

Section – 1

General Information

Introduction:

1. The Flash Report I is the beginning of school year report for assessing the overall functioning of the school education system with respect to the Education For All (EFA) program and performance indicators. The underlying idea behind this Report is to analyze the educational data of each district in the country in relation to the enrolment and participation of children. The categories used are total children, disadvantaged (Dalit) and ethnic (Janajati) groups to assess the performance of the school education system. This report illustrates the differences in enrolment and participation of children belonging to different social strata in the country within a caste structure system. For the first time, it highlights the admission of children in Grade I in relation to their specific age and survival rates to grades 5 and 8 of school education. Moreover, it also attempts to assess the delivery of textbooks and basic learning materials to schools within two weeks of the beginning of the school year.

2. The districts are the primary planning units of the country. Hence, this Report uses the districts as units of analysis for the constant improvement of and accountability towards the educationally, socially and economically marginalized communities within each district.

Process of preparing the Report:

3. School questionnaires were developed with the consultation of the regional, district and sub-district level personnel. The feedback and suggestions received from key stakeholders (including development partners) were incorporated whilst improving the school questionnaires to make them more user-friendly.

4. The camera-ready copy (CRC) of the revised questionnaires was sent to the districts for distribution to their schools. Guidelines about how to fill in the school questionnaires were provided to districts in order to improve the quality and accuracy of the data.

5. An orientation workshop for district level education personnel was organized with the financial support of ESAT/DANIDA. The aim of the workshop was to increase the level of awareness and understanding of the EMIS system and also for filling in school questionnaires. The district organized workshops at Resource Centers for the primary data recorders in schools. UNICEF support in the area of data verification was most valuable.

6. A team of technical experts headed by Dr. Ko-Chih-Tung at the UIS Bangkok contributed to the capacity building of a group of DoE/MoES education personnel and continuously facilitated the flash reporting process.

7. New software was developed by the Cosmic Computer System, Chabahil, Kathmandu for data entering, recording, processing and generating outputs with the financial support of

the UNESCO Kathmandu Office. The software was developed on the Microsoft Access Platform with the front-end supported by the Visual Basic 6.0. The software was entirely changed from the previously developed software. However, the data entered in the previous software was also used.

8. Altogether 68 districts entered Flash I data into computers at the district level. They sent the data to the DoE electronically for the preparation of this report. The remaining seven districts came with their school statistics to the training centers and completed the data entry during the training period.

9. Out of 28,026 schools in the country, 4,522 schools did not report. Based on the number of reporting schools in each district, the average weight was taken and the enrolment data for non-reporting schools was adjusted.

Limitations

10. The restructuring of the Resource Centers (RCs), required new recruitment and placement of resource persons and took time. This affected the collection, compilation and processing of data at resource centers and district level in time.

11. In addition to the above, the inadequate capacity of head teachers, the primary data recorders and the lack of professional commitment among education personnel at all levels, followed by inadequate logistic support, also affected the quality of data.

Lessons learnt:

12. The Flash Reporting system has developed procedures for documenting progress and the districts have been able to demonstrate steady progress in timely reporting and also in verifying and validating the data by themselves.

13. The Schools, Resource Centers (RCs) and Districts require improved capacity on various dimensions of EMIS development, adequate logistic support for producing quality data and disseminating accurate and timely information to key stakeholders at the local level. Accomplishing this would contribute to ensuring accountability, adhering to results and also facilitate informed decision-making at all levels - schools, districts, regional and national. Increased results-based accountability at all levels leads to systemic development resulting in increased efficiency and effectiveness of the school education system.

Section – 2

Flash I Indicators

School types and levels:

14. The country has two broad categories of schools - community and institutional. 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 the required number of teacher positions. These schools receive block as well as earmarked grants in addition to salaries, allowances and post service benefits. Unlike aided community schools, unaided community schools do not have approved teachers' positions. However, these schools receive fixed earmarked grants equivalent to two teachers' positions for primary and one teacher position for lower secondary and secondary schools along with block grants.

15. For aided schools the Government has adopted the policy of transferring the management responsibility to the local community, school management committee (SMC), village development committee (VDCs) or municipality. The community-managed schools receive block grants and earmarked grants along with teacher salaries and allowances. In addition, these schools receive incentive grants.

16. The institutional schools, which are privately owned and managed, are of three types. The first and second categories are approved as public and private trusts and function with non-profit motives. The third category consists of institutional schools, which are approved under the company act and operate with profit motives.

17. Schools in the country have two broad levels: primary and secondary. Primary schools provide five years of universal education to all children and consist of five separate grades from 1-5. These schools may include early childhood development (ECD) or pre-primary classes (PPC) of one to three years duration. In institutional schools they are generally called nurseries or kindergartens whereas in community schools they are known as "Shishu Kachha" (pre-primary class). In addition, there are community-based ECD centers that also serve 3-4 year olds. Secondary education consists of lower secondary, secondary and higher secondary levels. Lower secondary education consists of three years consisting of grades 6-8, secondary and higher secondary comprise two years each with grades 9-10 and grades 11 -12 respectively.

18. Altogether school education lasts for 12 years excluding pre-school education. It is important to note that this Report does not capture information about higher secondary education.

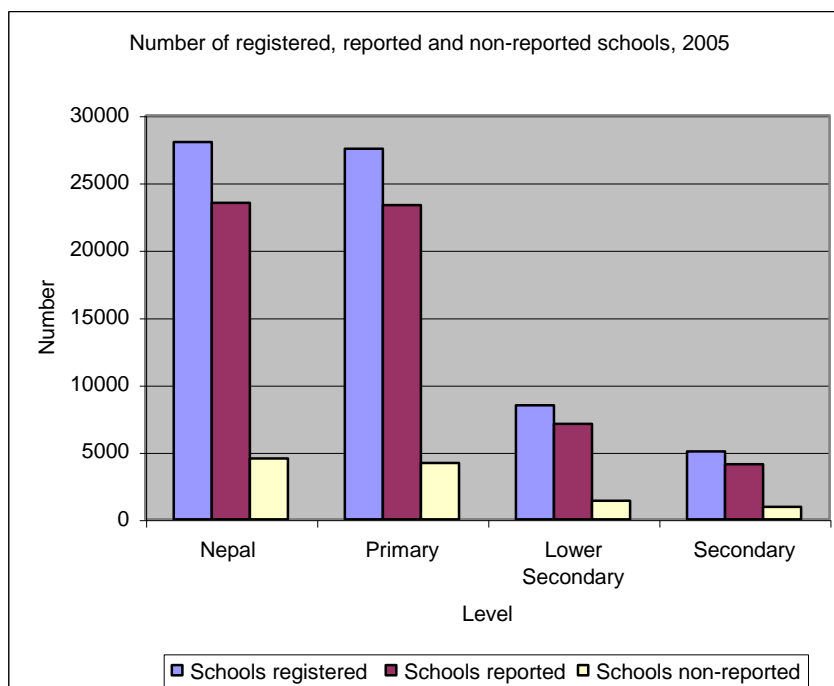
Interpretation of school data:

19. Table 1 illustrates data on the total number of registered schools, the schools that reported their school questionnaires to resource centers on time and the schools that did not respond.

Table: 1
Number of registered, reported and non-reported schools, 2005

Level	Schools registered	Schools reported	Schools non-reported
Nepal	28026	23504	4522
Primary	27525	23344	4181
Lower Secondary	8471	7097	1374
Secondary	5039	4102	937

20. In total, 23,344 schools at primary level responded to the questionnaires as reported by the districts. 4,181 non-responding schools could not be recorded. At the lower secondary level 7,097 schools reported whereas 1,374 schools did not report. Likewise, 4,102 secondary schools reported and 937 schools were left out. Nearly 15 percent of primary, 16 percent of lower secondary and 19 percent of secondary schools did not respond to school questionnaires. This data calls for appropriate attention and shows the need for capacity-building at local level in the years to come. The percentage of reporting schools was highest in primary and lowest in secondary level.

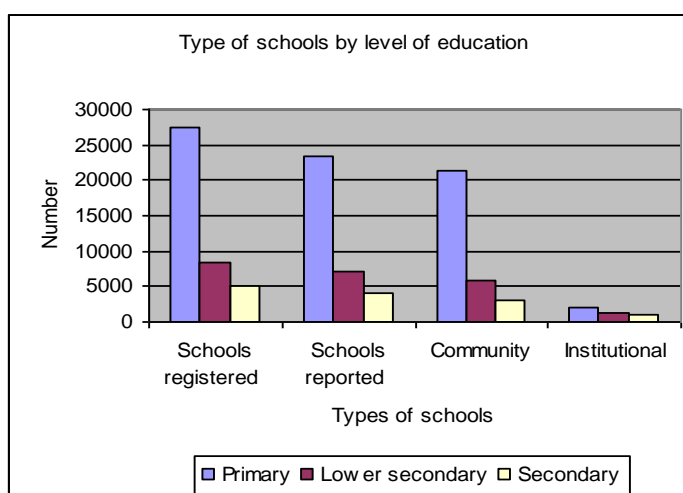


21. In the year 2005, there were 27,525 primary, 8,471 lower secondary and 5,039 secondary schools registered in the country. The table below shows the types of schools (Community and Institutional) that responded to the questionnaires in time.

Table: 2
Type of schools by level of education, 2005

Level	Primary	Lower secondary	Secondary
Schools registered	27525	8471	5039
Schools reported	23344	7097	4102
Community	21276	5744	3135
Institutional	2068	1353	967

22. Out of these schools, nearly 21,276 primary community schools, 5,744 lower secondary and 3,135 secondary schools responded to the questionnaires and reported to districts. Similarly, the number of institutional schools reporting at primary level was 2,068, at lower secondary level 1,353 and at secondary level 967. The reported data reveals that the proportion of institutional schools seems very low.



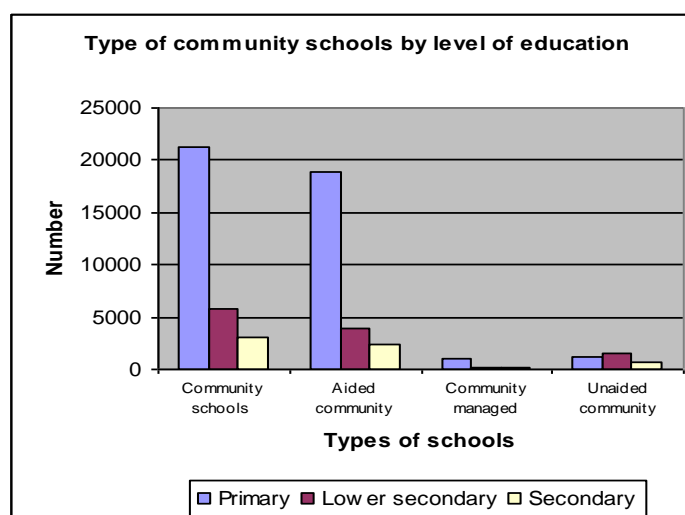
23. Table 3 indicates the three categories of community schools operating in the country.

Table: 3

Type of community schools by level of education, 2005

Types	Primary	Lower secondary	Secondary
Community schools	21276	5744	3135
Aided community	18950	3982	2333
Community managed	1070	203	89
Unaided community	1256	1559	713

24. The above table shows that the total number of primary, lower secondary and secondary community schools are 21,276, 5,744 and 3,135 respectively. Reporting aided community schools included 18,950 at primary level, 3,982 at lower secondary level and 2,333 at secondary level. Similarly, the reporting community-managed schools were 1,070 at primary level, 203 at lower secondary level and 89 at secondary level. The reporting community-unaided schools were 1,256 at primary level, 1,559 at lower secondary level and 713 at secondary level.



25. The ratio of lower secondary schools to primary schools is 3.2. The ratio of lower secondary schools to secondary schools is 1.7.

26. A very wide variation is noticeable in the ratio of schools across development regions and ecological zones. This means that the allocation of school facilities is unevenly distributed across geographical divisions and across various groups of the country. The above ratios show that more places in lower secondary and secondary education are available in

valley districts such as Kathmandu and Lalitpur rather than in remote and educationally marginalized districts such as Dolpa and Kapilbastu.

27. The focus of the 'Education for All: National Plan of Action' 2001-2015 (EFA, NPA) is to ensure the universal participation in basic education for all school age children. Further data analysis suggests that expanding easy access to lower secondary education and improving the quality of existing schools should be a policy priority.

Section – 3

Enrolment

Early childhood development/Pre-school education:

28. The EFA 2004-2009 has set the target of 51 percent of children achieving gross enrolment in pre-primary education and 60 percent of new entrants with ECD/PPC experience in grade 1 by the year 2009.

29. Early childhood development is a new emerging area of learning in Nepal. It ranges from the formal pre-primary education integrated with national schools through nurseries, kindergartens and pre-primary classes (PPCs) to the community and school based ECD centers. Most of the school based pre-primary classes are managed by either the community schools or by the institutional schools whereas the community based centers are supported by the EFA program and by I/NGOs and other agencies. The first and second indicators of EFA - the gross enrolment of the pre-primary age group of 3-4 year olds and the percentage of new entrants to primary grade 1 who have undertaken some form of organized ECD/Pre-schooling programs are available for all 75 districts.

30. The data on community based ECDs supported by the government, I/NGOs and other agencies is not included and therefore, it is not possible to present the statistical information on pre-primary education of the country as a whole.

Number of children enrolled in ECD/PPC classes:

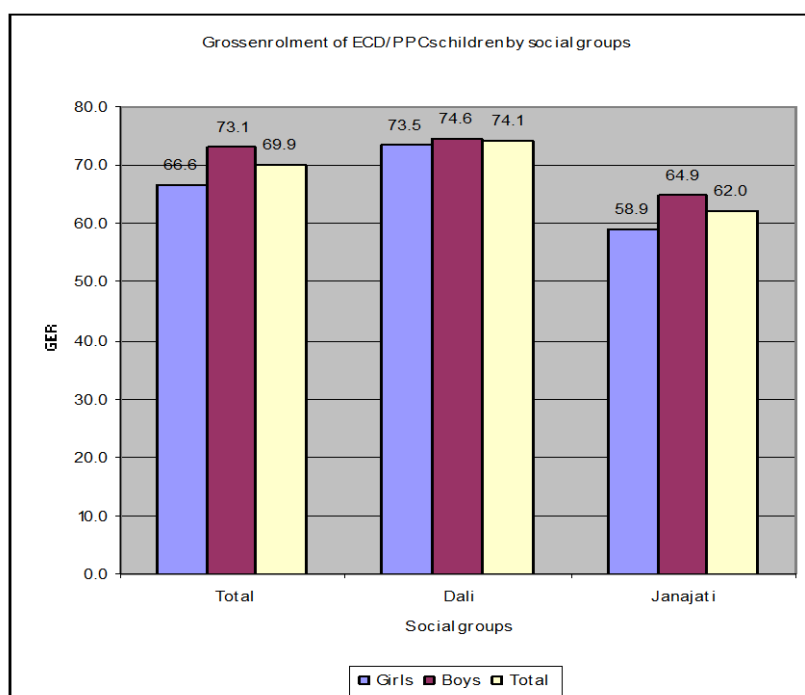
31. Table 4 indicates the enrolment of children in ECD/PPC in terms of social groups. It also provides the 3-4 year olds population. The figure reveals that the gross enrollment of children in ECD/PPC in all three social groups increased substantially compared with the previous year. This is higher than the Tenth Plan target of achieving 32% by 2007.

The enrolment of Dalit children in ECD/PPC also increased compared with the total and Janajati children. The increased level of awareness amongst parents, recording of underage children in ECD/PPC by schools and increasing the availability of ECD/PPC facilities accounted for the overall increase in the ECD/PPC GER. One remarkable finding is that the improvement of ECD/PPC GER is related to a decrease in the underage enrolment in grade 1.

Table: 4
Gross enrolment of children enrolled in ECD/PPC by social groups, 2005

Indicators	Nepal			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3-4 years age group population	639696	679353	1319049	87990	97945	185935	283812	292511	576323
Enrolment in ECD/PPC	426062	496495	922557	64651	73070	137721	167220	189955	357175
Gross Enrolment Ratio	66.6	73.1	69.9	73.5	74.6	74.1	58.9	64.9	62.0

32. Table 4 indicates that the proportion of females to males in the 3-4 year olds population is 48%. For Dalits, the proportion is 47% female and for Janajati 49%. The gross enrolment of boys is higher in all three social groups compared with girls. The data reveals that the gross enrolment of Dalit children is better in comparison to the other two social groups. The overall gross enrolment in ECD/PPCs shows a dramatic increase from the Flash I, 2004 figure due to the reporting of under age children in grade 1 in ECD/PPCs.

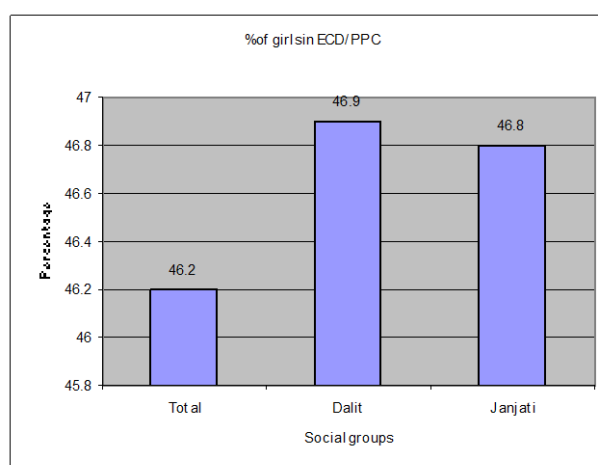


33. The data from table 5 also reveals that out of the total enrolled children in ECD/PPC, only 46% were girls whereas the figures were 46.9% and 46.8% for Dalits and Janajatis respectively.

Table: 5

Number of children enrolled in ECD/PPC by social groups, 2005

Groups	Total	Girls	% of girls
Nepal	922557	426062	46.2
Dalit	137721	64651	46.9
Janjati	357175	167220	46.8



34. International experiences suggest that pre-school education programs benefit poor and deprived communities most as their children are taken care of in these facilities whilst the parents work. Table 4 displays the gross enrolment of ECD/PPC children in relation to their 3-4 years old population. This shows that Dalit children have a higher percentage of gross enrolment compared to the total and Janajati.

35. Further analysis calculated the proportion of Dalit children accessing ECD/PPC opportunities in relation to the combined Dalit and Janajati children accessing these opportunities. This proportion was highest (over 90%) in Bajura, Kalikot, Dailekh, Achham and Mugu districts. At the other end of the range the lowest proportion (less than 10%) was found in Manang, Lalitpur, Makwanpur and Ilam. For Janajati students, this access trend is reversed in the above districts.

36. Table 6 below examines the data on enrolment in grade 1 to ECD and pre-primary education experiences for different social groups. The full data for children with pre-schooling experience could not be captured. However, the available data for Dalit and Janajati children's enrolment in grade 1 with ECD/PPC experiences show that it is 8.9% for Dalits and 12.4% for Janajatis. Further analysis reveals that the gender access is biased in favour of boys in both categories.

Table: 6
Number of children with ECD/PPC experiences in grade 1 by social groups, 2005

Social groups	Number of children in grade 1			Number of children with ECD/PPC experiences in grade 1		
	Total	Girls	Boys	Total	Girls	Boys
Nepal	1659388	797983	861405	NA	NA	NA
Dalit	341799	159342	182457	30389	14212	16177
Janjati	556025	270706	285319	68961	32766	36195

Primary, lower secondary and secondary level enrolment:

37. Enrolment is the most basic element of school participation. It is also the most easily measurable indicator of progress towards achieving universal primary education. Flash I data reveals that 70% of total formal school students (grades 1-10) are in primary level whereas 21% are enrolled in lower secondary level and the remaining 9% students are in secondary grades. For Dalits, the proportion of primary, lower secondary and secondary school students is 88%, 10% and 3% respectively. The share of primary level Janajati students is 70%, whereas 21% are in lower secondary followed by only 12% in secondary level.

38. The table below shows the total enrolment of students by level of education. In primary level, the enrolment of students is 4.5 million, which is an increase of more than four hundred thousand compared with Flash I, 2004 data. This illustrates the impact of the enrolment campaign, which was held at the beginning of the school year.

Table: 7
Enrolment by level of education, sex and social groups, 2005

Social groups	Primary		Lower Secondary		Secondary	
	Total	Girls	Total	Girls	Total	Girls
Nepal	4502697	2134646	1374796	628723	587177	268310
Dalit	969059	334444	107482	46388	29989	12195
Janjati	1602047	776142	484391	227569	186692	86012

39. At national level the share of girls in primary education is 47.4%. It is lowest for Dalit girls at 34.5% and 48.4% for Janajati girls, which is proportionately higher than the national level. The share of girls in lower secondary and secondary level followed the same pattern. It indicates that the share of girls from the Dalit community as compared with the other two social groups was the lowest in all three levels of education.

40. The table below provides primary level total enrolment by social groups as compared with the 5-9 year olds age group.

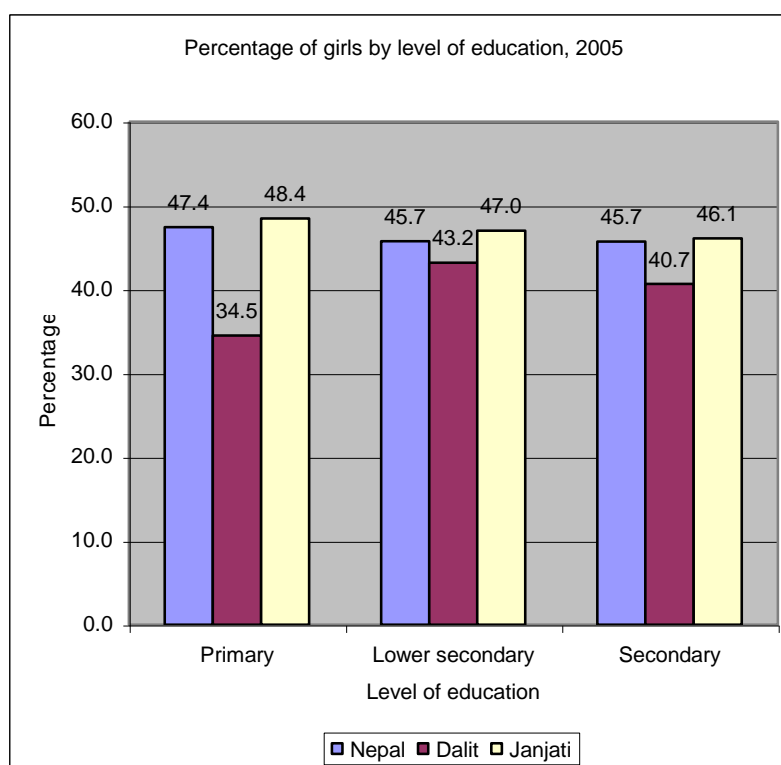


Table 8
Primary level enrolment with 5-9 year old population by sex, 2005

Social groups	Total Enrolment			5-9 years age groups		
	Girls	Boys	Total	Girls	Boys	Total
Total	2134646	2368051	4502697	1505308	1591797	3097105
Dalit	334444	634615	969059	214158	228880	443038
Janajati	776142	825905	1602047	708268	747778	1456046
Others	1024060	907534	1931594	580882	615139	1196021

41. The table above shows the gross enrolment of primary level students by gender. The gross enrolment at primary level is 145.4% of the total. In the case of boys, it is slightly higher at 148.8% compared to 141.8% for girls. The data reveals that the GER at primary level increased compared with the previous year's enrolment. Despite the progress made in enrolment, a large number of primary school age children are still not accessing schools.

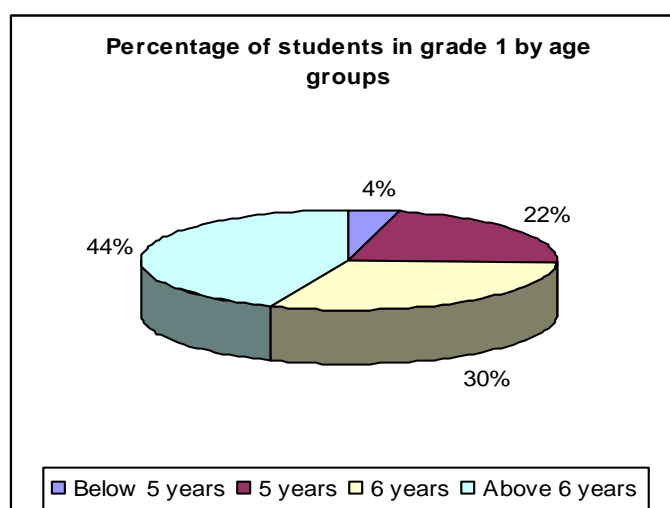
Enrolment trends in Grade 1:

42. The table below shows the composition of different aged students in grade 1 by social group. Positive trends are noticeable in the admission of Dalit and Janajati children in grade 1. Of the grade 1 enrolment, almost 21% are Dalit children whereas 34% are Janajati students. However, the share of Dalit girls is low compared with the other two groups.

Table: 9
Enrolment in grade 1 by gender, age and social groups, 2005

Age groups	Total		Dalit		Janajati	
	Total	Girls	Total	Girls	Total	Girls
Total	1659388	797983	341799	159342	556025	270706
Below 5 years	65075	31915	15238	9665	22271	11291
5 years	366609	178637	78448	38736	136100	66852
6 years	501012	241503	111158	45278	200342	97328
Above 6 years	726692	345928	136955	65663	220405	106239

43. The figure shows the enrolment pattern in grade 1 of different age groups. In grade 1, almost 5 percent children were under-age, ie below 5 years old. The correct age as stipulated in the Education Regulation for admission in Grade one is five years old. However, the percentage of admissions from this age group was only 22 percent compared to 30 percent for 6 years olds, the highest of any age group. An overwhelming percentage of children in grade 1 (44%) were over age demonstrating parents' lack of awareness of admitting their children on time. This has adverse effects on the functioning and efficiency of the school education system. Nevertheless, for the first time it also shows a promising trend of decreased admission of under age children in grade 1. This might be due to the expansion of community based early childhood development centers and pre-schooling classes in primary schools of the country. It can also be attributed to record keeping at school level.



44. The above figure of grade 1 enrolment raises a crucial issue, which is the age of initial enrolment. Whilst primary education is officially meant to start at age 5, late enrolment is common.

45. The enrolment to grade 1 is continuously increasing over time. The increase of enrolment affected the Gross Intake Rate (GIR) for grade 1, which is 148.1% in total with 149.5 % for girls and 146.7 % for boys.

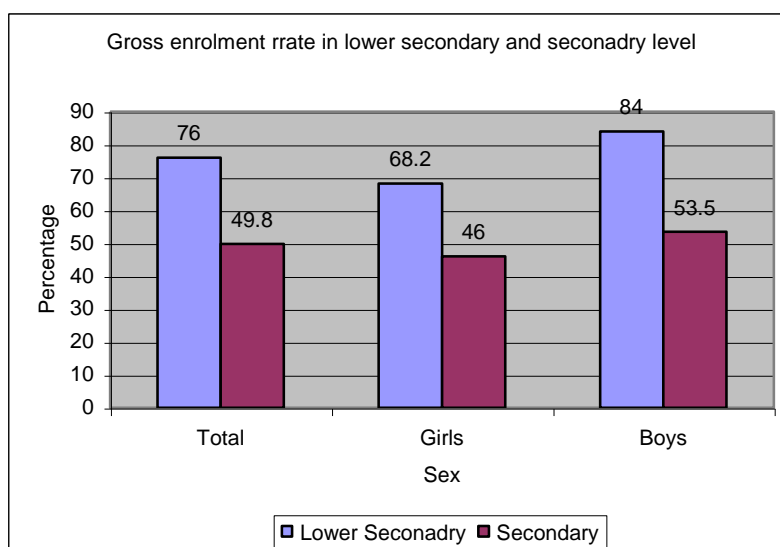
46. The enrolment of students by community and institutional schools is given below. It clearly indicates that the percentage of girls' enrolment at institutional schools is much lower compared with all types of schools.

Table: 10
Enrolment by type of schools, level and sex, 2005

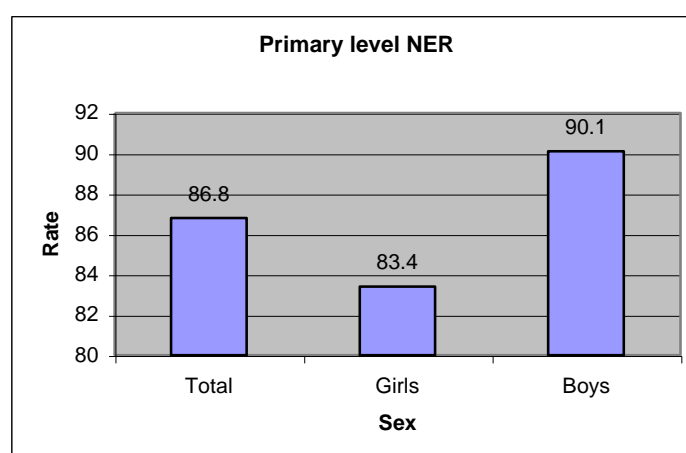
School Types	Primary		Lower Secondary		Secondary	
	Total	% of girls	Total	% of girls	Total	% of girls
Nepal	4502697	47.4	1374796	45.7	587177	45.6
Community	4233873	47.8	1270077	46.3	530127	46.1
Institutional	268824	41.7	104719	41.2	57050	41.9

47. The chart shows gross enrolment of lower secondary and secondary level students by gender. The data shows the GER for lower secondary and secondary levels. The enrolment of boys in both lower secondary and secondary levels appears much higher than girls' enrolment.

48. ASIP 2005/06 identified the year 2005 as the year for achieving gender parity in school education. However, the gaps in GER and NER between girls and boys are still big in a number of districts. Gender disparities demonstrated by the low participation of girls are pronounced at all education levels - primary, lower secondary and secondary. More organized and targeted planning is still needed for the desired progress in gender parity at the primary, lower secondary and secondary levels. More qualified linkages between education levels are required. What happens in lower secondary schools is influenced by primary education and in secondary schools by lower secondary education.



49. The table below shows the status of net enrolment of primary level children by gender. There was a two-percentage point increase in the NER of primary level students. However, the main share of enrolment at primary level was in grade one. It appears that the enrolment campaign and welcome to schools initiatives at the beginning of the school year contributed to an increase of 22% in grade 1. The data shows that the girls' net enrolment



increased almost 4 percentage points compared with Flash I, 2004. Several initiatives encouraging girls' education have resulted in their increased enrolment. The gender parity in NER at primary level has moved 0.93% towards achieving the universal target.

Pass percent in grade 5:

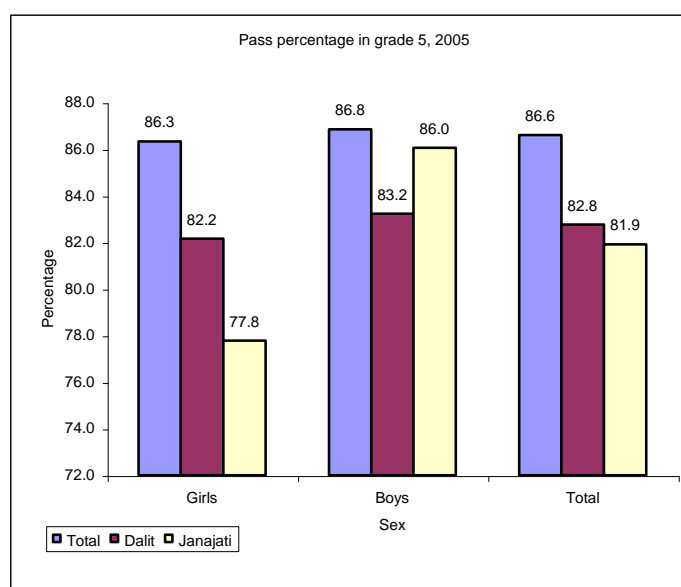
50. There is a system of final examinations which are tests designed by teachers for each grade taken at the end of the academic session. Based on the performance of students in these examinations decisions are made about whether a student should progress to the next grade. The table below shows students appearing in examinations and those who passed by social group and gender.

Table: 11
Children passed in grade 5 examinations by social groups and sex, 2005

Social groups	Appeared			Passed		
	Total	Girls	Boys	Total	Girls	Boys
Nepal	399079	184556	214523	345616	159314	186302
Dalit	46582	20344	26238	38550	16713	21837
Janjati	179503	89764	89739	147030	69811	77219

51. The percentage of students passing in grade 5 was more than 80% in all groups. For Janajati, it is 82%, the lowest among the three social groups. Similarly, fewer Janajati girls passed.

52. The figure shows the percentage of children who passed in grade 5 examinations. The pass percentage in 2005 was 86.3 in total with girls performing equally well compared with boys. As demonstrated in the above table, the pass percentage of Dalit boys and girls was similar but gender differences were observed for Janajatis. The pass percentage for girls was the lowest compared with the other two social groups. Further analysis of the data highlights the educational wastage of the primary school education system for all groups in the country. The highest level of educational wastage (22%) is for Janajati children who are the most disadvantaged.



Pass percent in grade 8:

53. The table and figure below shows the pass percentage in grade 8 by gender and social group.

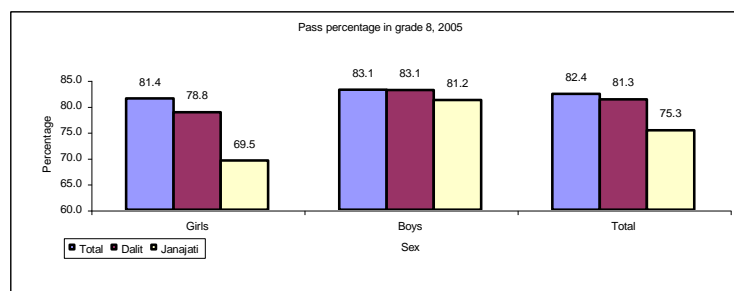
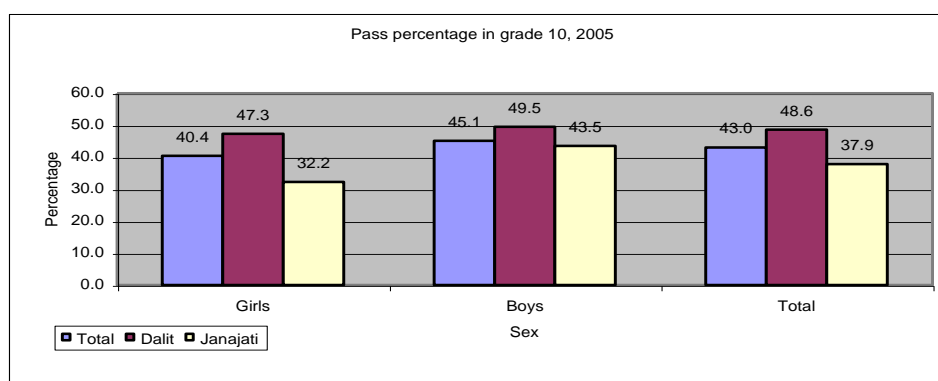


Table: 12

Pass Percent in grade 8 examinations by social groups and sex, 2005

Social groups	Appeared			Passed		
	Total	Girls	Boys	Total	Girls	Boys
Nepal	252476	116013	136463	207,924	94,487	113,437
Dalit	16665	6966	9699	13,544	5,487	8,057
Janjati	107771	53885	53886	81,177	37,440	43,737

54. The figure demonstrates the pass percentage of grade 8 students for total, Dalit and Janajati by gender in 2005 examinations. Whilst the boys in all three groups performed better than the girls, the Janajati students' results were the lowest.



Pass percent in grade 10:

55. The table below shows the pass percentage of students in grade 10 by gender and social group.

Table: 13

Pass Percent in grade 10 examinations by social groups and gender, 2005

Social groups	Appeared			Passed		
	Total	Girls	Boys	Total	Girls	Boys
Nepal	125,027	55,373	69,654	53,790	22,374	31,416
Dalit	5,304	2,050	3,254	2,580	970	1,610
Janjati	46,126	23,064	23,062	17,471	7,430	10,041

56. The pass percentage of grade 10 was below 50 percent. However, the figure shows that Dalit students performed proportionately better compared with other students. Whilst Dalit students had the highest pass percentage, the Janajati students had the lowest among the three social groups. The pass percentage of boys surpassed the girls in all three groups.

Percentage of repeaters by gender and grades:

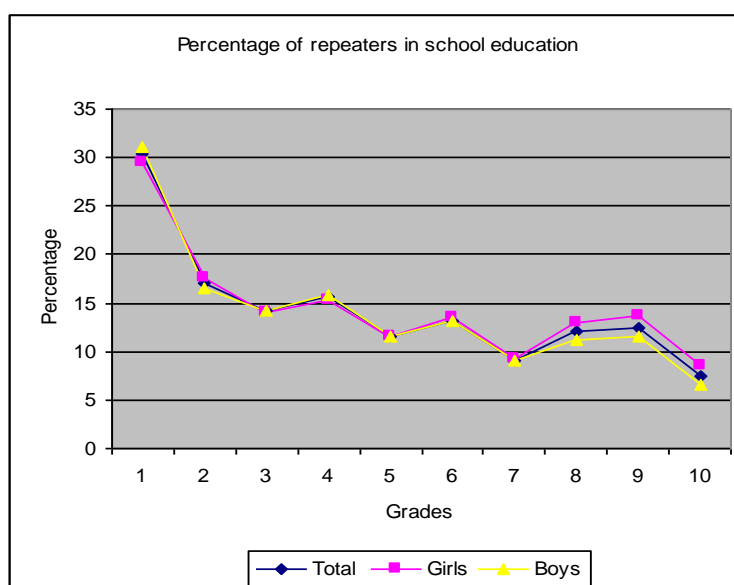
57. Once children are enrolled, it is crucial to ensure that they remain at school long enough to complete the curriculum and acquire basic skills. For a variety of school or family related reasons, children drop out of school or are pushed out before completing a grade. Grade repetition is another problem. International experience shows that a high level of grade repetition is indicative of a dysfunctional school system.

58. To achieve primary education for all, it is necessary for pupils to proceed through the education ladder as smoothly and efficiently as possible. The chart below shows the percentage of repeaters in grades 1 to 10 by gender. It shows that the percentage of repeaters varies from one grade to another. In grade 1, boys repeat more than girls. But in lower secondary and secondary levels girls repeat more than boys.

Table: 14
Repeaters by grade and sex, 2005

Social groups	Grades									
	1	2	3	4	5	6	7	8	9	10
Total	30.4	17.1	14.2	15.6	11.5	13.2	9.1	12.0	12.5	7.4
Girls	29.5	17.6	14.1	15.3	11.5	13.5	9.2	12.9	13.6	8.6
Boys	31.1	16.6	14.3	15.8	11.6	13.1	9.1	11.2	11.6	6.5

59. This chart shows that Grade 1 had the highest percentage of repeaters followed by other grades with significant repeaters. These trends highlight the dysfunction of the school education system. The lowest percentage of repeaters was in grade 5 in primary level, in grade 7 in lower secondary level and grade 10 in secondary level. This also shows that more girls than boys repeated in almost all grades. However, at primary



level it was somewhat different. The percentage of repeaters by gender is presented in the table below.

Survival rates in grades 5, 8 and 10:

60. School survival is a crucial indicator of the system's ability to retain pupils. The table below shows the survival rate in grades 5, 8 and 10 by gender. The data reveals that there is an improvement in the survival of students compared with Flash I, 2004. As the grade increases, the survival rate decreases. It is high (79.1%) in grade 5 and low (41.9%) in grade 10. The figure also shows that the survival rate of boys is high compared to girls.

Table 15
Survival of students by grades, 2005

Grades	Total	Girls	Boys
5	79.1	75.9	82.1
8	64.1	59.4	68.7
10	41.9	38.8	45.0

Section- 4

Teachers

Teacher training by types, gender and levels:

61. The total number of community teachers by gender with approved positions by level is exhibited in table 16 below. The figures are based on the number of schools reporting in Flash 1. The table reveals there are 109,706 approved teachers in total throughout the country. Of these, 80,775 teachers including 1,853 temporary female teacher positions are at primary level, 16,213 at lower secondary level and 12,718 at secondary level. The table also illustrates that out of the total approved teachers' positions, only 69,316 teachers were reported at primary level with 13,910 in lower secondary and 11,219 in secondary level.

62. Similarly, table 18 shows that in institutional schools there are 36,181 teachers in total with 22,363 teachers in primary, 8,907 in lower secondary and 4,911 in secondary.

63. The table below demonstrates that out of 109,706 teachers in total, only 94,445 teachers in primary, lower secondary and secondary schools were reported. Further analysis reveals a very uneven allocation of female teachers for lower secondary and secondary community schools. The percentage of female teachers out of the total reported was 21% with 25% in primary, 12% in lower secondary and only 7% in secondary education. This demonstrates a very wide variation between male and female teachers. Urgent progress is required for achieving gender equity in school education.

Table 16
Number of Government teachers by level, sex and approved post

	Primary			Lower Secondary			Secondary			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Approved positions			80,775			16,213			12,718			109,706
Number of teachers reported	17,295	52,021	69,316	1,684	12,226	13,910	793	10,426	11,219	19,772	74,673	94,445

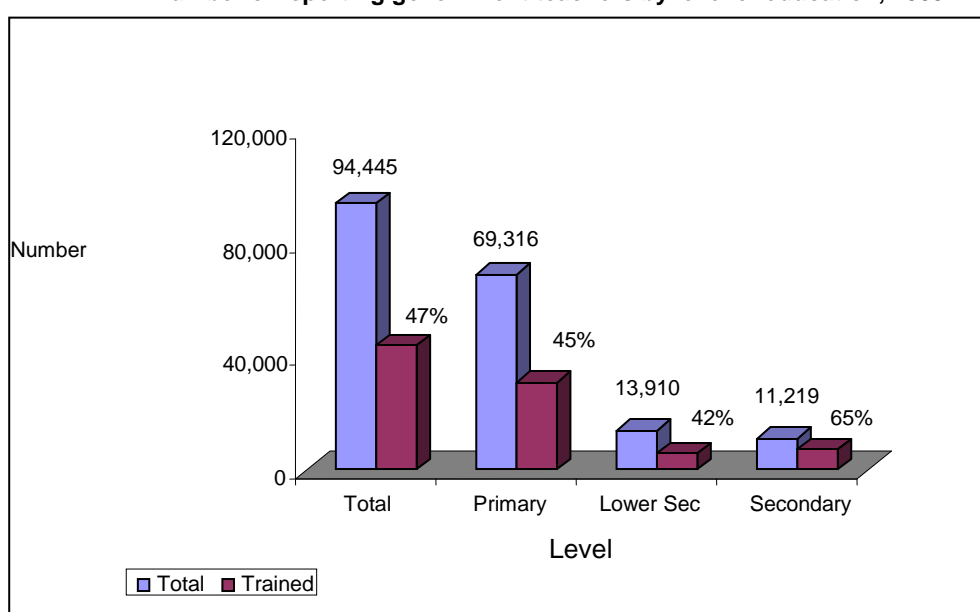
Table 17
Number of Government teachers by level, sex and training status

Training Status	Primary			Lower Secondary			Secondary			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	7,718	23,376	31,094	792	5,045	5,837	600	6,742	7,342	9,110	35,163	44,273
Partially Trained	6,301	17,035	23,336	247	2,181	2,428	41	1,142	1,183	6,589	20,358	26,947
Un-Trained	3,276	11,610	14,886	645	5,000	5,645	152	2,542	2,694	4,073	19,152	23,225
Total	17,295	52,021	69,316	1,684	12,226	13,910	793	10,426	11,219	19,772	74,673	94,445

Table 18
Number of Institutional teachers by level, sex and training status

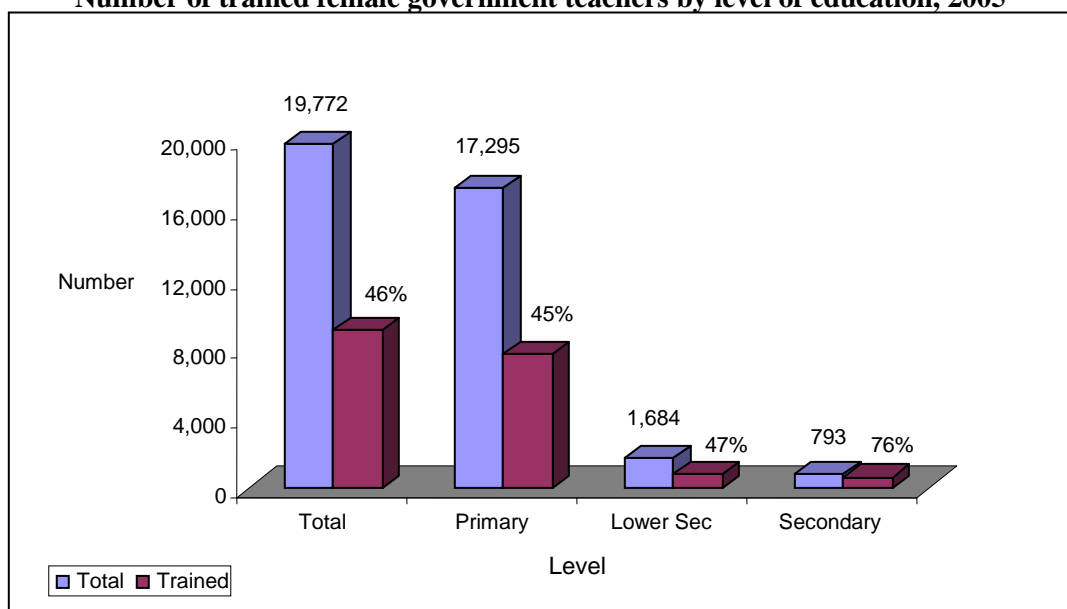
Training Status	Primary			Lower Secondary			Secondary			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	2,041	1,722	3,763	672	1304	1976	389	1904	2293	3,102	4,930	8,032
Partially Trained	2,615	1,945	4,560	547	1160	1707	190	1119	1309	3,352	4,224	7,576
Un-Trained	7,764	6,276	14,040	1471	3753	5224	190	1119	1309	9,425	11,148	20,573
Total	12,420	9,943	22,363	2,690	6,217	8,907	769	4142	4911	15,879	20,302	36,181

Number of reporting government teachers by level of education, 2005



64. The above vertical bar chart shows that there are a total of 94,445 total teachers in community schools of which 47 percent are trained. In the case of primary government teachers, 45 percent are trained. Similarly, in lower secondary community schools there are 13,910 teachers with 42 percent trained, and in secondary community schools 11,219 teachers with 65 percent trained. This highlights the contribution of the Education for All, Teacher Education Project (TEP), Secondary Education Support Program (SESP) and Faculty of Education (FoE) in improving the percentage of trained teachers in all three categories. This compares with figures of 31% in primary, 30% in lower secondary and 48% in secondary in the previous year. The data also shows that the percentage of trained teachers is higher at secondary level.

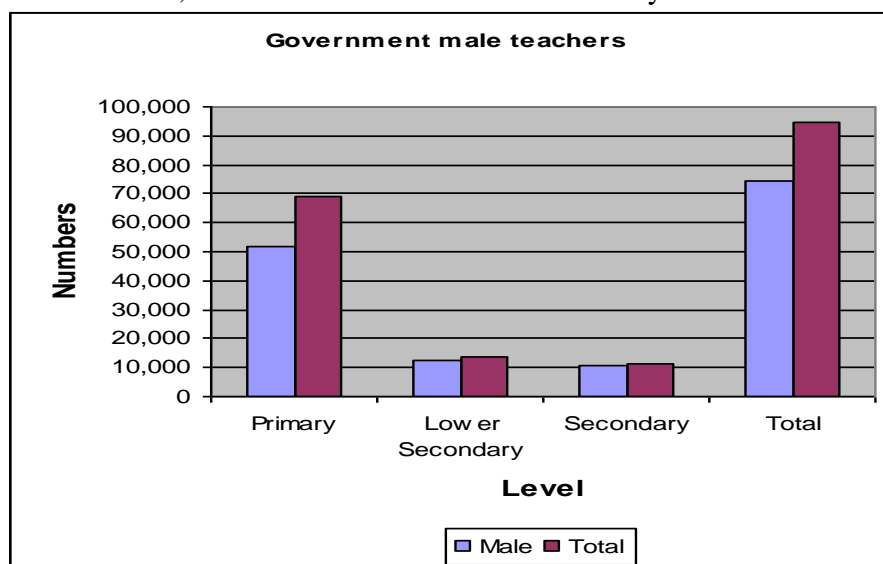
Number of trained female government teachers by level of education, 2005



65. The above vertical bar graph displays the number of trained community female teachers. The figure shows that there are 19,772 female teachers in community schools of which 46 percent are trained. The primary community schools possess 45 percent trained teachers, whereas the lower secondary community schools have 47 percent trained, and in secondary community schools this percentage is the highest at 76 percent.

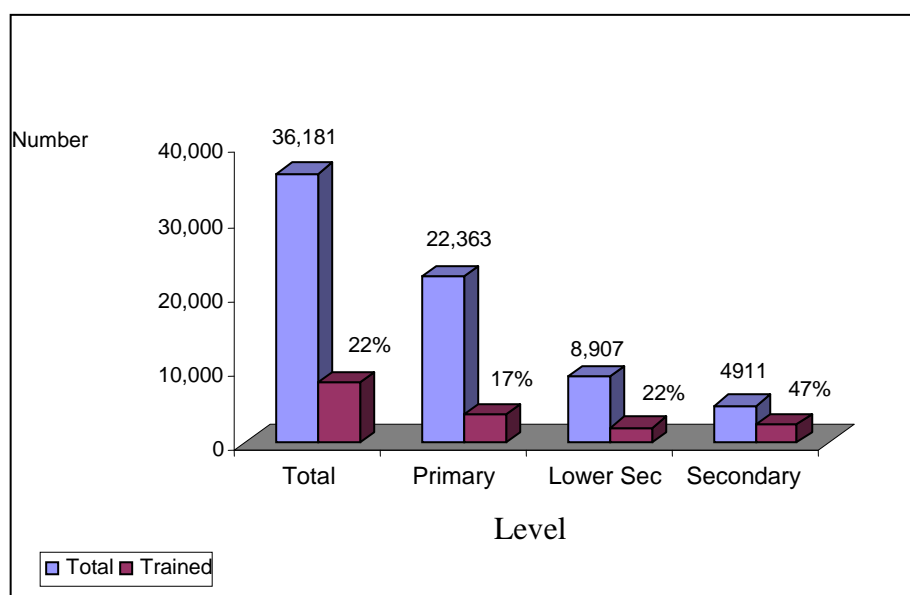
66. This bar graph illustrates the percentage of male community schoolteachers in the country. The figure shows that 74,673 male teachers are in community schools of which 47 percent are trained.

In primary community schools there are 52,021 male teachers of which 45 percent are trained. Similarly, in lower secondary community schools there are 12,226 male teachers with 41 percent trained, and in secondary community



schools 10,426 male teachers with 65 percent trained. These above figures compare the percentage of female and male teachers, which demonstrate that more female teachers are trained than their male counterparts in both lower secondary and secondary community schools.

Number of reporting institutional school teachers by level of education, 2005



67. The above figure indicates the percentage of trained teachers in the country's institutional schools. It shows that 36,181 teachers are reported in institutional schools of which 22 percent are trained. In primary institutional schools there are 22,363 teachers of which 17 percent are trained. Similarly, in lower secondary institutional schools there are 8,907 teachers with 22 percent trained, and in secondary institutional schools 4,911 teachers with 47 percent trained. Interestingly, the percentage of trained teachers increases in reverse order to the school education level i.e. secondary to lower secondary to primary for institutional schools and secondary to primary to lower secondary for community schools.

Section - 5

Supply

Booster scholarships received by Dalit and disadvantaged Janajati children:

68. Out of 68 reporting districts, a total of 80,196 booster scholarships were awarded, of which 43,119 went to girls, which represents 54%. The gender breakdown across marginalized groups varies – for the Dalits and students with disabilities there is roughly an equal distribution whereas for the Janajati groups more girls are awarded scholarships (58%). The Janajati gender bias reflects the priorities of the Education for All targets.

69. Further analysis reveals that the districts with the highest proportion of Dalit scholarships (over 65%) were Bajhang, Makwanpur, Dailekh and Parbat. At the other end of the range, the districts with the lowest proportion of Dalit scholarships (less than 10%) were Manang, Rasuwa, Bardiya and Ilam.

70. The districts with the highest proportion of Janajati scholarships (over 85%) were Bardiya, Rasuwa and Manang. At the other end of the range, the districts with the lowest proportion of Janajati scholarships (less than 10%) were Darchula, Kalikot, Dadeldhura, Bajura and Dailekh.

Availability of textbooks and basic learning materials delivered within two weeks of the beginning of the school year:

71. An enabling environment supports teaching and learning in the classroom. This relies on the distribution and delivery of textbooks and learning materials. Therefore, effective teaching and learning requires widespread and equitable availability of textbooks and other learning materials. Research studies also show that the availability of textbooks has a positive impact on student achievement.

72. Out of 68 reporting districts, the data show that 1,070,482 (28% of total enrolment at primary level) students received textbooks in the first week of the school term and that 1,326,592 students received basic learning materials. In the vast majority of districts more students have access to basic learning materials than access to textbooks in the first week of term.

Number of schools with transitional language support:

73. The Global Monitoring Report, 2005 indicates that most countries in the world are bilingual or multilingual. The language to be taught in schools and used as the medium of instruction is of considerable importance for the quality of teaching and learning. Mother tongues are used in the early years of schooling so that children acquire and develop skills that enable fuller participation in learning activities.

74. However, it appears that schools did not understand the questions related to transitional language support provided to children. Only 1,473 schools spread over 45 districts filled in these questionnaires. The following table analyzes the trend of support in local languages for reporting schools.

Table: 19
Use and support of local language in reporting primary schools

Grades	Reporting schools	Ranking in order of support in local language			
		No of dist. providing local language support	1st	2nd	3rd
1	1473	45	Bhojpuri -5 districts	Tamang-10 districts	Maithili-7 districts
2	1138	35	Bhojpuri	Awadhi - 6 districts	Tharu -
3	986	32	Bhojpuri	Awadhi	Tharu
4	727	28	Bhojpuri	Awadhi	Maithili
5	657	28	Bhojpuri	Awadhi	Maithili

75. The analysis of available data shows that a wide range of support in local languages is available in schools. It also shows that Bhojpuri communities are first in using and providing support in their local language in all grades of primary education. Second is Awadhi, and third is Maithili with Tharu and Tamang proceeding fairly well with this support. This information needs further analysis based on more detailed evidence and reporting. The trend of local language support decreases as children progress through the upper grades.