary education integrated with the national education system via nurseries, kindergartens and pre-primary classes (PPCs) to the community and school based early childhood development (ECD) centers. The first and the second indicators of EFA – the gross enrolment in the pre-primary age group of 3 to 4 years and the percentage of new entrants to primary Grade 1 who have undertaken some form of organized early childhood development programs – are available for all 75 districts.

The pie charts below shows the share of 3 - 4 years population distribution as per the eco-zone and the availability of the ECD/PPC facilities throughout the country.

**Figure 8: Distribution of 3 - 4 years population and ECD/PPC by eco-zone, 2004**

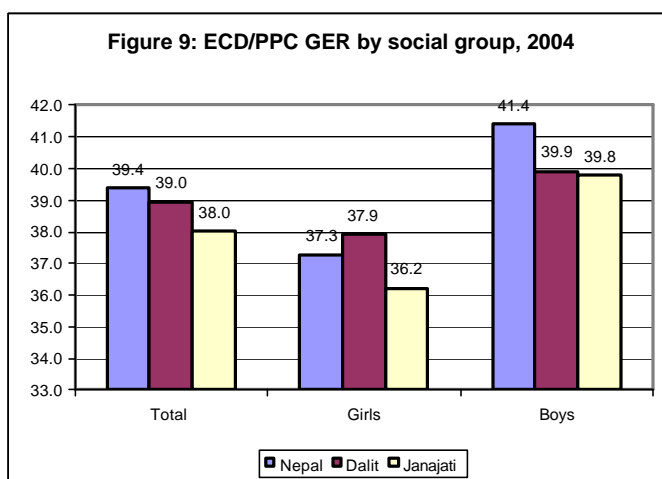


The tarai zone with 51.0 per cent of 3-4 years population has 37.3 per cent facilities, the highest share of the existing ECD/PPC facilities.

There are 4,032 ECD/PPCs throughout the country as per the reference date of reporting by schools and districts. Out of them, there are 2,340 in the institutional and only 1,692 in the public sector providing the provision of pre-primary education for a total of 512,151 children between 3-4 years age group. It is possible that children in the age group of 3-4 years are reported under pre-primary education without mentioning the provision of early childhood development or pre-primary class facilities.

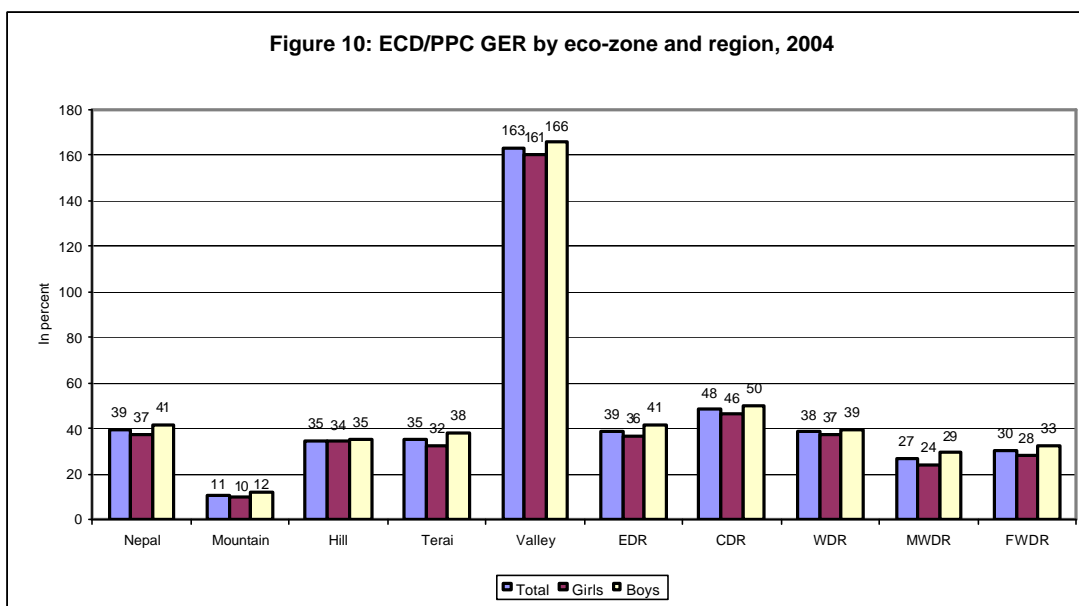
The data on ECDs supported by I/NGOs are not included and, therefore, it is possible that the statistical information on pre-primary education does not give the full picture of the country.

The figure gives the picture of early childhood development and pre-primary education enrolment in respect to social groups. It illustrates the gross enrolment ratio in pre-primary education as 39.4% with little variation between social groups. However, from the gender perspective the GER appears to be in favor of boys in all three categories.



The figure below shows the distribution of gross enrolment in ecological zones at pre-

primary level. It reveals the most uneven provision of access of children to pre-primary education. It represents only 10.7% enrolment of children for the mountains compared to 163.3% for the valley.



The percentage of gross enrolment in ECD/PPC is highest in the central region with 41.6 per cent followed by the eastern development region with 22.2 per cent. The far-western region with 8.1 per cent has the lowest gross enrolment. The western region has 18.7 per cent as compared to 9.5 per cent in the far western region. The valley and the central development region demonstrating economic and social advancement have concentration of facility of pre-primary education. Mostly, private schools with pre-primary classes are concentrated in the urban centers of the country, which reveals the access of the urban population to private pre-primary education. The access to early childhood education is not in favor of girls, disadvantaged and ethnic groups, which provides insights for more targeted interventions for the poorest sections of the society.

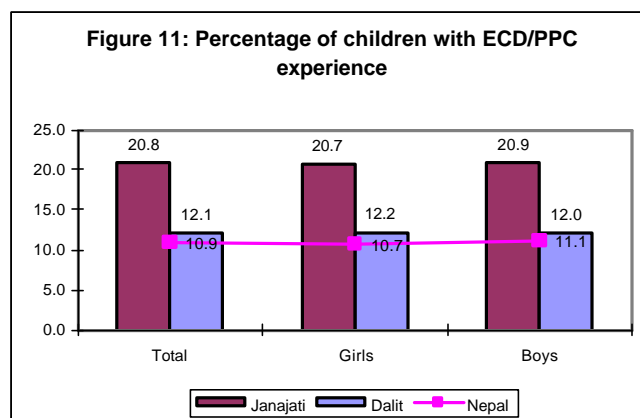
**Table 2: Children with ECD/PPC experiences in Grade 1 by social groups, 2004**

	Number of children in Grade 1			Number of children with ECD/PPC experiences in Grade 1		
	Total	Girls	Boys	Total	Girls	Boys
<b>Nepal</b>	1361731	630808	730923	148636	67465	81171
<b>Dalit</b>	165313	78005	87308	20018	9511	10507
<b>Janajati</b>	304351	144936	159415	63272	30020	33252

The above table illustrates the enrolment in Grade 1 with ECD/PPC experiences, which is different among various caste groups. It also reveals a very low percentage of children with pre-primary experiences in Grade 1. The gross enrolment of 39.4 per cent is not comparable to only 10.9 per cent of children with ECD/PPC experiences in Grade 1. However, the GPI is higher compared with primary level. It is encouraging that GPI in the case of *Dalit* enrolment is in favour of girls. The GPI of *Janajati* is also high compared with primary level GER and NER.

ECD/PPC is useful for reducing educational wastage especially in the early grades of primary education. The government has adopted a policy of introducing 1 year of pre-primary education in formal schools. However, the coverage of ECD/PPC is very low. Most of the private pre-primary classes (PPCs) are located in urban cities and beyond the reach of poor families.

Figure 11 demonstrates that the percentage of children with ECD/PPC experiences with regards to *Dalit* and *Janajati* is lower than the national average. It also reveals that more *Dalit* children – girls as well as boys – enter Grade 1 with pre-primary experiences compared to *Janajati* children.



## 3.2 Primary Enrolment

EFA Dakar Goal 2: “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality” is the policy objective of the Dakar Framework of Action and the Education for All Program 2004-2009 of Nepal.

Millennium Development Goal 2: 'Ensure that by 2015 children everywhere, boys and girls alike will be able to complete a full course of primary schooling'.

Both Education for All as well as Millennium Development Goals (MDGs) emphasize on the accomplishment of universal primary education. The equitable access to and participation and completion of primary education by all children are most essential for achieving this policy goal.

### 3.2.1 Gross Intake Rate

At the national level, the Gross Intake Rate (GIR) is 126 per cent, which is almost 10 per cent point higher than the previous year. The highest number of GIR is in Hills (i.e. 150%) where as in Tarai it is lowest (i.e. 103%).

Table 3: Gross Intake Rate by ecological zone and development region

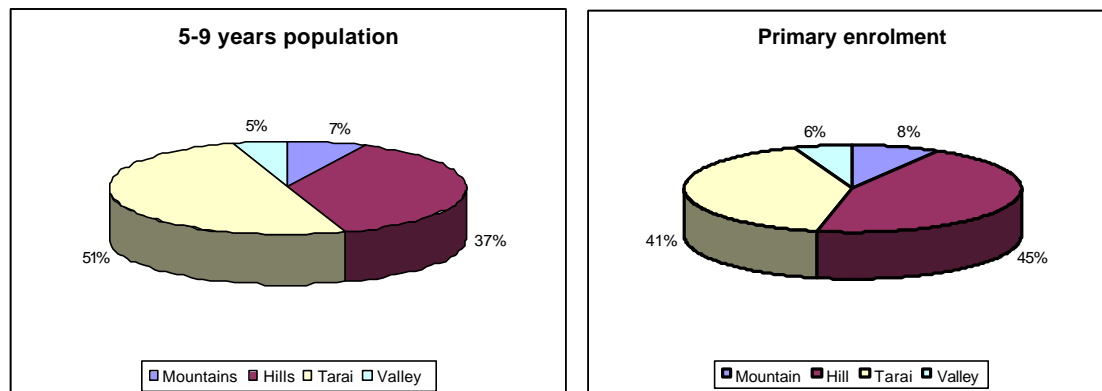
	Girls	Boys	Total
<b>Nepal</b>	119.8	131.7	125.9
<b>Mountain</b>	134.0	148.7	141.4
<b>Hill</b>	147.5	152.1	149.8
<b>Tarai</b>	93.4	111.2	102.5
<b>Valley</b>	167.9	167.9	167.9
<b>Eastern</b>	105.2	112.7	109.0
<b>Central</b>	112.2	129.9	121.3
<b>Western</b>	127.2	133.2	130.3
<b>Mid Western</b>	141.3	151.2	146.3
<b>Far Western</b>	134.8	150.6	142.9

The GIR higher than 100 per cent indicates the entry of under and over age children in Grade 1 and also the capacity of the system to accommodate children. But it also demonstrates the low efficiency of the system as the younger and older age children occupy the spaces which otherwise would have been utilized by the correct age out-of-school children.

### 3.2.2 Distribution of Population and Enrolment

At the national level the population growth rate is 2.25 per cent where as for the primary school going age children the growth rate is 2.41 per cent from 1991 to 2001. The proportion of primary school going age children comprises 12.4 per cent of the total population. In the total population of primary school going age children, the share of boys (51.3%) is higher than girls.

**Figure 12: Distribution of 5-9 years population and primary level enrolment**



The share of population in different ecological zones and development regions is not similar. The highest share of population is in the tarai followed by the hills. The lowest share of population is in the valley.

In contrast to the population share, the hills zone has 45 per cent enrolment as compared to only 41 per cent for the tarai. However, the enrolment at primary level is increasing rapidly and the gender gap in enrolment is also decreasing.

It is discouraging that the gap in enrolment still persists in most districts of the tarai zone.

The proportion of school going age children population in the tarai zone is 51 per cent where as the proportion in enrolment is only 41 per cent. The proportion of children (45%) in the hills is higher than its proportion of population (37%). Although the tarai zone has a relatively large, good communication and transportation facilities compared to the hills and mountains zones, it has the lowest enrolment rate.

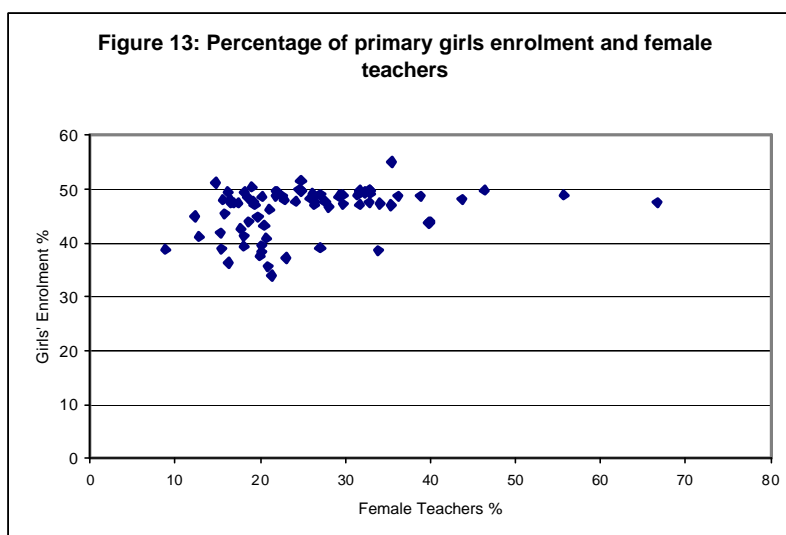
Out of total tarai districts (20), the central region consists of 7 districts (35%) influencing its over all performance. The maximum and minimum number of enrolment from the tarai zone is 1,24,745 from Morang and 55272 from Mahottari where as in the mountains zone the minimum number of children is 674 in Manang and the maximum 53503 is in Sindhupalchok. The table below indicates heterogeneity in enrolment within the zone and across the region. Most of the mountain zone districts have enrolment in favor of girls while in the entire tarai zone most children are on a disadvantage.

Table 4: Enrolment GER and NER at primary level by ecological zones, 2004

	Enrolment Girls %	NER			GER		
		Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	46.3	78.0	90.1	84.2	124.2	137.0	130.7
<b>Mountains</b>	45.0	82.7	94.4	88.7	136.8	162.4	149.8
<b>Hills</b>	48.3	89.0	94.5	91.8	154.6	159.1	156.9
<b>Tarai</b>	44.1	67.8	85.5	76.9	97.3	115.9	106.9
<b>Valley</b>	47.9	90.6	97.0	93.9	145.3	149.2	147.3
<b>Eastern</b>	47.1	77.4	85.1	81.3	127.3	135.6	131.6
<b>Central</b>	45.0	71.2	89.1	80.4	107.7	125.0	116.6
<b>Western</b>	47.8	83.6	91.0	87.4	138.5	142.1	140.3
<b>Mid Western</b>	45.6	82.8	95.5	89.3	137.3	158.2	147.9
<b>Far Western</b>	45.8	84.7	95.2	90.1	126.6	142.2	134.6

The percentage of girls' enrolment varies from district to district. In mountains, the size of the districts and the percentage of girls enrolment has thin positive correlation (0.15) where as in Hills and Tarai the size of the enrolment and percentage of girls enrolment have positive correlation, 0.29 and 0.6 respectively. The lowest percentage of girls' enrolment (33.9 %) is in Jumla district (Mid Western Mountain) where as the highest percentage of girls enrolment (55%) is in Manang (Western Mountain). Out of 75 districts, 4 districts, (Ramechhap, Mustang, Udayapur and Manang) have enrolment percentage in favor of girls. Interestingly, both highest and lowest percentages of girls' enrolment are from mountain districts. It suggests for targeted interventions while preparing annual strategic implementation plan.

The provision of female teachers is an important factor for increased girls' enrolment at primary level. Generally, the figure shows co-relationships between high proportion of female teachers and high proportion of girls' enrolment. The correlation<sup>4</sup> between female teacher percentage and girls' enrolment percentage is 0.32. However, there are some exceptions. Interestingly, in Kathmandu district where the proportion of female teachers is 66.7 per cent, the enrolment per cent of girls is 47.5 per cent.



<sup>4</sup> Measured at district level

### 3.2.3 Gross Enrolment Rate

The primary level Gross Enrolment Rate has increased by 4.0 per cent point at the national level. The primary level gross enrolment rate is highest in the hills and lowest in the tarai. The tarai zone is lower than the national average. The highest GER is in Taplejung (Eastern Mountains) while the lowest is in Mahotari (Central Tarai) in spite of the fact that the tarai zone children have the easiest physical access to schooling. It indicates that only physical accessibility to schools is not enough to achieve universal primary education. There are socio-economic and cultural hurdles affecting the universal access to and completion of primary education by all children.

Table 5: Gender Parity Index (GPI) in NER and GER

	GPI in	
	NER	GER
<b>Nepal</b>	0.87	0.91
<b>Mountains</b>	0.88	0.84
<b>Hills</b>	0.94	0.97
<b>Tarai</b>	0.79	0.84
<b>Valley</b>	0.93	0.97
<b>Eastern</b>	0.91	0.94
<b>Central</b>	0.80	0.86
<b>Western</b>	0.92	0.97
<b>Mid Western</b>	0.87	0.87
<b>Far Western</b>	0.89	0.89

Again, the entire Tarai zone has lower Gender Parity Index (GPI) in gross enrolment rate i. e. in favour of boys and the hills zone has the higher GPI in GER. The highest GPI is in Manang (Western mountain, 1.29) and the lowest GPI is in Jumla (Mid Western Mountain, 0.53). Out of 75 districts, 19 districts with GPI between 1.01 and 1.25 have GPI in favour of girls. These districts are: Myagdi, Makwanpur, Surkhet, Baglung, Lamjung, Gorkha, Tanahu, Arghakhanchi, Bhaktapur, Ramechhap, Panchthar, Dadeldhura, Palpa, Kaski, Gulmi, Parbat, Syangja, Udayapur and Manang.

At the regional level, central region has the lowest GER because of the highest number of tarai districts with lowest GER compared with the national level. The GPI is higher in western region and lower in Mid Western region. The GPI for the Gross Enrolment Rate (GER) is lower than the national average in Central, Mid western and Far western regions while the Eastern and Western regions are above the national average. It illustrates a very low internal efficiency of the education system. The enrolment is higher than the targeted population except in the central region demonstrating the over all capacity of the system to serve more children than 5-9 years of age. It suggests for paying attention to increase internal efficiency for reducing educational wastages.

The percentage of girls' enrolment is 46.3 at the national level. Two regions Eastern and Western are above the national average where as 3 regions Central, Mid Western and Far Western regions are below the national average. It indicates that Nepal may not succeed in achieving gender parity in 2005.

**Table 6: Percentage of population and enrolment by *Dalit* and *Janjati*, 2004**

	Share in population (5-9 years)		Share in enrolment		Gap (population & enrolment)	
	% <i>Dalit</i>	% <i>Janajati</i>	% <i>Dalit</i> <sup>5</sup>	% <i>Janajati</i> <sup>6</sup>	% <i>Dalit</i>	% <i>Janajati</i>
<b>Nepal</b>	13.3	43.7	8.7	25.8	4.7	17.9
<b>Mountains</b>	9.0	30.6	1.9	16.5	7.2	14.1
<b>Hills</b>	14.1	37.3	7.3	17.5	6.8	19.7
<b>Tarai</b>	14.4	52.2	12.5	37.7	1.9	14.5
<b>Valley</b>	2.4	24.5	1.9	18.7	0.6	5.8

There are significant gaps between the share of population of *Dalit* and *Janajati* in relation to their school going age population and enrolment. The highest gap in *Dalit* appears to be in the mountains zone and for *Janajati*, it is in the hills zone. At the regional level, the difference in enrolment in the case of *Dalit* as well as *Janajati* is highest in Mid Western region. It explains that a significant number of children from *Dalit* and *Janajati* community are outside the school system.

**Table 7: Percentage of population and enrolment % by *Dalit* and *Janjati*, 2004**

	Population (5-9)		Enrolment		% gap (population & enrolment)	
	% <i>Dalit</i>	% <i>Janajati</i>	% <i>Dalit</i>	% <i>Janajati</i>	<i>Dalit</i>	<i>Janajati</i>
<b>Nepal</b>	13.3	43.7	8.7	25.8	4.7	17.9
<b>Eastern</b>	12.2	54.4	6.1	38.2	6.2	16.2
<b>Central</b>	11.2	49.7	9.1	42.7	2.1	7.0
<b>Western</b>	16.8	40.3	12.8	16.8	3.9	23.5
<b>Mid western</b>	14.2	32.5	5.3	0.7	8.9	31.8
<b>Far Western</b>	15.0	21.7	9.7	5.0	5.3	16.7

The lowest percentage of girls' enrolment (34.2 %) in the case of *Dalit* is in Acham district (Far Western Hill) where as the highest percentage of girls enrolment of dalit (53.3%) is in Rasuwa (Central Mountain). Out of 75 districts, 10 districts, (Syangja, Kavrepalanchok, Tanahu, Chitawan, Nuwakot, Lalitpur, Kathmandu, Makwanpur, Bhaktapur, Rasuwa) have enrolment percentage in favour of girls.

<sup>5</sup> On the basis of 52 districts data

<sup>6</sup> On the basis of 40 districts data

**Table 8: Gross Enrolment Rate by sex and social groups, 2004**

	Total			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	124.2	137.0	130.7	126.0	134.6	130.5	94.9	98.6	96.8
<b>Mountain</b>	136.8	162.4	149.8	173.5	234.4	204.6	135.6	150.4	143.1
<b>Hill</b>	154.6	159.1	156.9	168.6	161.0	164.6	146.5	149.1	147.8
<b>Tarai</b>	97.3	115.9	106.9	93.8	111.6	103.0	55.1	59.3	57.3
<b>Valley</b>	145.3	149.2	147.3	288.4	255.6	271.4	231.9	235.2	233.6
<b>Eastern</b>	127.3	135.6	131.6	123.6	136.0	130.1	94.4	96.3	95.4
<b>Central</b>	107.7	125.0	116.6	93.5	108.6	101.3	84.8	89.8	87.4
<b>Western</b>	138.5	142.1	140.3	151.4	146.3	148.7	130.6	133.6	132.1
<b>Mid Western</b>	137.3	158.2	147.9	133.0	145.6	139.5	132.9	129.9	131.4
<b>Far Western</b>	126.6	142.2	134.6	143.9	162.4	153.5	100.5	108.2	104.4

The primary level gross enrolment rate for *dalit* is highest in the valley and lowest in the tarai. Only tarai zone is lower than the national average. The highest and lowest GER is in Kathmandu (Valley) and Sarlahi (Central Tarai) respectively. In access and participation to education, the tarai belt is always far behind and there are enormous differences in enrolment across the district. The enrolment related indicators in Western Mountain are always in favour of girls.

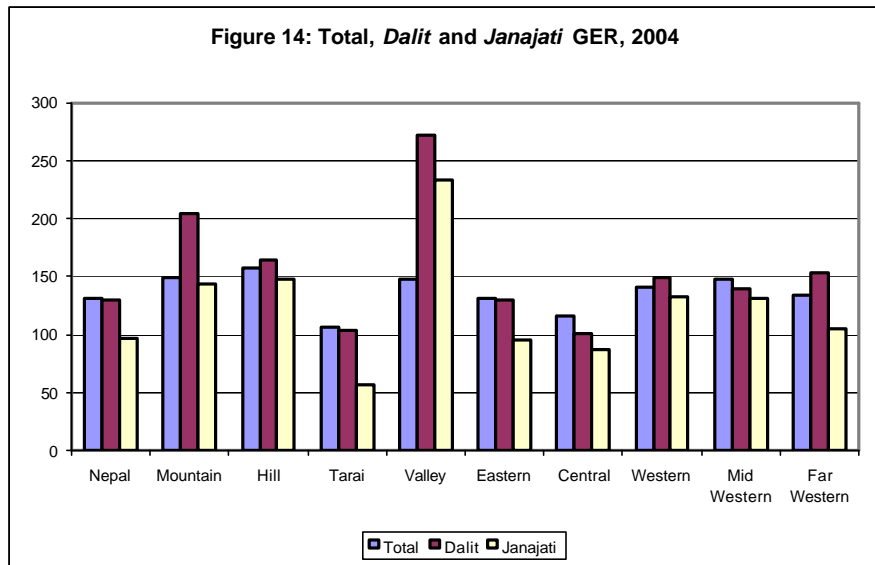
The *Janjati* enrolment is 25.8 per cent of the total enrolment, which is 17.9 per cent point lower than their share in primary school going age children's population. The *Janjati* enrolment is highest in Kathmandu district where as the lowest is in Darchula district. Interestingly, the GER is also lowest in Kathmandu district. This implies that concerted efforts are needed to bring all out-of-school children from *Dalit* and *Janajati* communities to schools.

The lowest percentage of girls' enrolment (40.4 %) of *Janajati* is in Rautahat district (Central Tarai) where as the highest percentage of girls enrolment (52.9%) is in Mustang (Western Mountain). Out of 40 districts, 5 districts, (Panchthar, Udayapur, Gulmi, Dadeldhura and Mustang) have enrolment percentage in favour of girls. The standard deviation in girls' enrolment percentage is 2.5, which indicates that there is not much deviation in girls' percentage in enrolment.

The primary level gross enrolment rate of *Janajati* is highest in the valley and lowest in the tarai.

The difference between *Dalit* and *Janajati* GER is 33.7 per cent point at the national level. Interestingly, in

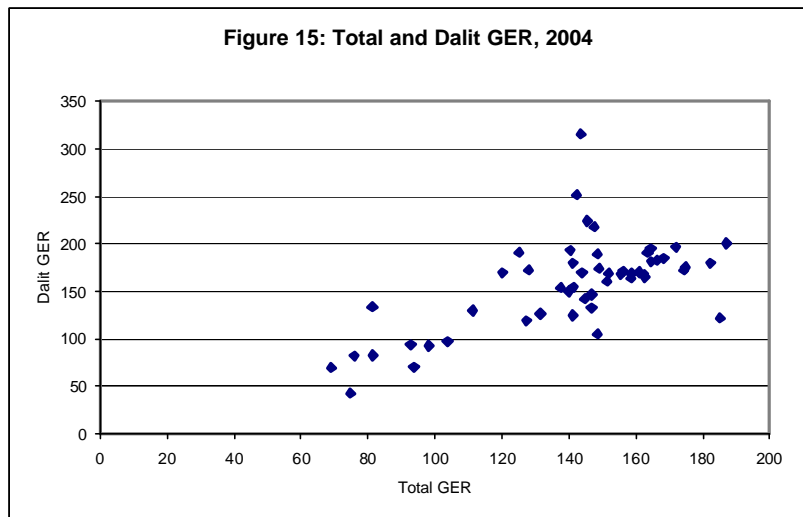
Valley the GER of both *Dalit* and *Janajati* is the highest. It implies that there is no clear-cut relationship between *Dalit* and *Janajati* GER. Some districts have higher *Dalit* GER while in some area *Janajati* GER is higher. In the distribution of population, majority of *Dalit* and *Janajati* population is concentrated in tarai and central region. It suggests



for serious efforts at central tarai to increase participation of *Dalit* and *Janajati* children to primary schools.

The graph explains a positive relation between total and Dalit GER. It shows that most of the districts

have some kind of relationship between total and *Dalit* GER (Higher the total GER, higher the GER of *Dalit*). In most cases, it implies that if total GER increases, it also impacts upon the *Dalit* GER i.e. the *Dalit* GER also increases. Those districts where total GER is high and *Dalit* GER is low, it could be because of low proportion of *Dalit* population in the particular district. The correlation between total GER and *Dalit* GER is 0.64.

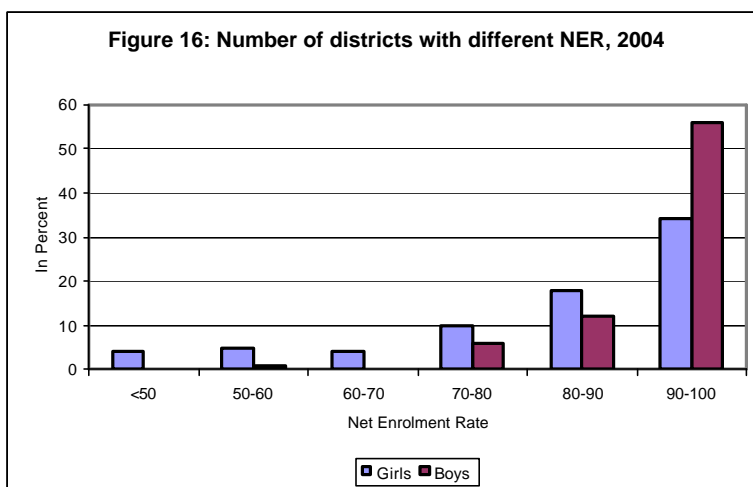


### 3.2.4 Net Enrolment Rate (NER)

The NER in 2003 was 83.5. This year the NER has slightly increased from 2003 by 0.7 per cent point and reached 84.2. The Gender Parity Index (GPI) is same as the last year.

The Net Enrolment Rate (NER) is higher in hills and lower in tarai. The highest NER is in Okhardhunga (Eastern Mountain) and lowest in Saptari (Eastern Tarai). The NER from 28% districts is below the national average. Most of the districts (72%) are between 80 to 97% NER.

The above graph explains that majority of districts (45% for girls and 74% for boys) is between 90 – 100 per cent.



It implies that compared to boys' NER, the girls' NER has more problems. The Gender Parity Index (GPI) in NER is higher than the GPI in GER. It suggests that districts below national average need extra efforts to achieve access and participation of all disadvantaged and marginalized children to primary education. It also suggests for more targeted interventions in the educationally backward areas with Net Enrolment Rate below the national average.

The standard deviation of NER is 14.7 for girls and 7.7 for boys showing a huge disparity between girls and boys NER. The relation between GER and NER is quite high and statistically significant (0.97).

### 3.2.5 Enrolment in community aided and unaided, and institutional schools

The proportion of the institutional and the unaided school enrolment is same as previous year at the national level. 85 per cent of enrolment in primary level belongs to aided school. However, the proportion of aided and institutional enrolment is 50:50 in the valley. It is worth mentioning that HDI<sup>7</sup> and proportion of aided school enrolment at primary level has negative correlation (-0.97).

<sup>7</sup> Measured at regional level

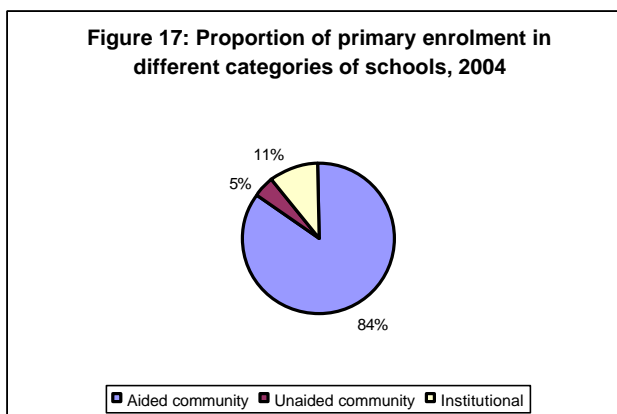
**Table 9: Percentage of distribution of enrolment by category of schools, 2004**

	Community aided	Community Unaided	Institutional
<b>Mountains</b>	91.1	4.6	4.3
<b>Hills</b>	87.0	6.6	6.4
<b>Tarai</b>	85.8	3.2	11.1
<b>Valley</b>	50.6	0.6	48.8
<b>Eastern</b>	83.5	5.7	10.9
<b>Central</b>	84.1	1.3	14.6
<b>Western</b>	83.0	6.7	10.2
<b>Mid Western</b>	87.9	6.6	5.4
<b>Far -Western</b>	88.4	5.3	6.3

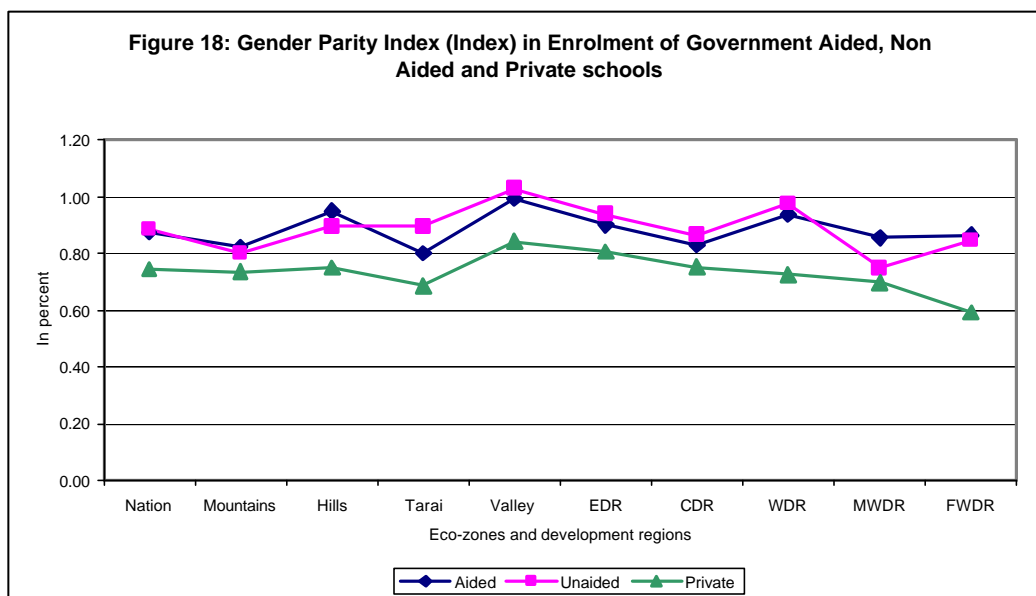
This explains the attraction towards institutional schools, which have good examination results compared with aided and unaided community schools. The economically well-off parents are most likely to send their kids to institutional schools, which are much more expensive than aided and unaided schools.

However, the proportion of 49% of institutional enrolment in the valley and only 4% in the mountains reveals that institutional schools are concentrated in urban areas where HDI is high compared with rural areas. This indicates that the institutional schools are catering services to kids from high economic quintile groups.

**Figure 17: Proportion of primary enrolment in different categories of schools, 2004**



**Figure 18: Gender Parity Index (Index) in Enrolment of Government Aided, Non Aided and Private schools**



The Gender Parity Index (GPI) is high in unaided schools. There is no difference between community aided and unaided schools. However, in the case of institutional schools the GPI is much lower than aided and unaided schools. The GPI of unaided schools in Tarai is higher compared with aided and institutional schools. In Far Western region the GPI of institutional schools is lowest compared with all the categories and regions. It is worthwhile to consider that the GPI of community-aided schools in the valley is highest where as in institutional schools the GPI is much lower than aided schools. It explains that the parents are investing more on boys compared with girls even in urban areas and girls are still behind boys in enrolment.

### 3.3 Secondary Level Enrolment

The enrolment at lower secondary and secondary level is increasing. The Gross Enrolment at the lower secondary level has increased by 20 per cent point at the national level where as for the secondary level it has increased by 4 per cent point. The higher GER is in the valley at both levels. At the district level the lowest GER is in Parsa where as the highest is in Okhaldhunga. The NER has also increased by 1 per cent point and 2.5 per cent point at lower secondary and secondary level respectively.

**Table 10: Gross Enrolment Rate by sex, zone and region, 2004**

	Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	73.9	86.4	80.3	45.2	55.4	50.4
<b>Mountain</b>	71.2	98.4	84.8	36.7	53.7	45.2
<b>Hill</b>	92.5	103.4	98.0	52.8	64.5	58.6
<b>Tarai</b>	55.4	68.7	62.3	36.1	45.8	41.1
<b>Valley</b>	98.6	104.6	101.6	71.1	73.3	72.2
<b>Eastern</b>	79.6	90.4	85.0	54.4	62.4	58.4
<b>Central</b>	68.6	79.3	74.0	43.4	51.7	47.7
<b>Western</b>	88.4	92.1	90.3	55.2	62.6	58.9
<b>Mid Western</b>	65.6	89.1	77.5	29.5	45.0	37.2
<b>Far Western</b>	60.0	86.2	73.3	30.5	51.2	40.9

The lower secondary enrolment in absolute term has increased by 19 per cent where as the secondary level has 15 per cent increase. This clearly states a speedy increase in enrolment in secondary education. However, the analysis of NER shows that the correct age enrolment has not increased as much as it has increased in absolute terms. The NER has increased by 1.0 per cent point for the lower secondary and for secondary it is 2.5 per cent point.

**Table 11: Net Enrolment Rate by sex, zone and region, 2004**

	Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	40.2	47.6	43.9	28.8	35.2	32.0
<b>Mountain</b>	36.4	49.7	43.0	19.9	28.3	24.1
<b>Hill</b>	50.1	55.3	52.7	31.4	38.4	34.8
<b>Tarai</b>	30.7	39.9	35.4	23.3	29.8	26.6
<b>Valley</b>	53.3	57.0	55.1	55.2	56.7	56.0
<b>Eastern</b>	47.4	56.3	51.9	34.6	39.4	37.0
<b>Central</b>	38.3	45.3	41.9	31.6	37.9	34.8
<b>Western</b>	48.3	49.8	49.0	31.9	36.0	34.0
<b>Mid Western</b>	30.5	41.6	36.2	15.0	22.4	18.7
<b>Far Western</b>	26.5	39.0	32.8	16.6	29.8	23.2

The Net Enrolment Rate (NER) of Kathmandu valley is 55.1 per cent, which is 10 per cent higher than the national figure at the lower secondary level. For the secondary level also, the valley has higher NER, which is 24 per cent point higher than the national figure. The hills, eastern, central and western development regions are above the national average where as other regions are lower than the national level. At the primary level, the lowest NER is in Tarai where as in the secondary level, the lowest NER is in the mountains zone. It indicates that in the mountains zone all children do not join at secondary level after completing primary level education i.e. the transition rate from primary to secondary education is low.

**Table 12: Percentage distribution of secondary education enrolment by types, 2004**

Regions	Lower Secondary			Secondary		
	Aided	Un Aided	Institutional	Aided	Un Aided	Institutional
Nepal	72.2	17.6	10.3	73.2	13.5	13.3
Mountain	79.7	17.6	2.7	79.3	16.9	3.8
Hill	72.8	21.5	5.7	76.1	17.4	6.5
Tarai	74.6	14.6	10.9	75.2	10.2	14.6
Valley	47.7	6.2	46.1	46.4	5.1	48.5
Eastern	71.4	19.6	9.0	71.8	15.2	13.0
Central	70.0	15.4	14.6	69.2	12.0	18.8
Western	71.0	17.0	11.9	74.7	13.2	12.1
Mid Western	79.6	16.0	4.3	82.1	12.2	5.7
Far Western	73.1	23.1	3.9	77.3	16.4	6.4

At the national level, the share of enrolment of institutional schools is 10.3 per cent in the case of lower secondary education where as in secondary education, it is 13.3 per cent. At ecological zones the mountains zone have lowest enrolment proportion in both levels. The share of institutional schools is

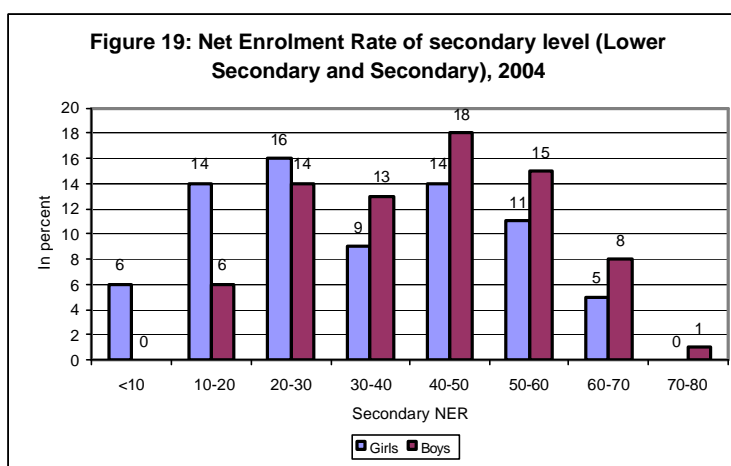
highest in the valley indicating that private schools are concentrated in urban or high Human Development Index (HDI) areas.

The share of enrolment with respect to *Dalit* and *Janajati* is lower than their share of population. The *Dalit* share of population (Age 10 – 12 years) is 8 per cent where as in enrolment the proportion of *Dalit* is only 6.8 per cent.

**Table 13: Distribution of enrolment by social groups, 2004**

	<i>Dalit</i>		<i>Janajati</i>	
	Lower Secondary	Secondary	Lower Secondary	Secondary
<b>Nepal</b>	6.8	8.1	28.9	30.2
<b>Mountains</b>	8.0	18.2	17.1	18.0
<b>Hills</b>	7.2	10.1	28.0	33.7
<b>Tarai</b>	6.6	4.9	31.0	26.7
<b>Valley</b>	3.3	4.6	36.8	35.3
<b>Eastern</b>	4.8	3.3	31.5	28.6
<b>Central</b>	5.2	4.6	36.4	28.0
<b>Western</b>	8.5	13.6	27.1	44.6
<b>Mid Western</b>	3.8	2.2	13.1	20.2
<b>Far Western</b>	6.8	12.9	10.2	12.4

It indicates that a substantial number of *Dalit* children are still out of the school system. The distribution of NER among the district is heterogeneous. Girls' performance is lower than boys. The majority of districts have 40-50 NER. Interestingly, only one district has 70-80 per cent NER and less than 10 per cent NER is reported only in the case of girls.



### 3.4 Examination

#### 3.4.1 Grade 5 examinations

The pass rate of Grade 5 in 2004 is 85% at the national level. There is no significant difference in pass per cent among different ecological zones and regions, only 5 per cent point difference is observed from the lowest to the highest. This indicates homogeneity in pass per cent illustrating less problem.

Table 14: Pass percent in grade 5 examinations, 2004

	Appeared			Passed			Pass %		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	163752	197907	361659	139017	168691	307708	84.9	85.2	85.1
<b>Mountain</b>	9964	13795	23759	8250	11686	19936	82.8	84.7	83.9
<b>Hill</b>	83490	90881	174371	69862	76281	146143	83.7	83.9	83.8
<b>Tarai</b>	70298	93231	163529	60905	80724	141629	86.6	86.6	86.6
<b>Eastern</b>	42778	50396	93174	37372	43565	80937	87.4	86.4	86.9
<b>Central</b>	42778	54335	97113	36685	46841	83526	85.8	86.2	86.0
<b>Western</b>	46293	50328	96621	37783	41612	79395	81.6	82.7	82.2
<b>Mid Western</b>	22529	29669	52198	19336	25317	44653	85.8	85.3	85.5
<b>Far Western</b>	9374	13179	22553	7841	11356	19197	83.6	86.2	85.1

The pass percent of *Dalit* and *Janajati* is almost the same as total pass per cent. However, the appearance in Grade 5 examination is very low compared with its total enrolment in 2003. Only 37 per cent of grade 5 enrolment of last year appeared in the final examination of Grade 5. It means out of 100 only 37 children undertook the final examination of Grade 5, which indicates a substantial wastage of educational resources. Nevertheless, the number of pass children seems to be increasing. In 2004, 307,708 children passed in Grade 5 examination compared to 185,545 children in 2000, which is 65% higher than 2000.

### 3.4.2 Grade 8 examinations

The pass rate of Grade 8 in 2004 is 80 per cent at the national level. The differences in pass per cent between different ecological zones and regions are prominent. The lowest pass per cent is in the Mid Western region where as the valley has the highest pass per cent. The difference between highest and lowest pass per cent from the national average is 8 per cent point.

Table 15: Students appeared and passed (percentage) in Grade 8 examination, 2004<sup>8</sup>

	Pass %: Total			Pass %: Dalit			Pass %: Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
<b>Nepal</b>	78.4	82.0	80.4	75.1	81.1	78.7	78.7	78.5	78.6
<b>Mountain</b>	75.0	81.9	79.1	67.6	79.8	75.8	75.4	79.4	77.6
<b>Hill</b>	77.4	79.9	78.7	73.5	78.9	76.7	81.2	77.8	79.4
<b>Tarai</b>	74.4	79.4	77.2	72.8	79.4	76.8	73.1	75.2	74.3
<b>Valley</b>	85.6	87.8	86.8	87.6	88.5	88.1	84.5	88.7	86.5
<b>Eastern</b>	75.3	78.5	77.0	74.3	78.4	76.6	72.4	75.7	74.1
<b>Central</b>	80.8	85.0	83.1	82.4	86.7	85.0	80.8	84.3	82.7
<b>Western</b>	76.5	80.5	78.6	71.4	77.6	75.1	86.7	77.7	81.9
<b>Mid Western</b>	72.1	73.2	72.7	67.5	74.6	71.8	64.0	66.8	65.7
<b>Far Western</b>	73.3	79.4	77.0	66.8	79.3	75.2	75.9	75.1	75.4

<sup>8</sup> On the basis of 62 districts

There is no significant difference in pass per cent between Total, *Dalit* and *Janajati*. Only 2 per cent point difference between Total, *Dalit* and *Janajati* is observed. *Dalit* and *Janajati* have same pass per cent. However, the attendance number is very low compared with last year's enrolment in grade 8. Only 27.8 per cent (26 for girls and 29 % for boys) students attended the final examination of Grade 8 which is 10 per cent point lower than Grade 5. It indicates a sporadic enrolment of students in Grade 5 and 8. The pass number of Grade 8 examination appears to be increasing. In 2000 only 198510 students passed in Grade 8 examination where as in 2004, 210540 students passed Grade 8 examination, which is 6 per cent higher than 2000. This indicates a lower per cent of pass rate in Grade 8 compared to the primary level.

### 3.5 Survival rate at grade 5, 8 and 10<sup>9</sup>

For the first time DOE has used this formula to calculated survival rate at different grades.

**Table 16: Survival rate at grade 5, 8 and 10**

		Grade 5	Grade 8	Grade 10
NEPAL	Total	76.2	55.0	35.2
	Male	72.4	60.0	40.1
	Female	80.6	49.9	30.3
MOUNTAIN	Total	62.8	29.1	11.9
	Male	58.8	38.1	20.1
	Female	67.4	20.0	3.7
HILL	Total	67.3	67.2	43.1
	Male	65.6	71.0	48.2
	Female	69.1	63.4	38.0
TARAI	Total	90.5	44.0	29.9
	Male	83.5	49.9	34.7
	Female	99.2	37.7	24.8
VALLEY	Total	63.1	91.4	47.1
	Male	61.5	94.3	48.9
	Female	65.0	88.6	45.4

At the national level the survival rate is 76, 55 and 35 per cent for grade 5, 8 and 10 respectively. The highest survival rate for grade 5 is in Terai indicates a substantial migration from Hill and Mountain region to Tarai region. However, this figure does not reflect on Grade 8 and 10. At Grade 8 and 10 the valley has higher survival rate compared with other ecological zone and region. The lowest survival rate is in mountain region. The figures indicate a low internal efficiency at all level of education.

<sup>9</sup> By using proxy method of EFA Monitoring Report, 2004 to calculate survival rate

## SECTION FOUR

### 4. Teachers

Dakar 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”* stresses that quality stands at the heart of Education for All.

Human resource inputs is most essential for addressing educational issues that relate to providing good quality education by creating child-friendly and supportive environment in classrooms and at schools with the purpose of achieving universal primary education and an enhanced level of learning outcomes i. e. achievement of 96 per cent net enrolment, 85 per cent survival rate to Grade 5, and more than 70 per cent learning outcomes for all children in each school, VDC/Municipality, district and the nation.

This indicator is used to describe the quantitative expansion of the education system to the essence of quality and relevance of human resource allocations. The identification of areas of inequity in the education system, if analyzed with reference to the concerns of the policy makers, assists in reaching objective policy conclusions about the strengths and weaknesses of the national education system.

This indicator fitted into the conceptual framework can give a reference frame for monitoring achievements of policies in terms of quantity, qualification and training of teachers at each level of education with respect to school sizes, classroom sizes, school student ratio, classroom student ratio, school teacher ratio, classroom teacher ratio, student teacher ratio, female teacher ratio, *Dalit* and *Janjati* teacher ratio, etc against the ‘standards and benchmarks’ set by the Ministry of Education and Sports. They should enable the decision-makers to predict the likely consequences of changes and reforms and use indicators for their daily decisions.

Table below provides the total number of teachers (male as well as female) in primary, lower secondary and secondary education as per the ecological zones. There are 101,483 teachers in primary, 25,962 in lower secondary and 20,232 in secondary level throughout the country. The female teachers are 30542, 4238 and 1732 in primary, lower secondary and secondary education respectively. The distribution of teachers in mountain, hills and tarai is given in table 17.

**Table 17: Total number of teachers by sex, level and eco-zone, 2004**

	Primary			Lower Secondary			Secondary		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
<b>Nepal</b>	101,483	30,542	70,941	25962	4238	21724	20232	1732	18500
<b>Mountains</b>	10316	1993	8323	1978	120	1858	1378	29	1349
<b>Hills</b>	46097	12184	33913	10913	1215	9698	7797	365	7432
<b>Tarai</b>	35646	10920	24726	8431	1123	7308	6536	408	6128
<b>Valley</b>	9424	5445	3979	4640	1780	2860	4521	930	3591

Figure 20 details out the proportion of female teachers in primary, lower secondary and secondary education with the total teachers. It shows that male teachers are more than double in comparison to female teachers in the primary level. It also reveals a sharp decrease in the number of female teachers in lower secondary and more so in the secondary education.

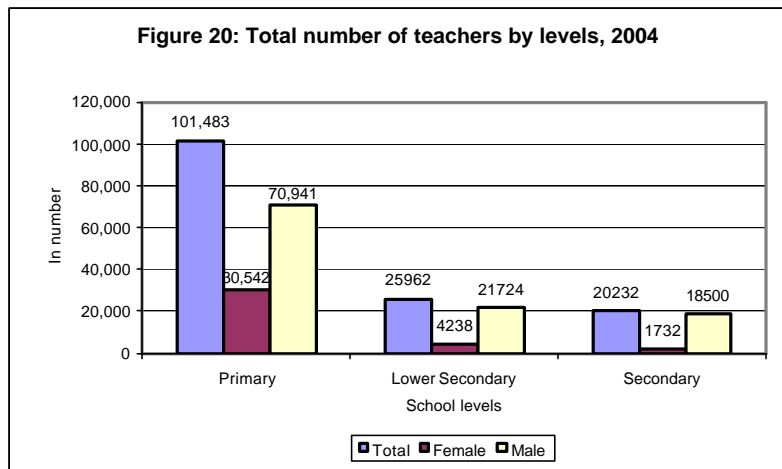
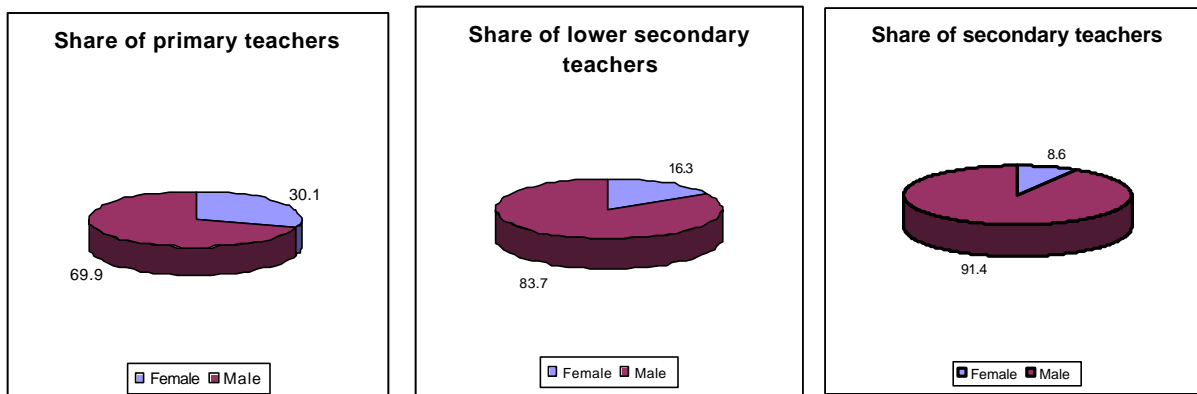


Figure 21 shows that there are only 30.1 per cent, 16.3 per cent and 8.6 per cent female teachers in the primary, lower secondary and secondary level of schooling respectively.

**Figure 21: Distribution of female teachers by eco-zone, 2004**



The implementation of female teacher recruitment policy can help to reduce disparities between girls and boys and the improvement in the number and ratio of teachers belonging to disadvantaged (*Dalit*) and ethnic (*Janjati*) groups can help achieve social equity and harmony.

## 4.4 Primary education teachers

### 4.4.1 Pupil/teacher ratio in primary education

Figure 22 shows the variation in the pupil/teacher ratio at primary level by eco-zones. The pupil/teacher ratio at the national level is 39.7 in primary education. This figure refers to the national average with eco-zonal variations where the pupil/teacher ratio varies widely. The ratio ranges from the lowest 24.2 for the valley to the highest 46.6 in the tarai. In the mountains, it is 32.6. But variations across the districts in the mountains zone are too high - ranging from 5.4 in Manang (Western Mountain) and highest 42.9 in Taplejung (Eastern Mountain). Similarly, Bhaktapur with 16.0 has the lowest pupil/teacher ratio as compared to 24.2 for the valley.

The hills zone seems to have a reasonable pupil/teacher ratio (39.2) as compared to the national average (39.7). The hill district Baglung in the western hills, has the lowest student/teacher ratio i.e. 21.5. As a contrast, in tarai the student/teacher ratio is 46.5. It ranges from 27.5 to 90.7.

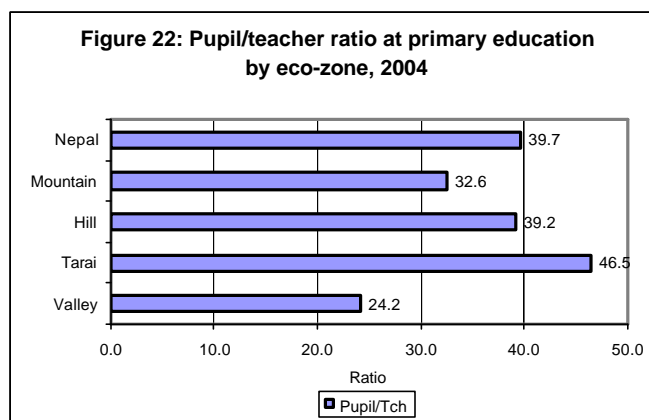
The eco-zone variation highlights the need of teacher mapping and equitable distribution of teachers for imparting quality education focusing on reasonable class/section size, provision of female teachers and qualification and training of teachers.

### 4.4.2 Teacher/school ratio in primary education

The teacher/school ratio in the primary education is 4.1, whereas the student/school ratio is 162.9. The valley has the teacher/school ratio of 6.5, the highest in comparison to the national average as well as other three zones. In the case of valley, there is low number of pupils (158) in a primary school with an average of nearly 7 teachers resulting in low student/teacher ratio in the country.

In the case of mountains zone, the teacher/school ratio is lowest among the ecological belts resulting in a little bit higher student/teacher ratio as compared with the valley. The school/student ratio in the hill is also higher up as compared with the mountain.

Khotang (Eastern Hill) has the lowest teacher/school ratio (1.59) whereas Lalitpur (Valley) has the highest i.e. 9.73.



The national average of teacher/school ratio is 4.1. However, two thirds of the districts (48 districts out of 75) have the lower teacher/school ratio than the national average. 14 districts have the teacher/school ratio of more than 5.

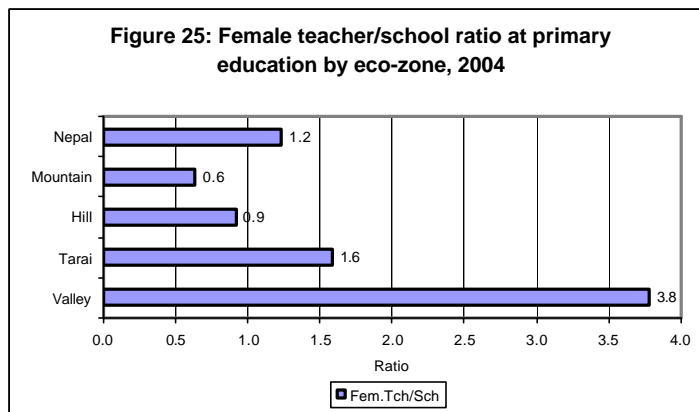
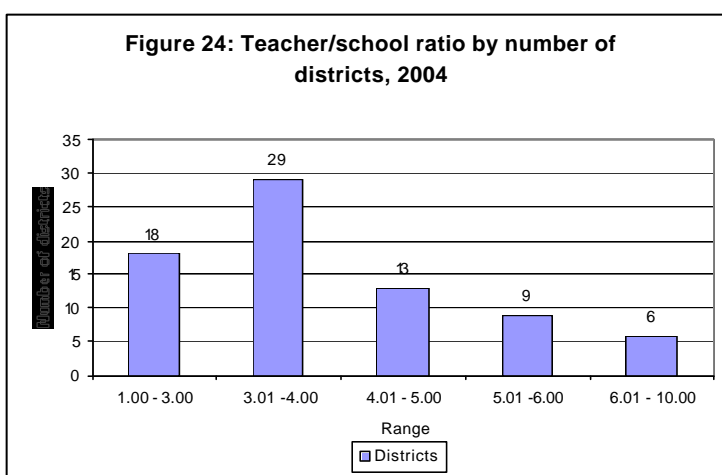
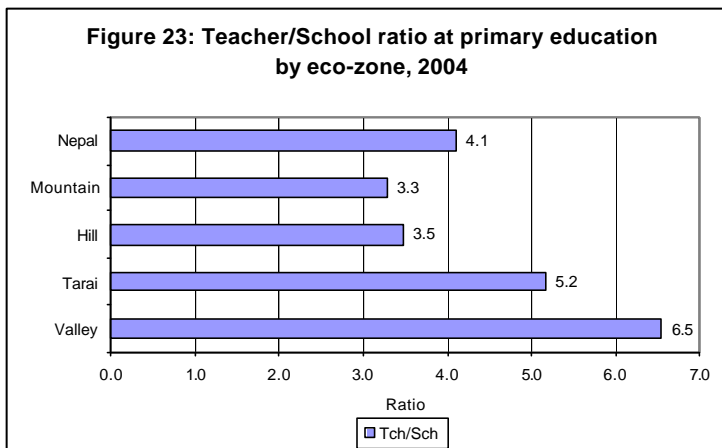
Figure 24 explains that there are 18 districts, which have less than three teachers in a school. On the contrary, only six districts have more than six teachers in a school. This figure only shows about the national average, variations across districts (even more in the case of school) may persist.

#### 4.4.3 Female teacher/school ratio

Research studies highlight the significance of recruitment of female teachers and its direct connotation in

increasing girls' enrolment and their enhanced level of learning. The Government has been implementing one female teacher policy in every primary school since more than a decade. Now, the policy has been revisited and the provision of two female teachers in each primary school with four or more than four teachers has been enforced. The data on 2004 reveal that each primary school has at least one female teacher on an average, but in practice more than 10, 000 schools do not have female teacher.

The eco-zonal variation also indicates the picture of unavailability of female teachers in each school. The mountain zone has the lowest female teacher/school ratio (0.6) implying that every 10 primary schools have only 6 female teachers. The same situation, but little bit improved, can be seen in the hills also, where every 10 primary schools have 9 female teachers.



On the contrary, the tarai zone has the female teacher/school ratio of 1.6, which is higher than the national average as well as the mountains and hills zones but lower than the valley. In the valley, on an average there are nearly four female teachers in a primary school.

#### 4.4.4 Training status of primary level teachers

How teachers are prepared for teaching is a critical indicator of education quality. Preparing teachers for meeting the challenges of the changing world means equipping them with subject specific expertise, effective teaching practices, an understanding of new technology of teaching and ability to work collectively with other teachers, members of the community and parents.

Tables below illustrate the training status of primary school teachers (total and community aided) in terms of sex, ecological and development regions.

**Table 18: Training status of primary school teachers by eco-zones, 2004**

	Female			Male			Total		
	Trained	Untrained	Total	Trained	Untrained	Total	Trained	Untrained	Total
<b>Nepal</b>	8260	22282	30542	22707	48234	70941	30967	70516	101483
<b>Mountain</b>	611	1382	1993	3010	5313	8323	3621	6695	10316
<b>Hill</b>	3578	8606	12184	10593	23320	33913	14171	31926	46097
<b>Tarai</b>	2849	8071	10920	8324	16402	24726	11173	24473	35646
<b>Valley</b>	1222	4223	5445	780	3199	3979	2002	7422	9424

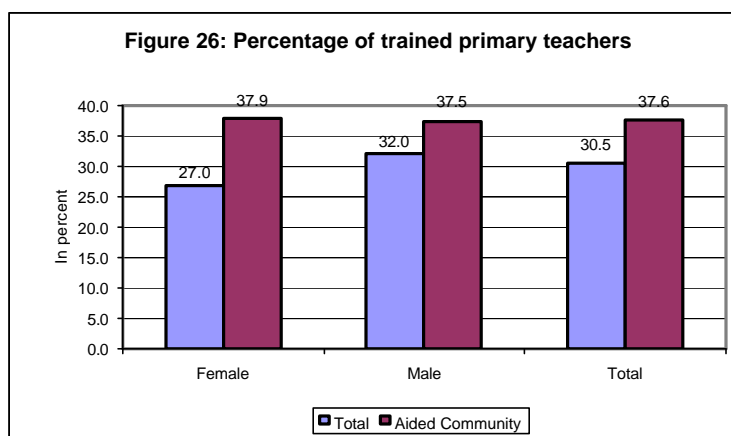
**Table 19: Training status of community aided primary school teachers by eco-zones, 2004**

	Female			Male			Total		
	Trained	Untrained	Total	Trained	Untrained	Total	Trained	Untrained	Total
<b>Nepal</b>	6273	10287	16560	20255	33740	53995	26528	44027	70555
<b>Mountain</b>	495	1192	1687	2678	5137	7815	3173	6329	9502
<b>Hill</b>	2868	5090	7958	9651	16555	26206	12519	21645	34164
<b>Tarai</b>	2282	3168	5450	7310	10992	18302	9592	14160	23752
<b>Valley</b>	628	837	1465	616	1056	1672	1244	1893	3137

Available data on teacher training suggest that a large number of teachers lack adequate training. The figures below explain the training status of primary level teachers. It explains that in primary education, less than one-third teachers i.e. 30.5 per cent are trained. In the case of female teachers, only 27 per cent female teachers are trained, whereas 32 per cent male teachers are trained in total teachers. The percentage of trained teachers in community aided schools (government teachers) is higher i.e. 37.6 per cent in comparison to the total teachers. The scenario is different in community-aided schools where 37.9

per cent government female teachers are trained in comparison to the government male teachers i.e. 37.5 per cent. The figures on teacher training give the national average. Variations within individual districts are likely to be large.

It means a huge number of teachers teaching in the primary education are still either partially trained or untrained. This certainly has huge effects on the learning achievement of students.



#### 4.5 Lower Secondary teachers

The training status of total teachers in lower secondary education by eco-zones is given in below table. Only 7,818 out of 25,962 teachers are trained. Almost one fourth of female teachers are trained. A huge number of teachers in lower secondary education are still untrained.

However, the figure of trained teachers does not explain much more about the nature of training (professional qualification or certified training received from government institutions). But, it clearly delivers the message that more than two third teachers are untrained and actively taking part in teaching learning activities of students.

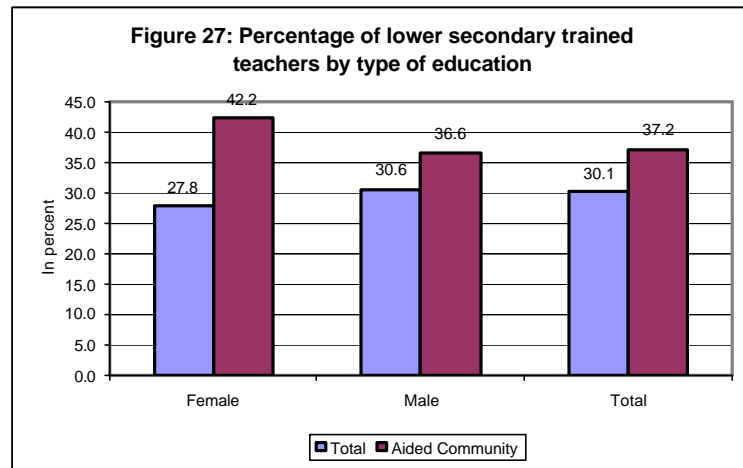
**Table 20: Training status of total lower secondary school teachers by sex, 2004**

	Female				Male				Total			
	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained
<b>Nepal</b>	4238	1177	353	2708	21724	6641	2778	12305	25962	7818	3131	15013
<b>Mountain</b>	120	40	17	63	1858	649	297	912	1978	689	314	975
<b>Hill</b>	1215	451	71	693	9698	3417	1172	5109	10913	3868	1243	5802
<b>Tarai</b>	1123	256	108	759	7308	1972	1042	4294	8431	2228	1150	5053
<b>Valley</b>	1780	430	157	1193	2860	603	267	1990	4640	1033	424	3183

**Table 21: Training status of community aided lower secondary school teachers by eco-zone, 2004**

	Female				Male				Total			
	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained
<b>Nepal</b>	1494	631	137	726	13312	4870	2033	6409	14806	5501	2170	7135
<b>Mountain</b>	72	27	12	33	1455	497	225	733	1527	524	237	766
<b>Hill</b>	526	250	43	233	6512	2597	926	2989	7038	2847	969	3222
<b>Tarai</b>	462	124	68	270	4679	1518	833	2328	5141	1642	901	2598
<b>Valley</b>	434	230	14	190	666	258	49	359	1100	488	63	549

Figure 27 explains the percentage of trained teachers in lower secondary education. In total only 30.1 per cent lower secondary teachers are trained whereas in the case of community aided schools 37.2 per cent teachers appear to be trained. It is encouraging that more female teachers are trained i.e. 42.2 per cent in comparison to their male counterpart i.e. 36.6 per cent in community aided schools teacher.



#### 4.6 Secondary teachers

The information in relation to the training status of secondary teachers by eco-zones is provided in the table 21 below. Only 9727 out of total 20232 teachers are trained in secondary education. Figure below explains the percentage of trained teachers in secondary education. The data show that 48.1 per cent secondary teachers are trained where male teachers comprise 48.6 per cent compared to 42.2 per cent trained female teachers.

**Table 22: Training status of total secondary school teachers by sex, 2004**

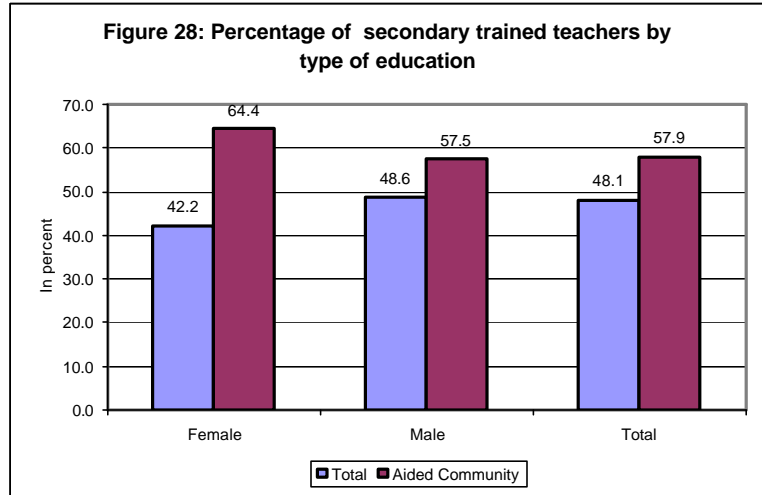
	Female				Male				Total			
	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained
<b>Nepal</b>	1732	731	98	903	18500	8996	1888	7616	20232	9727	1986	8519
<b>Mountain</b>	29	18	3	8	1349	796	150	403	1378	814	153	411
<b>Hill</b>	365	200	19	146	7432	4077	706	2649	7797	4277	725	2795
<b>Tarai</b>	408	209	36	163	6128	3002	771	2355	6536	3211	807	2518
<b>Valley</b>	930	304	40	586	3591	1121	261	2209	4521	1425	301	2795

**Table 23: Training status of community aided secondary school teachers by eco-zones, 2004**

	Female				Male				Total			
	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained	Total	Trained	Partial	Untrained
<b>Nepal</b>	738	475	35	228	11641	6693	1243	3705	12379	7168	1278	3933
<b>Mountain</b>	27	16	3	8	1243	719	135	389	1270	735	138	397
<b>Hill</b>	207	137	11	59	5609	3313	587	1709	5816	3450	598	1768
<b>Tarai</b>	220	129	15	76	4006	2144	501	1361	4226	2273	516	1437
<b>Valley</b>	284	193	6	85	783	517	20	246	1067	710	26	331

However, in the case of community-aided schools, 57.9% of secondary teachers are trained. The percent of female trained teachers (64.4%) in community-aided schools is much higher than the male trained teachers (57.5%).

The trend in teacher training indicates that the proportion of trained teachers increases as increases the level of education.



## SECTION FIVE

### 5. Supply of textbooks

#### 5.1 Availability of textbooks within 1 week of school opening

The Janak Education Materials Center (JEMC) produces all textbooks centrally and Sajha Prakashan is responsible for the distribution of textbooks at district level. Sajha distributes textbooks through its local agents. Due to several reasons, textbooks are not delivered on time.

Table 24: Availability of textbooks within 1 week of school opening<sup>10</sup>, 2004

	Enrolment	Repeaters	New admission	Textbooks on time	Percent
<b>Nepal</b>	3416630	717792	2698838	821342	30.4
<b>Eastern</b>	770329	161206	609123	137636	22.6
<b>Central</b>	1023863	220298	803565	276350	34.4
<b>Western</b>	705395	191732	513663	227327	44.3
<b>Mid Western</b>	546964	117296	429668	127387	29.6
<b>Far Western</b>	370079	27260	342819	52642	15.4

The above table shows that out of total eligible children for receiving textbooks, only 30 per cent students got textbooks on time. This situation was worst in the far western development region where only 15 per cent children received textbooks on time at the primary level. The figures demonstrate a very poor delivery mechanism of textbooks at schools, which may be termed as affecting the quality of education. The present status indicates the urgency of strengthening textbooks delivery system by involving the private sector.

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<sup>10</sup> On the basis of 68 districts data

## Annex XXVII

### Glossary

**Early childhood development (ECD) programmes:** Programmes which offer a structured and purposeful set of learning activities either in a formal institution (pre-primary) or as part of a non-formal child development programme. Early childhood development programmes are normally designed for children aged three to four years.

**Enrolment:** Number of pupils or students enrolled in a given level of education, regardless of age.

**Entrance age:** The age at which pupils or students would enter a given programme or level of education assuming they had started at the official entrance age for the lowest level of education i.e. 5 years for Grade 1.

**New entrants:** Pupils or students entering a programme at a given level or sub-level of education *for the first time*.

**School-age population:** Population of the age-group which officially corresponds to the relevant level of education.

**Teachers:** *Teachers or teaching staff.* Number of persons employed full-time in an official capacity for the purpose of guiding and directing the learning experience of pupils and students, irrespective of his/her qualification or the delivery mechanism, i.e. whether face-to-face and/or at a distance. This definition excludes educational personnel who have no active teaching duties (e.g. non-teaching staff) or who work occasionally or in a voluntary capacity in educational institutions (e.g. parents).

**Trained teachers:** Teachers who have received the minimum organized teacher-training (pre-service or in service) required for teaching at the relevant level in the given country.

**Annual growth rate:** The average annual growth of the population during the period 1991 to 2001, expressed as a percentage.

**Gross intake rate in primary education:** Number of new entrants into first Grade of primary education, regardless of age, expressed as a percentage of the population of official entrance age to primary education.

**Gender parity index:** Ratio of female to male values of a given indicator.

**Gross enrolment rate:** Number of pupils enrolled in the given level of education, regardless of age, expressed as a percentage of the population in the relevant official age-group.

**Literacy rate:** The number of literate adults expressed as a percentage of the total adult population aged 15 years and above.

**Net enrolment rate:** Number of pupils in the official age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age-group.

**Survival rate to grade 5:** Percentage of children starting primary school who eventually attain Grade 5. The proportion of new entrance in last Grade of specific levels as percentage of official age of those particular grades.

**Percentage of new entrants to primary Grade 1: The children who have attended some form of organized early childhood development programme.** Number of new entrants to primary Grade 1 who have attended some form of organized early childhood development programme equivalent to at least 200 hours, expressed as a percentage of total number of new entrants to primary Grade 1.

**Pupil/teacher ratio:** Average number of pupils per teacher at the level of education specified in a given school year. When data are available, the calculation of the pupil/teacher ratio is based on teachers and pupils expressed in full-time equivalent.

**Dalit:** refers to total 23 castes *Lohar, Sunar, Kami, Damai, Sarki, Badi, Gaine, Kasai, Kusle, Kuche, Chayme, Pode, Chamar, Dhobi, Pasawan (Dusadh), Tatma, Dom, Batar, Khatwe, Mushahar, Santhal, Satar and Halakhor*

**Janajati:** refers to total 59 castes - *Kisan, Kumal, Kushbadiya, Kusunda, Ganagai, Gurung, Chepang, Chhantyal, Cheirotan, Jirel, Jhangad, Dolpo, Tangwe, Tajpuriya, Tamang, Tin Gaunle Thakali, Topkegola, Thakali, Thami, Tharu, Thudam, Danuwar, Darai, Dura, Dhanuk (Rajbanshi), Dhimal, Newar, Pahari, Free, Bankariya, Baramo, Barha Gaunle, Bote, Bhujel, Bhote, Magar, Majhi, Marphali Thakali, Mugali, Mechhe (Boddo), Yakkha, Rai, Raute, Rajbanshi (Koch), Rajhi, Larke, Limbu, Lechpa, Lhopo, Lhomi, Walung, Byasi, Sherpa, Satar (Santhal), Siyar, Sunuwar, Surel, Hayu, Hyolmo*

## Annex XXVIII

### Abbreviation

ADB	Asian Development Bank
CBS	Central Bureau of Statistics
CDC:	Curriculum Development Centre
CRC	Camera-Ready-Copy
DFA	Dakar Framework for Action
DOE	Department of Education
ECD / PPC	Early Childhood Development / Pre Primary Class
Eco – Zone	Ecological Zone
EFA	Education for All
EFAP	Education for All Program
EMIS	Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
HDI	Human Development Index
IDA	International Development Association
INGO	International Non-Governmental Organisation
JEMC	Janak Education Materials Center
JICA	Japan International Cooperation Agency
MOES	Ministry of Education and Sports
NCED	National Centre for Educational Development
NER	Net Enrolment Rate
NFEC	Non Formal Education Center
NGO	Non-Governmental Organisation
NPA	National Plan of Action
OCE	Office of the Controller of Examinations
RC	Resource Centre
RED	Regional Education Directorate
DEO	District Education Office
SIS:	School Information System
UIS	UNESCO Institute of Statistics
UK	United Kingdom
VDC	Village Development Committee
WFP	World Food Program