

SECTION ONE

1.1 Introduction

The Flash reporting system was introduced in 2061 B.S. (2004-05 A.D.) across Nepal to collect school level educational information to help the monitoring of the 2004 – 2009 Education for All program (EFA). Under the present system two reports - Flash I (which analyzes beginning of school year data) and Flash II (which analyzes end of school year data) are produced every academic year.

The Flash I report is prepared on the basis of information collected on the reference date 21 May (7 Jestha) from all types of schools throughout the country whereas the Flash II report is prepared on the basis of information collected on the reference date 5th April (23 Chaitra). Moreover, the Department of Education (DOE) is publishing a Consolidated Report. This report is the consolidation of the Flash I and II reports published each year as well as other educational information. The Consolidated Report follows the previous practice of publishing a yearly EMIS report.

These 3 annual reports assess the overall functioning of the school education system with respect to the EFA program and performance indicators. The areas covered are the Flash I indicators relating to the performance of each district in the country. Data related to enrolment and teachers are collected by social group (e.g. Dalit, Janajati and children with disabilities). The Flash I report compares the enrolment and participation of children belonging to different social strata within the caste structure in Nepal. It highlights information relating to enrolment in early childhood and pre-primary education to secondary education level by grade, sex, age, social strata and other student performance indicators. Furthermore, the report also assesses the delivery of textbooks to primary school children, measuring the number of sets delivered (full, partial and none) within one week of the school year's beginning. It also analyses the number of teachers and their training status and social background.

1.2 Process of preparing the report

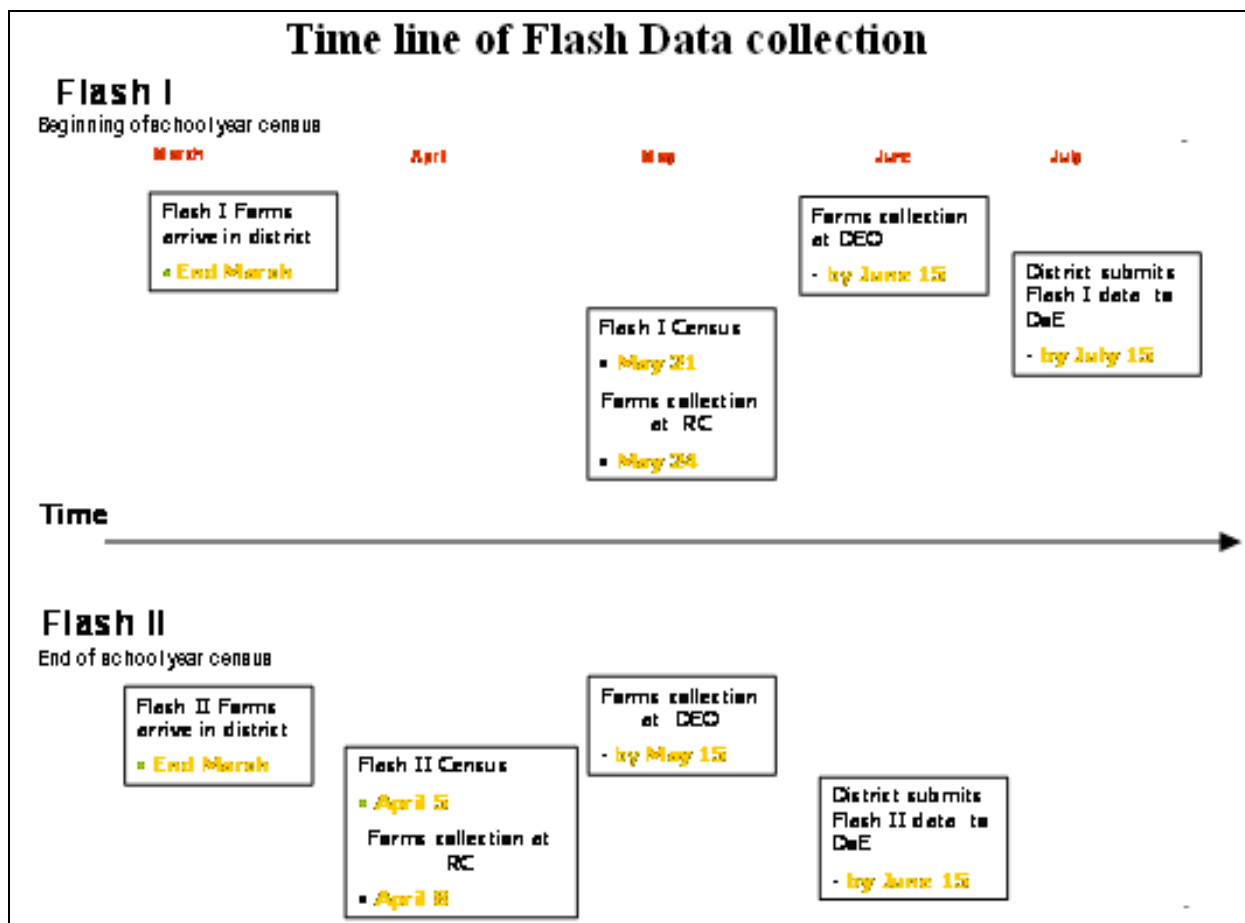
- A permanent Core Team headed by the Director of Planning and Monitoring Division was formed at the DOE for the co-ordination of all EMIS activities.
- School questionnaires were updated through wide consultation with central, regional, district and sub-district level personnel.
- Feedback and suggestions received from stakeholders including development partners were incorporated to improve the school questionnaires.
- The camera-ready copy (CRC) of the revised questionnaires was sent to DEOs in the second week of March, 2006 for the printing of questionnaires and their distribution to schools.
- Guidelines about how to complete the school questionnaires were provided to DEOs to improve the quality and accuracy of data.

- An orientation workshop for district level personnel was organized by the DOE in the second week of March 2006. The CRC of Flash II and I questionnaires were distributed at this workshop.
- Before distributing Flash I questionnaires to schools, each district organized an orientation meeting for head teachers (HTs) and teachers at the Resource Centre (RC) level to improve the quality of primary data collection and reporting.
- The computer software was revised and developed on the PHP (Pretext Hypertext Pre-processor) platform with the backend supported by a Mysql database to process the Flash data. The software enables data entry, processing and standard output generation. There is also the provision of generating additional outputs on the basis of user requirements.
- As an integral part of capacity development activity, the DOE organized a seven day (between the 4th and 21st June 2006) intensive Flash software training workshop for district planning officers and technical assistants in three development regions.
- District Education Offices (DEOs) have provided a unique code to each school in their district to continue the updating of school names and school codes.
- More than 60 districts have been contacting the DOE through e-mail to get technical support about the Flash software.
- 62 districts were able to install the Flash Software by themselves in their respective district office; and they entered the data into the Flash database on their computer and delivered it to DOE by email. However due to technical problems, 13 districts' data was entered by DOE staff at the DOE.
- Out of 28,131 schools registered in the country in 2006, 96% schools reported for Flash I for the 2006-07 school year. Altogether 1,131 schools have not reported to Flash I 2006 school census. This is the highest number of reporting schools recorded for Flash I ever. The reporting from institutional (private) schools has also increased. However, the reporting rate is still low compared with the claim of the total number of Institutional schools made by associations of Institutional schools.

1.3 Methodology

- This report is prepared based on the information gathered through the Flash I school census covering pre-primary to higher secondary education on the reference date of Jestha 7, 2063 (21 May, 2006).
- In this report the districts are taken as the unit of analysis. However, school level data are available for further school level analysis.
- Population data is taken from the Population Projection for Nepal 2001-2021 publication, jointly published by the Central Bureau of Statistics (CBS) and Ministry of Population and Environment (MOPE). Population projection figures are taken from the medium variant out of 3 possible variants (slow, medium and high).
- Analysis is done based on the actual reporting of ECD/PPCs and schools. However, adjusted data for non-reporting schools are also included in the analysis of student enrolment.
- The specified age groups for pre-primary, primary, lower secondary, secondary and higher secondary students are 3-4, 5-9, 10-12, 13-14 and 15-16 years respectively.
- The schools are counted according to the level of education offered and as a unit by the total grades offered. For example, a school offering grades 1-10 is counted at

three levels - as a primary, lower secondary and secondary level school. Similarly, this school is counted as one school (a unit) offering grades 1-10.



1.4 Data reliability

The data for this Flash report is collected at the school level. The Head Teachers (HTs) are responsible for filling in the school questionnaire. Furthermore, the SMC (School Management Committee) Chairperson and the school supervisors/resource persons approve the completed school forms before submitting them to the DEOs. Before approving the forms they should check the accuracy and reliability of the data in the questionnaire. Several measures are taken to check the reliability of the data. Various factors contribute to improving data quality, some of them are:

- Skilful HTs and up-to-date record keeping system at school level,
- Frequent dissemination of compiled school census data to local levels,
- Well aware schools on the benefit of the data collection exercise,
- Efficient provision of a two-way data flow and management system,
- User friendly school questionnaires,
- Good physical facilities and adequate data storage capacity at schools,
- Clearly defined terminologies for all educational programme (e.g. funding modalities) at school level.

In order to minimize reporting errors and prevent inconsistency in data entry, validation rules have been incorporated into the Flash data entry software.

1.5 Lessons learnt

- The Flash reporting system has developed procedures for documenting school and district progress.
- The districts have been able to demonstrate steady progress in timely reporting and also in verifying and validating the data by themselves due to better technical software.
- The capacity of schools, RCs and DEOs need to be raised on most aspects of EMIS activities, such as adequate logistical support for producing quality data and disseminating accurate and timely information to key stakeholders at the local (school, community and district) level. Accomplishing this would contribute to better accountability, adherence to results and facilitate informed decision-making at all levels. Increased results-based accountability at all levels leads to systematic development resulting in an increased efficiency and effectiveness of the school education system.

1.6 Key findings

- The total number of schools increased by 0.4% and reached 28,131 of which 27,901 (96%) are primary, 8,880 are lower secondary, 5,329 are secondary and 1,197 are higher secondary level,
- The total number of ECD/PPCs is 13,026 throughout the country of which 11,012 reported this time. Of the reported ECD/PPCs 4,633 are community-based ECD centers and 6,379 pre-primary classes are operating in community schools,
- 18% of children enrolled in grade 1 in the school year 2006-07 have ECD/PPC experience. The percentage of Dalit enrolled in grade 1 was 17% and for Janajati it was 21%,
- Students for reported schools at primary level were 4,320,715. After adding the student number of non-reported schools the adjusted enrolment at primary level has become 4,515,059, which is 12,363 students more than the previous school year,
- At the primary level, the share of Dalit enrolment is 18%, Janajati 38%, students with a disability 1% and for Others 44.3%,
- At primary level the enrolment of girls was 2,088,085, which is 48% of the total enrolment. Dalit, Janajati and Others' enrolment share of girls is 48%, 49% and 47.5% respectively,
- At primary level the girls' participation is only 43% in institutional schools, down by 6% than for community schools,
- The total lower secondary enrolment was 1,301,134 of which 606,597 (46.6%) are girls and the total secondary enrolment is 679,387 of which 313,216 (46.1%) are girls,
- At lower secondary level the enrolment share of Dalit is 9.5%, Janajati 38.6% and for Others 51.9%, while at secondary level the enrolment share of Dalit is 5.3 percent, Janajati enrolment 29.9 percent and for Others 64.8 percent,
- The GER at lower secondary level was 72% and for secondary level it was 56%. At the lower secondary level, the NER was 52% and for secondary level it was 35%,
- The percentage of female teachers in all types of community schools is 25.2% of which 30.6% is in primary, 14% is in lower secondary and 7.4% is in secondary level,

- The overall percentage of Dalit teachers at primary level is 2.5%, 1.6% at lower secondary and 1% at secondary level,
- The overall percentage of Janajati teachers at primary level is 17.8%, 23.4% at lower secondary and 15.4% at secondary level,
- 59.9% teachers are trained at primary level of which 56.8% are female and 61.7% are male,
- Overall 46.4% teachers are fully trained at lower secondary level with 51.7% of female teachers trained and 45.0% male,
- At secondary level 66.6% teachers are fully trained of which 68.8% female and 66.3% male teachers are fully trained,
- The overall STR is 45.2 in primary level, 48.7 in lower secondary level and 35 in secondary level in community and institutional schools,
- The STR in community schools is 54.7 in primary level; 65.2 in lower secondary and 53.2 in secondary level,
- At the primary level 54.1% students received the full set of textbooks and 3% students received a partial set of textbooks within the first week of the session. Whereas 43% students did not receive a set of textbooks within the first week of the session,
- In total there were 5,147 schools using a local language other than Nepali when teaching grade 1 students. 22% of schools reported using a local language,
- The promotion rate at grade 1 is 49.3% and the repetition rate is 29.8%. However, from grade 2 to 5 the promotion rates are much better compared with grade 1,
- Compared to boys, the promotion rates in grade 1 and 5 are higher for girls,
- The overall survival rate to grade 5 is 80.3% of this 83.0% for boys and 77.4% for girls.

SECTION: TWO

2.1 School education

Education in Nepal is structured as school education and higher education. School education includes pre-primary, primary and secondary including lower secondary, secondary and higher secondary education. Primary schools provide five years of education (grades 1-5). These schools may include early childhood development (ECD) or pre-primary classes (PPC) of one to three years duration. In institutional (private) schools, they are generally called nurseries or kindergartens whereas in community (public) schools they are known as “Shishu Kachha” (pre-primary class). In addition, there are community-based ECD centers that also serve 3-4 year old children. Five years is the prescribed age for entry into Grade 1. 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.

The analysis of Flash I and EFA indicators is presented in terms of the number of schools by types, levels and units reported by the districts through the Flash I questionnaire. The statistics presented in this report are both from public and Institutional schools. For ease of analysis, the data for community schools is presented separately when appropriate.

2.2 Number of schools

The table and figure below provide the number of registered schools functioning throughout the country in the academic year 2006-07. In the previous academic year (2005-06) there were 28,026 registered schools in the country. Out of this, 27,525 were primary, 8,471 were lower secondary and 5,039 were secondary levels. However, in the current academic year 2006-07 the total number of schools increased by 0.4% and reached 28,131 of which 27,901 are primary, 8,880 are lower secondary, 5,329 are secondary and 1,197 are higher secondary levels. Throughout the country there are 3,498 schools in Mountain, 14,829 in Hill, 1,808 in Valley and 7,996 in Tarai regions respectively (Annex: 1). The highest number of schools is in the Hill zone and the lowest is in Kathmandu Valley.

Table 2.1
Distribution of registered schools by eco-zones, number and levels

Eco-zones	Total Schools	Primary	Lower Secondary	Secondary	Higher secondary
Mountain	3498	3471	840	421	90
Hills	14829	14735	3962	2254	466
Valley	1808	1786	1204	908	262
Tarai	7996	7909	2874	1746	379
Nepal	28131	27901	8880	5329	1197

Despite the expansion of schools in the country, access to schools remains a concern in selected areas of the country. In order to assess school accessibility across the country, existing school data should be linked with the existing demographical distribution of population and the geographical distances to schools. The availability of schools¹ within a

¹ Both community (public) and institutional (private) schools

reasonable walking distance² for all children is the first step towards ensuring universal primary/basic education (UPE/UBE) for all by the year 2015. NLSS II, 2003-2004 has indicated that 91.4% households have access to primary schools within half an hour walking distance.

Table 2.2 below shows that out of 28,131 schools registered in the country in the school year 2063 B.S. (2006-07), 27,000 schools (96%) reported by the reference date of the school census on 21 May, 2006 (Jestha 7, 2063). This is the highest percentage of schools reporting to an annual school census. The percentage of primary schools (96%) reporting is similar to lower secondary (95.3%) and secondary (95.5%) (Annex: 1).

Out of the total registered 1,197 higher secondary schools, only 657 schools reported. Mostly, the reported 657 schools are associated with other secondary schools. The majority of the non-reported higher secondary schools are not associated with other secondary school and are running only grade 11-12 education. These schools have not been captured in this census. Similarly, Intermediate level associated with Universities and equivalent Diploma classes under CTEVT are also not covered by this census.

Out of the total registered schools in 2006, 1,131 schools did not report. This under reporting can affect indicators relating to students, teachers, and enrolment in identifying the real situation in the districts. There are 21 districts (i.e. Surkhet, Taplejung, Sarlahi, Rolpa, Parsa, Siraha, Chitwan, Saptari, Sindhupalchowk, Sunsari, Dhanusha, Jajarkot, Jumla, Bardiya, Mahottari, Dolpa, Lalitpur, Kathmandu, Ilam, Khotang and Rukum) which have more than 5% non-reported schools (Annex: I & II).

Table 2.2
Distribution of reported schools by eco-zones, number and levels

Eco-zones	Total Schools	Primary	Lower Secondary	Secondary	Higher secondary
Mountain	3,382	3,355	811	404	58
Hills	14,367	14,278	3,844	2,203	315
Valley	1,610	1,593	1,069	808	78
Tarai	7,641	7,562	2,741	1,676	206
Nepal	27,000	26,788	8,465	5,091	657

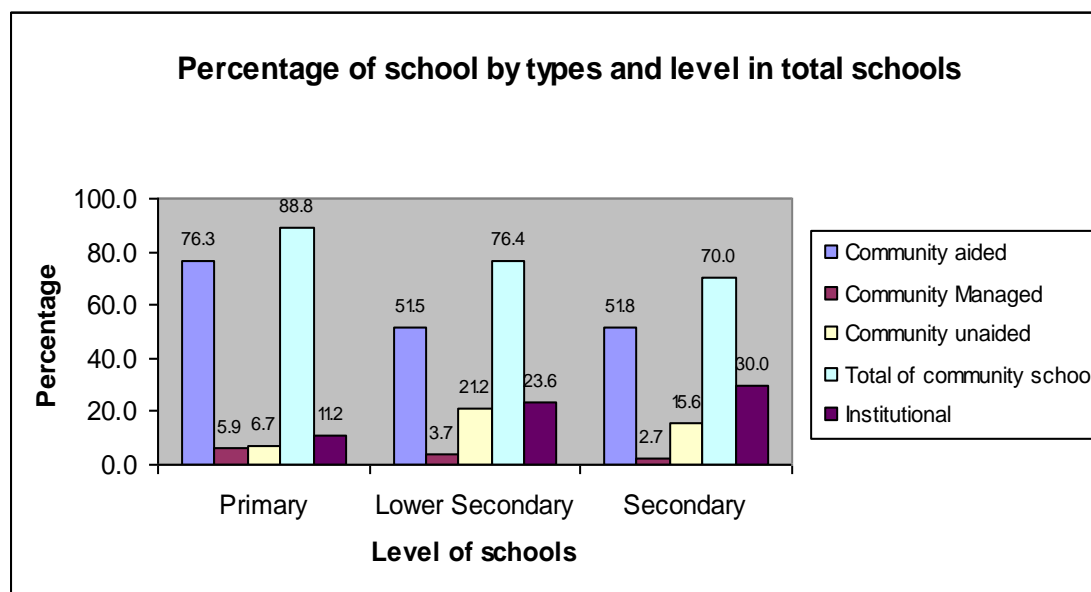
The table and figure below show the distribution of reported schools by types and level in 2006. At primary level out of total reported schools 76.3% are community aided, 5.9% community managed, 6.7% community unaided and 11.2% institutional. Similarly, 51.5% are community aided, 3.7% are community managed, 21.2% are community unaided and 23.6% are institutional schools at lower secondary level.

Table 2.3
Distribution of reported schools by types and level

Levels of School	Community				Institutional	Total
	Aided	Managed	Unaided	Total		
Primary	20,430	1,574	1,787	23,791	2,998	26,789
Lower Secondary	4,359	309	1,796	6,464	2,001	8,465
Secondary	2,638	135	793	3,566	1,525	5,091

² Not formally defined, but 30 minutes walking distance is considered to be reasonable for 5-9 year old children and forms the basis of calculation of households' access to primary schools for the National Census and Nepal Living Standards Survey.

There are 51.8% aided, 2.7% community managed, 15.6% community unaided and 30.0% institutional schools at secondary level (Annex: III). In total there are 88.8% primary, 76.4% lower secondary and 70.0% secondary levels of community schools.



The table below shows the ratios of school levels by eco-zone on the basis of the number of registered schools. In total for every three primary schools, there is one lower secondary school, for every two lower secondary schools there is one secondary school and for every 4.5 secondary school there is one higher secondary school. Across all eco-zones, except the ratio of higher secondary to secondary the Mountain zone has the highest ratio, whereas the Valley zone has the lowest ratio in all three categories. Similarly, the ratio of secondary to lower secondary is lower than the ratio of lower secondary to primary schools and higher secondary to secondary school (Annex: IV). Thus restructuring of schools into a new school structure with grades 1-8 as basic education and grades 9-12 as secondary education will require a substantial number of additional lower secondary and higher secondary schools to ensure universal access to basic and secondary education.

Table 2.4
Ratios of school levels by eco-zones

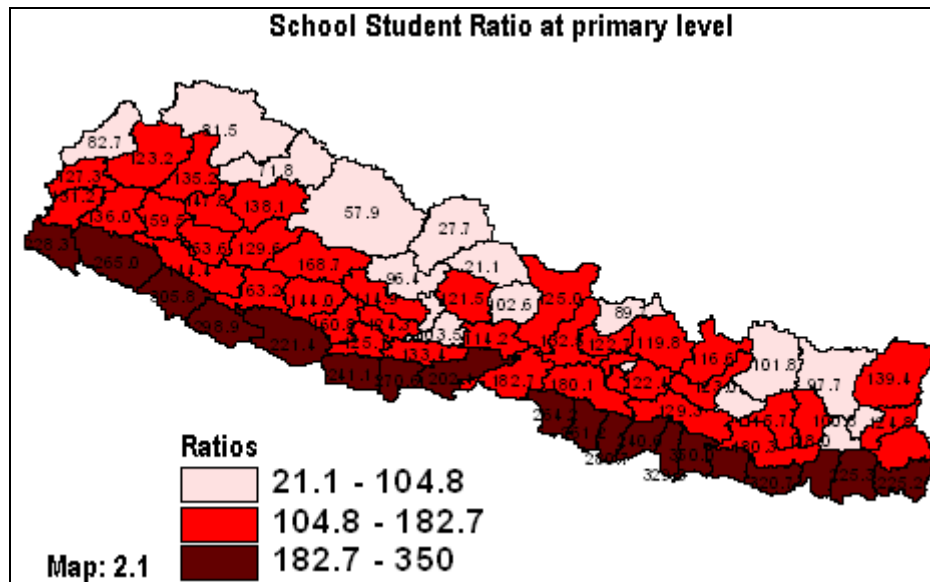
Eco-zones	Lower secondary to Primary	Secondary to lower secondary	Higher secondary to secondary
Mountain	4.1	2.0	4.7
Hills	3.7	1.8	4.8
Valley	1.5	1.3	3.5
Tarai	2.8	1.6	4.6
Nepal	3.1	1.7	4.5

The table below reveals that, except for the Hill zone, the school student ratio is highest at primary level. Among all the eco-zones the Mountain zone has the lowest and the Tarai zone has the highest school student ratio at all levels of school. On average, there were 161.3 students per primary, 153.7 students per lower secondary and 133.4 students per secondary schools. The Tarai zone has a higher school student ratio than the national average. This shows that schools in the Tarai zone are overcrowded and proper attention is needed for the expansion of new schools and school buildings. In total the (Annex: IV).

Table 2.5
School Student Ratios by eco-zone and levels

Eco-zones	Total	Primary	Lower Secondary	Secondary
Mountain	147.1	109.3	104.7	113.3
Hill	187.8	128.9	145.1	136.3
Valley	227.0	130.4	95.0	69.7
Tarai	358.6	252.1	203.2	165.3
Nepal	233.4	161.3	153.7	133.4

The map below presents the school students ratio at primary level by districts. It shows most of the Mountain and some Hill districts have the lowest school student ratio, whereas the highest ratios are found in Tarai districts. Similarly, most of the Hill and Valley districts have less than 200 students on average in each primary school.



SECTION: THREE

3.1 Early Childhood Development and Pre-Primary Class (ECD/PPC)

ECD/PPC is a vital programme to reduce the 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 community schools. Out of 24,002 community (public) schools in the country, pre-primary classes are available in only 6,379 schools. This shows that the coverage of ECD/PPC is still very low. Contrary to this, almost all institutional (private) schools which are generally located in urban areas provide pre-primary education. There are 13,026 ECD/PPCs functioning throughout the country of which 4,633 are community-based ECD centers, 6,379 pre-primary classes in community schools (which are running as a school based ECD) and 2,014 ECD/PPCs did not report to this school census.

In the institutional schools, all 2,998 reported schools run PPCs. On average, each ECD/PPC had 22 children enrolled. Based on additional 44,308 (adjusted figure) children from the non-reporting ECD/PPCs, the GER of ECD/PPC is 41.4%. The total GPI for the GER is 0.98 (Annex: V).

The Education for All 2004-09 (EFA) program has set a target of 51% gross enrolment in pre-primary education by the year 2009. The table and figure below show that the country has achieved a 41.4% Gross Enrolment Rate (GER) with 40.9% for girls and 41.9% for boys. The Mountain zone has achieved a 36.8% GER, whereas it is 38.1 % and 36.3% for Hills and Tarai zones respectively. The highest GER is observed in the Kathmandu Valley with 128% (Annex:V).The Kathmandu Valley, being economically and socially advanced has the most concentrated pre-primary education in the country. An overwhelming number of the Institutional schools with pre-primary classes are concentrated in the urban areas.

Table 3.1
3-4 years' population, total enrolment and GER in ECD/PPC by Eco-Zone

Eco-zones	3-4 Years Population			Number of children in ECD/PPC			GER		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Mountain	47988	49881	97868	17880	18179	36059	37.3	36.4	36.8
Hills	237695	255402	493097	91147	96828	187975	38.3	37.9	38.1
Valley	30615	33459	64074	39507	42509	82017	129.0	127.0	128.0
Tarai	331465	351906	683371	116355	131577	247933	35.1	37.4	36.3
Nepal	647763	690647	1338410	264890	289094	553983	40.9	41.9	41.4

3.2 Social composition of children attending ECD/PPC

The following table shows the number of children in ECD/PPCs by social groups and sex. The total number of children enrolled in ECD/PPCs is 553,983 with 264,890 girls and 289,094 boys. Out of the total enrolment in ECD/PPCs there are 15.0% Dalit, 41.1% Janajati and 43.9% Others. The GPI for ECD/PPC children is 0.95 for Dalit, 0.93 for Janajati and 0.89 for the Others. For Dalits there is no significant difference in the enrolment of girls and boys in to ECD/PPCs (Annex: VI).

Table 3.2
Number of children in ECD/PPC by social groups

Students	Number of children in ECD/PPC				Percentage share on National Level		
	Total	Dalit	Janajati	Others	Dalit	Janajati	Others
Girls	264890	40364	109711	114815	15.2	41.4	43.3
Boys	289094	42463	118199	128431	14.7	40.9	44.4
Total	553983	82827	227910	243246	15.0	41.1	43.9

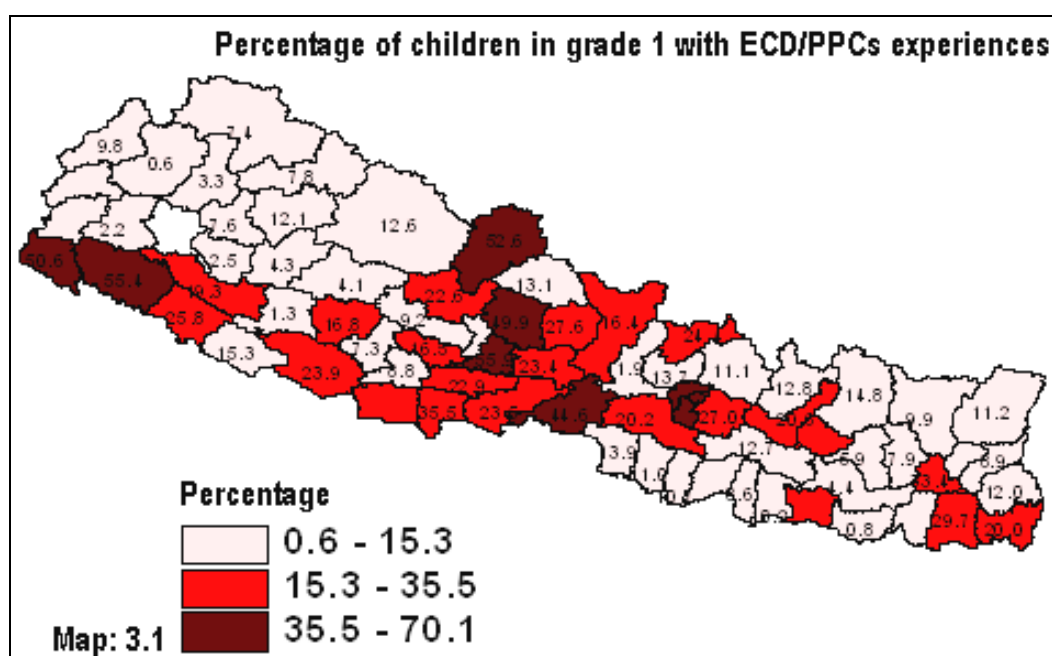
3.3 Children in grade 1 with ECD/PPC experiences

The following table shows the number and percentage of children enrolled in Grade 1 with ECD/PPC experiences by social categories. It reveals that 18% of children enrolled in grade 1 in the school year 2006-07 have ECD/PPC experience. The percentage of Dalit and Janajati students is higher than the school year 2004-05 when only 9% of Dalit and 12% of Janajati children enrolled in grade 1 with ECD/PPC experiences. The percentage of Janajati children with ECD/PPC experiences is 21%, whereas it is 17% for Dalit children. Other children enrolled in grade 1 with ECD/PPC experiences constitute 17% (Annex: VII).

Table 3.3
Children in Grade 1 with ECD/PPC experiences by social groups

Social groups	Number of children in Grade 1			Children in grade 1 with ECD/PPC experiences			% of children in Grade 1 with ECD/PPC experiences		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Dalit	147453	152993	300446	25410	26496	51907	17.2	17.3	17.3
Janajati	250329	257883	508212	51885	54886	106771	20.7	21.3	21.0
Others	303289	329513	632802	49855	54815	104670	16.4	16.6	16.5
Nepal	701071	740389	1441460	127150	136198	263348	18.1	18.4	18.3

The following map also shows the percentage of children enrolled in grade 1 with the experience of ECD/PPCs.



There are 9 districts (Chitawan, Kaski, Kanchanpur, Mustang, Kailali, Syangja, Lalitpur, Kathmandu and Bhaktapur), where the percentage of children in grade 1 with ECD/PPCs experience is more than 35.5%, whereas there are 44 districts mostly Mountain, Hill and some Tarai districts with below 16% of children in grade 1 with ECD/PPCs experience.

Moreover, there are 48 districts where the percentage of children with ECD/PPCs experience is below the national average (18.3%). Out of these 48 districts there are 12 districts (Bajhang, Baitadi, Saptari, Salyan, Parbat, Doti, Dailekh, Bajura, Rukum, Jajarkot, Udayapur, Khotang) with below 5% of children in grade 1³ with ECD/PPC experiences.

³ Among the 75 districts Achham district did not report to this indicator.

SECTION FOUR

4.1 Student enrolment at primary level

The overall enrolment trends at primary level show that since 1990 the enrolment has increased by 3 percentage points every year. The data collected in 21 May, 2006 shows that the enrolment has reached 4.3 million which is 4% less than last year. However, the statistics below are based only on the reported data from 27,000 schools. Out of the total schools in the country 1,131 schools did not report to Flash I, 2006. At the national level, the student school ratio at primary level is 161.3. By applying the same school student ratio to the non-reported schools, an additional 194,344 students are included, so the total adjusted enrolment is 4,515,059. This is 12,363 students more than the enrolment of the previous school year (Annex: VIII & IX).

Table 4.1
Total number of enrolment at primary level by eco- zone (on the basis of reporting)

Eco-zones	Girls	Boys	Total	% in National level	% of girls' enrolment
Mountain	174211	192501	366712	8.5	47.5
Hill	913652	926284	1839936	42.6	49.7
Valley	100633	107020	207653	4.8	48.5
Tarai	899589	1006825	1906414	44.1	47.2
Nepal	2088085	2232630	4320715	100	48.3

There is a big enrolment variation at district level, 47 districts experienced a reduced enrolment, whereas 28 districts experienced an increased enrolment at primary level. The reduction in enrolment level is quite different from one district to another.

The table below shows the enrolment by types of schools, sex, and the percentage of girls' enrolment and the share of enrolment. In total 4,320,715 students were reported in Flash I, of that 3,932,489 were reported in all types of community schools and 3,88,226 were in institutional schools.

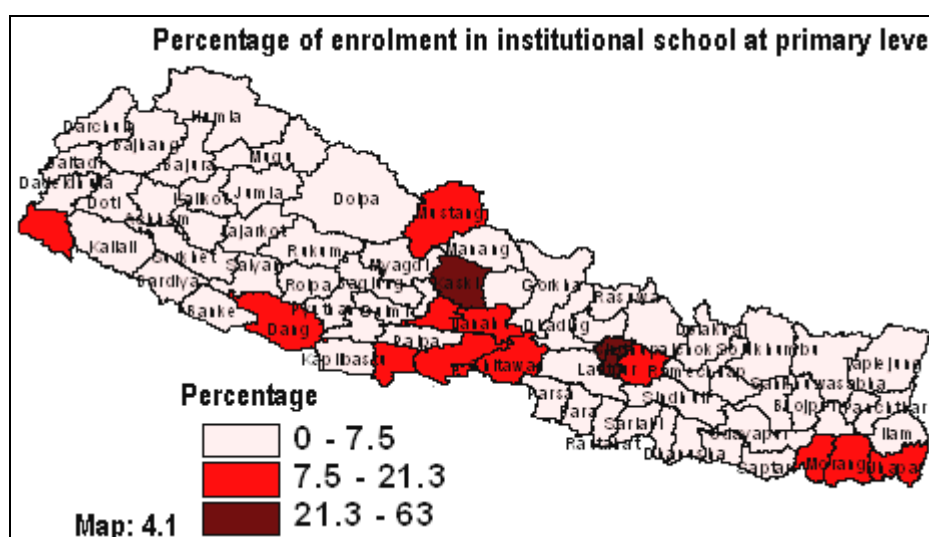
The analysis shows that, the share of girls in total and all types of community schools is higher than the share of girls' enrolment in institutional schools (i.e. 48.3% in total, 48.9% in all types of community schools and 42.7% in institutional schools). Likewise, on the basis of reported number of students at primary level, the share of enrolment in all types of community school is 91.0%.

It is interesting to note that at primary level the total enrolment in institutional schools has increased by 44.4% as compared to last school year. This indicates that the reporting from institutional schools is increasing. However, the number of schools is still quite low compared with the claim of Institutional schools associations. The share of institutional schools' enrolment is 9% at primary level. However, there are 8 districts (Accham, Dolpa, Humla, Ilam, Jajarkot, Jumla, Pyuthan and Rukum) where not a single institutional school reported (Annexes: VIII, XI & XII).

Table 4.2
Percentage share of enrolment at primary level by types of schools (on the basis of reporting)

Types of schools	Girls	Boys	Total	% of girls	% of enrolment in total
All types of Community	1922184	2010305	3932489	48.9	91.0
Institutional	165901	222325	388226	42.7	9.0
Nepal	2088085	2232630	4320715	48.3	100.0

The map below shows the district-wise distribution of enrolment in institutional school at primary level. It reveals that although the contribution of the private sector is vital in the educational development, mostly its service is concentrated in the urban and easy accessible areas of the country.



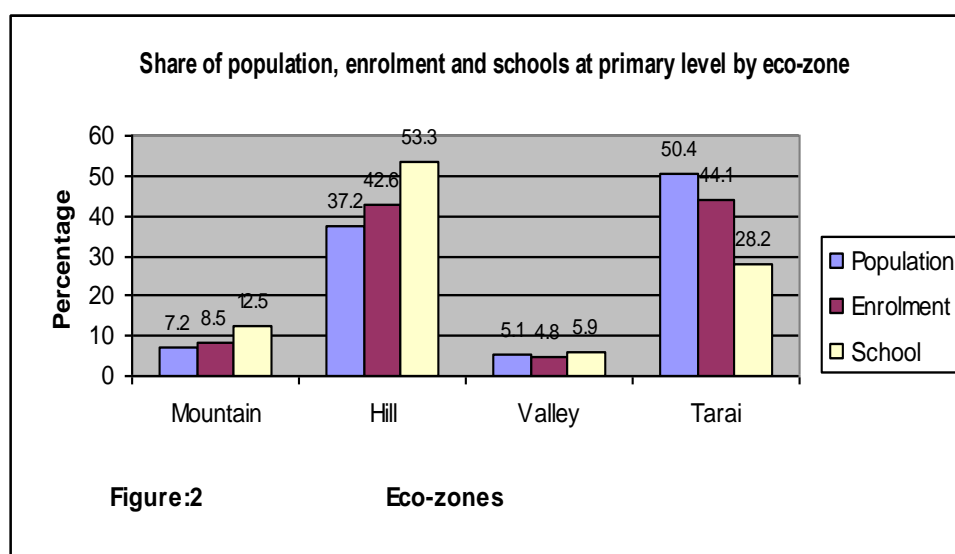
The district level analysis shows that, there are 59 districts with less than 9% of enrolment in institutional schools at primary level. Out of these 59 districts, there are 8 districts (Humla, Dolpa, Jumla, Achham, Jajarkot, Rukum, Pyuthan and Ilam) where no students are reported. The highest share of enrolment in institutional schools is observed in the Valley zone. Out of total enrolment in the Valley zone there are more than 50% students are enrolled in institutional schools at primary level.

The following table shows the share of the primary age group population, enrolment and schools by eco-zone from the total national figures. Due to the coverage area of the eco-zones and the size of the population, the Valley zone has the lowest share of the population, enrolment and schools, whereas the Tarai zone has the highest share of population and enrolment but not the highest share of schools. Comparing to the share of 5-9 year-old population, the share of schools is very low in the Tarai zone. This means more schools should be opened to increase the access to education for all targeted age group children.

Table 4.3
Share of population, enrolment and school at primary level by eco-zone

Eco-zones	Population	Enrolment	School
Mountain	7.2	8.5	12.5
Hill	37.2	42.6	53.3
Valley	5.1	4.8	5.9
Tarai	50.4	44.1	28.2
Nepal	100.0	100.0	100.0

The bar chart also shows that enrolment at primary level is concentrated in the Tarai zone with 44%, whereas in the Mountains zone it is 8.5%. The 5-9 year population distribution by eco-zone is 7.2% in Mountain, 37.2% in Hill, 5.1% in Valley and 50.4% in Tarai zone respectively. The share of schools thus differs to the population share in these eco-zones.



In the Tarai zone, the share of the 5-9 year population is 50% whereas the enrolment share is 44%, which indicates that the schools in Tarai are larger in terms of students compared with schools in Mountain and Hill eco-zones. Interestingly, even schools in the Hill zone are small as indicated by the difference between the share of the population and the share of enrolment. In the Kathmandu Valley, the share of the population and the share of the schools are quite similar.

4.2 Social composition in enrolment at primary level

The table below shows the enrolment composition at primary level by social groups. At the primary level, the enrolment share of Dalit is 17.7%, Janajati 38.0% and for Others is 44.3%. At district level, there are wide variations in the proportion of enrolment for Dalit and Janajati students.

Out of total enrolment by districts there are 14 districts (Rasuwa, Bhaktapur, Makwanpur, Lalitpur, Kathmandu, Ilam, Manang, Kavrepalanchok, Panchthar, Dhankuta, Dolpa, Sankhuwasabha, Sindhupalchok and Nuwakot) with less than 10% of Dalit enrolment whereas the districts Surkhet, Achham and Jajarkot have more than 30% of Dalit enrolment at primary level. Similarly, there are 11 districts (Bajhang, Bajura, Darchula, Kalikot, Jumla, Baitadi, Dadeldhura, Achham, Mugu, Doti and Jajarkot) with less than 10% of Janajati enrolment at primary level (Annex: VIII, XIII, XIV).

The total enrolment for students with disabilities is 46135, of these 20766 are girls and 25369 are boys. The total share for these students is almost 1% which is higher than their population share⁴ at the national level (Annex: XV).

⁴ I.e. the total number of 5-9 years age population of all types of disabled children is 103,795 which is 0.4% of the total 5-9 years population recorded in the 2001 national census.

Table 4.4
Share of enrolment at primary level by social groups

Social groups	Girls	Boys	Total	% of enrolment in total
Dalit	368965	395243	764208	17.7
Janjati	810233	833242	1643475	38.0
Others	908887	1004145	1913032	44.3
Nepal	2088085	2232630	4320715	100.0

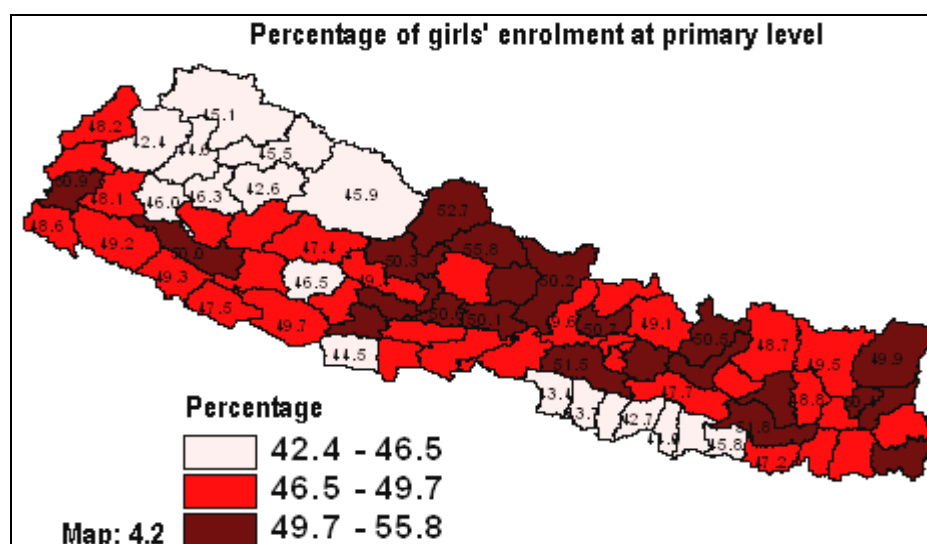
4.3 Girls percentage and gender parity in enrolment at primary level

The enrolment of girls at primary level is 2,088,085, which is 48% of the total enrolment, where Dalit, Janajati, Others and all types of Disabled girls' enrolment share is 48.3%, 49.3%, 47.5% and 45.0% respectively. The gender parity at primary level of Dalit is 0.93, for Janajati 0.97, for all types of Disabled students is 0.82, for Others 0.91 and for total enrolment is 0.94. This shows that the highest girls' enrolment is for Janajati and the lowest is for all types of disabled girl students. There are 20 districts where girls' enrolment proportion exceeds 50%. However, most of the districts in the Tarai zone have a lower share of girls enrolment compared with other eco-zones (Annexes: VIII, XIII, XIV & XV).

Table 4.5
Sex wise enrolment and gender parity at primary level by social groups

Social groups	% of Girls	% of Boys	Gender parity
Dalit	48.3	51.7	0.93
Janjati	49.3	50.7	0.97
All types of Disable	45.0	55.0	0.82
Others	47.5	52.5	0.91
Nepal	48.3	51.7	0.94

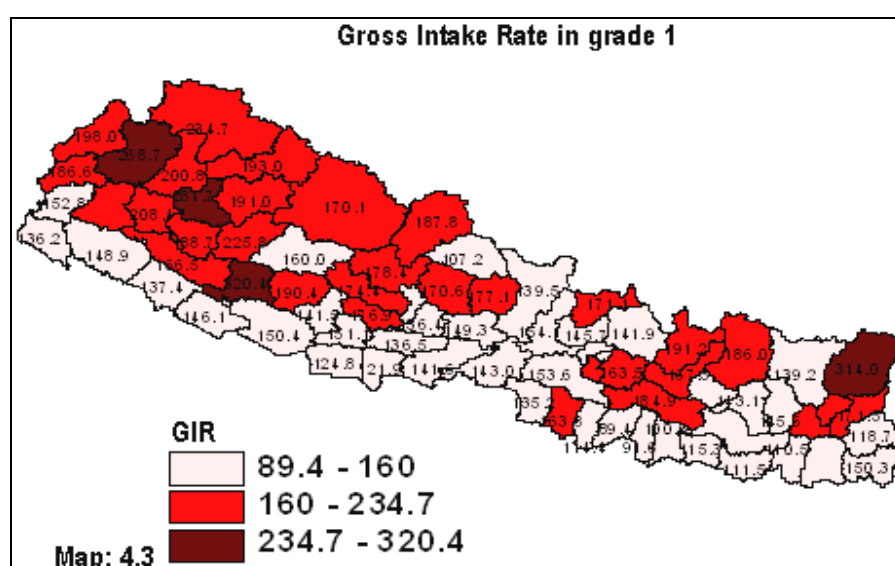
The map below shows the percentage of girls' enrolment at primary level by district. The districts from Karnali zone, some of the districts from Far and Mid-western region as well as some of the districts from East and Central Tarai have less than 47% of girls' enrolment at primary level. On the other hand, there are 23 districts with 50% or more girls' enrolment at primary level. There are 9 districts (Bhojpur, Solukhumbu, Baglung, Myagdi, Panchthar, Kanchanpur, Dhankuta, Lamjung and Kaski) where the share of girls' enrolment has slightly decreased compared to the last school year (Annex: VIII).



Gender parity in the enrolment of institutional schools is lower than in the enrolment of community schools at primary level. The overall proportion of girls' participation in institutional schools is 42.7% which is 6 percentage points lower than for community school enrolment.

4.4 Gross Intake Rate (GIR) in grade 1

The average national gross intake rate at Grade 1 is 148, with 140 for girls and 157 for boys in the school year 2006-07. The following map shows that there are 41 districts which have below 160% GIR and 25 districts with the range of 160% to 198 % of GIR in grade 1. Moreover, 9 districts have more than 200% of GIR in grade 1, which shows that there are more under- and over-aged children enrolled than children in the right age group. Similarly, 28 districts have lower GIR in grade 1 than the national average. Among these districts, Sarlahi and Mahottari have the lowest GIR in grade 1 (Annex: XVI).



4.5 Grade wise enrolment rates, GER and NER at primary level

The table below shows the grade wise enrolment rates and the GER and NER at primary level. For the first time, the DOE has calculated the grade wise enrolment rates⁵ for primary level. The statistics shows that grade 1 has the highest GER and NER but it falls at higher grades. At primary level the higher the grade, the lower the GER and NER. It also shows that under- and over-aged enrolment is more prominent in lower grades compared to higher grades.

Table 4.6
Grade wise enrolment rates, Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at primary level

Grades/ Level	Grade and level wise GER			Grade and level wise NER		
	Girls	Boys	Total	Girls	Boys	Total
Grade 1	226.1	223.4	224.7	62.7	61.5	62.0
Grade 2	155.2	149.2	152.1	39.6	37.9	38.7
Grade 3	115.7	117.7	116.7	28.9	29.7	29.3
Grade 4	101.0	105.4	103.3	24.0	25.5	24.8
Grade 5	90.1	95.7	93.0	20.8	22.4	21.6
Primary level	138.4	139.2	138.8	85.5	89.3	87.4

⁵ The grade wise enrolment rates are calculated by taking the grade wise total enrolment and the respective age group population for each grade at primary level.

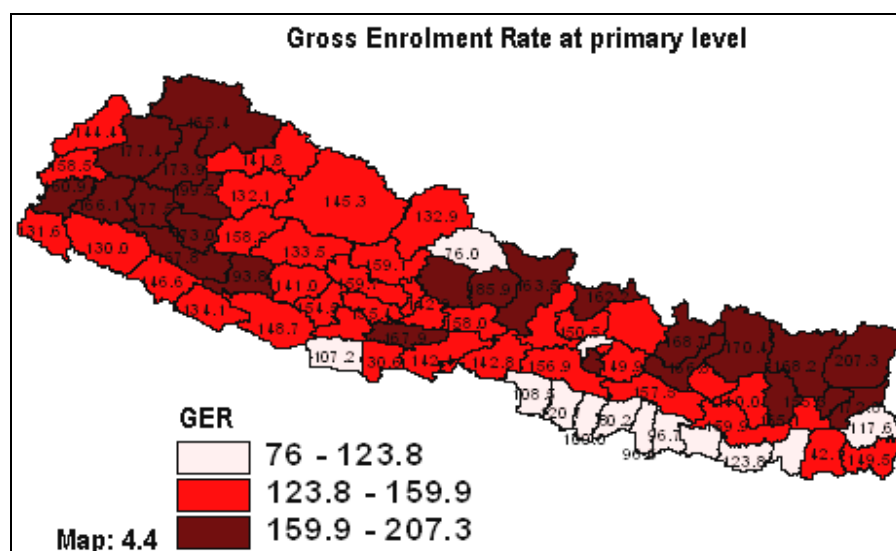
The overall GER at primary level is 138.8% with 138.4% for girls and 139.2% for boys which is almost 7% less than the last school year. Although overall GER is decreasing, there are 31 districts with increasing GER.

The overall NER was 87.4% which is an increase of about one percent from the last school year. Thus, the growth of NER is continuing. However, the growth of NER is slower than the respective age groups' population growth. The NER of 87.4% suggests that almost four hundred thousand children are still out of formal primary schooling of which most are girls.

Most of the districts in the Tarai eco-zone are below the national average. In many cases, the NER exceeds 100%, which is theoretically not possible. In these districts where the calculated NER exceeds 100%, the NER is set at 92% which is the present year's NER target in EFA 2004-09 (Annex: XVI).

Similarly, the map below shows the distribution of GER at primary level by district. There are 21 districts with a GER below the national average (138.8%). There are 13 districts with less than 130% GER. Out of these 13 districts, Manang, Sarlahi, Mahottari and Dhanusha in the Western Mountain and Central Tarai zones have a GER of less than 100%.

It shows there is a very low participation of children at primary level in these 4 districts. Contrary to this, there are 38 districts with a GER of less than 160% and the remaining 24 districts with a GER of more than 160%. However, this shows that there are many under- and over-aged students enrolled in primary level.



4.6 Enrolment at lower secondary and secondary level

The following table shows the enrolment at lower secondary level by eco-zone and sex reported in Flash I 2006. The total number of enrolment at lower secondary level is 1,301,134 of which 606,597 (46.6%) are girls. The highest share of enrolment at lower secondary level is in the Hill zone whereas the lowest share is in the Mountain zone.

Table 4.7
Enrolment at lower secondary level by eco-zone (on the basis of reporting)

Eco-zones	Girls	Boys	Total	% of enrolment in total	% of girls' enrolment
Mountain	36509	48375	84884	6.5	43.0
Hill	269909	287840	557749	42.9	48.4
Valley	49820	51708	101528	7.8	49.1
Tarai	250359	306614	556973	42.8	44.9
Nepal	606597	694537	1301134	100.0	46.6

The share of enrolment by eco-zones shows that the schools in Hill and Tarai zones are more crowded than the schools in the Mountain and Valley zones at lower secondary level. The share of girls' enrolment at lower secondary level is slightly lower than that for primary level. The overall share of girls' enrolment at lower secondary level is 46.6 of which 43.0% in Mountain, 48.4% in Hill, 49.1% in Valley and 44.9% in the Tarai zone respectively (Annex: XVII).

Similarly, the following table presents the enrolment at lower secondary level by social composition and sex. The enrolment share of Dalit in total is 9.5%. This shows the Dalit enrolment share at lower secondary level is quite low compared with their population share at national level. Likewise, the share of Janajati enrolment is 38.6% and for Others it is 51.9%. Thus, the share of Janajati enrolment remains the same as at the primary level (Annexes: XVII, XVIII & XIX).

Table 4.8
Enrolment at lower secondary level by social groups

Social groups	Girls	Boys	Total	% of enrolment from total	% of girls
Dalit	54404	68974	123378	9.5	44.1
Janjati	240497	261543	502040	38.6	47.9
Others	311696	364020	675716	51.9	46.1
Nepal	606597	694537	1301134	100.0	46.6

The table also shows the proportion of girls among different social groups at lower secondary level. The share of girls in Dalit enrolment is quite low compared with the share of girls in Janajati and Others.

The table below presents the enrolment at secondary level by eco-zones, sex and their share of enrolment. The total number of secondary enrolment is 679,387, of which 313,216 (46.1%) are girls. The share of enrolment by eco-zone is 6.7% in Mountain, 44.2% in Hills 8.3% in Valley and 40.8% in Tarai zone respectively. Interestingly, in Kathmandu Valley the proportion of girls is higher as compared with other eco-zones. On the contrary the proportion of girls' enrolment in the Tarai is quite low. (Annex: XVII).

Out of 75 districts, there are only 14 districts (Palpa, Syangja, Lalitpur, Jhapa, Gulmi, Manang, Parbat, Taplejung, Panchthar, Dhankuta, Arghakhanchi, Ilam, Mustang and Bhaktapur) with 50% or more girls' enrolment whereas the remaining 61 districts have less than 50% of girls' enrolment at secondary level. In addition to this, there are 4 districts (Mugu, Humla, Jumla and Kalikot) where the share of girls' enrolment is less than 30% at secondary level.

Table 4.9
Enrolment at secondary level by eco-zone

Eco-zones	Girls	Boys	Total	% in total enrolment	% of girls' enrolment
Mountain	20363	25426	45789	6.7	44.5
Hill	144057	156230	300287	44.2	48.0
Valley	27981	28343	56324	8.3	49.7
Tarai	120815	156172	276987	40.8	43.6
Nepal	313216	366171	679387	100	46.1

The following table shows the enrolment at secondary level by social composition and sex. The enrolment share of Dalit in total is 5.3%, which is lower than the Dalit enrolment share at primary and lower secondary levels. This shows the Dalit enrolment share at secondary level is quite low compared with their population share. Similarly, Janajati enrolment is 29.9% and for Others 64.8% (Annexes: XVII, XVIII & XIX).

The table also shows the proportion of girls among different social groups at secondary level. The share of girls in Dalit enrolment is quite low compared with the share of girls in Janajati and Others' enrolment.

Table 4.10
Enrolment at secondary level by social group

social groups	Girls	Boys	Total	% from total enrolment	% of girls
Dalit	15036	20989	36025	5.3	41.7
Janjati	95699	107713	203412	29.9	47.0
Others	202481	237469	439950	64.8	46.0
Nepal	313216	366171	679387	100.0	46.1

The overall analysis of the share of enrolment at all levels of school education shows that the higher the levels of education the lower the share of the enrolment of Dalit and Janajati students. However, the share of Janajati starts to reduce only from lower secondary to secondary. The girls' enrolment pattern, particularly for Dalit girls, there is still a considerable drop-out in the higher grades.

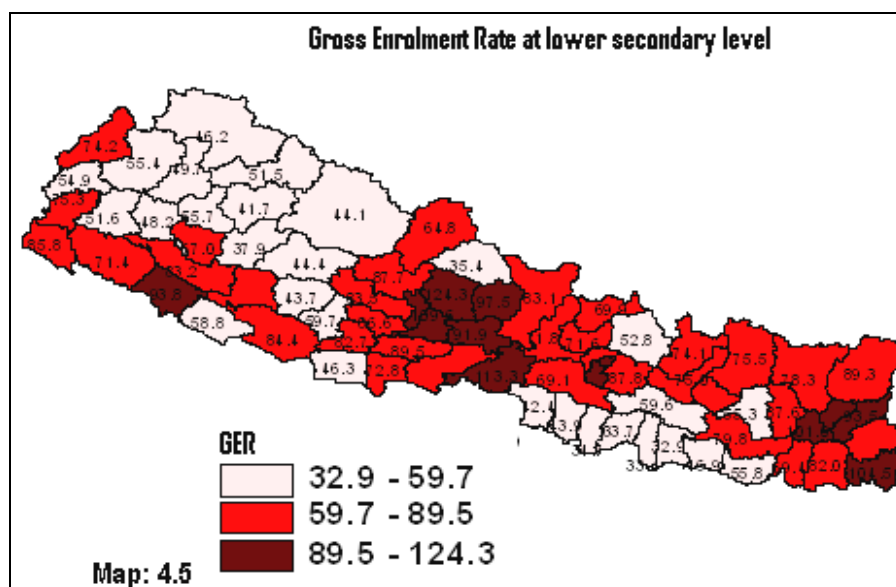
4.7 Gross and Net Enrolment Rate at lower secondary and secondary level

The table below shows that the GER at lower secondary level was 71.5% with 65.4% for girls and 77.9% for boys. Similarly, the overall GER at secondary level was 56.7% with 53.1% for girls and 60.2% for boys. At the lower secondary level, the NER has increased by 5 percentage points whereas the GER has reduced by 4 percentage points, as compared to the last school year 2005-06. Similarly, for secondary level the NER was 34.7%. In the secondary level the NER has increased almost by 2 percentage points and the GER has increased almost by 7 percentage points, as compared to the last school year 2005-06. (Annex: XVI).

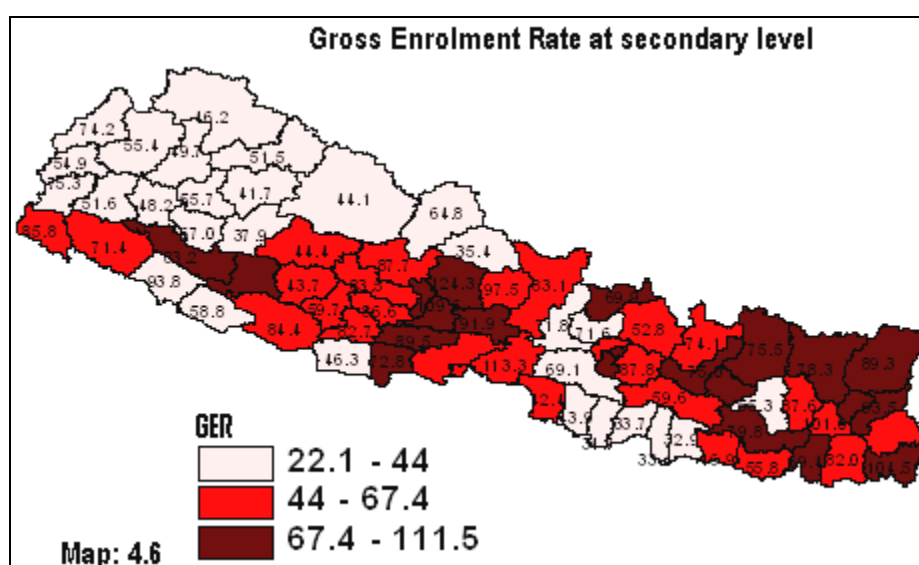
Table 4.11
Gross and Net enrolment rate at lower secondary and secondary level

Levels	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Total	Girls	Boys	Total	Girls	Boys
Lower Secondary	71.5	65.4	77.9	52.3	47.8	57.1
Secondary	56.7	53.1	60.2	34.7	32.4	37.0

The map below shows the GER at lower secondary education by districts. There are 35 districts, where the GER is lower than the national average (71.5%). Out of these 35 districts, the districts from the Eastern, Central Tarai and from the Mountain and Hilly districts of Far and Mid-western regions have a GER of less than 60% at lower secondary. Similarly, 13 districts have more than 90% of GER and 34 districts have a GER between more than 60% and less than 90%. In addition, there are 39 districts, where the GER has decreased from the last academic year (Annex: XVII).



Similarly, the map 4.6 below presents the GER at secondary level by district. A comparative analysis shows that the situation of GER at secondary level has the same pattern as in lower secondary level. There are 53 districts where the GER at secondary level has increased as compared to the last school year 2005-06.



4.8 Internal efficiency at primary level

The following table shows the internal efficiency in the primary school education system. The analysis shows that out of the total enrolled students by grades the promotion rate at

grade 1 is 49.3% and the repetition rate is 29.8%. However, from grade 2 to 5 the promotion rates are much better compared with grade 1 and the repetition rates are also decreasing. Interestingly, the promotion rates in grade 1 and 5 are higher for girls compared to boys. The level of performance at primary level varies from district to district and between eco-zones (Annex: XX "A", "B" & "C")

The table also shows that the overall survival rate to grade 5 is 80.3%⁶ of this 83.0% for boys and 77.4% for girls. A low survival rates indicates low effectiveness of the teaching and learning process in the classroom and a low retention of students. Again, the survival rate varies from district to district. (Annex: XVI)

In the calculation of these indicators the DOE has adopted the reconstructed cohort model developed by UIS, whereas for the calculation of survival rate to grade 5 it has used the proxy formula which has been used for the last two years.

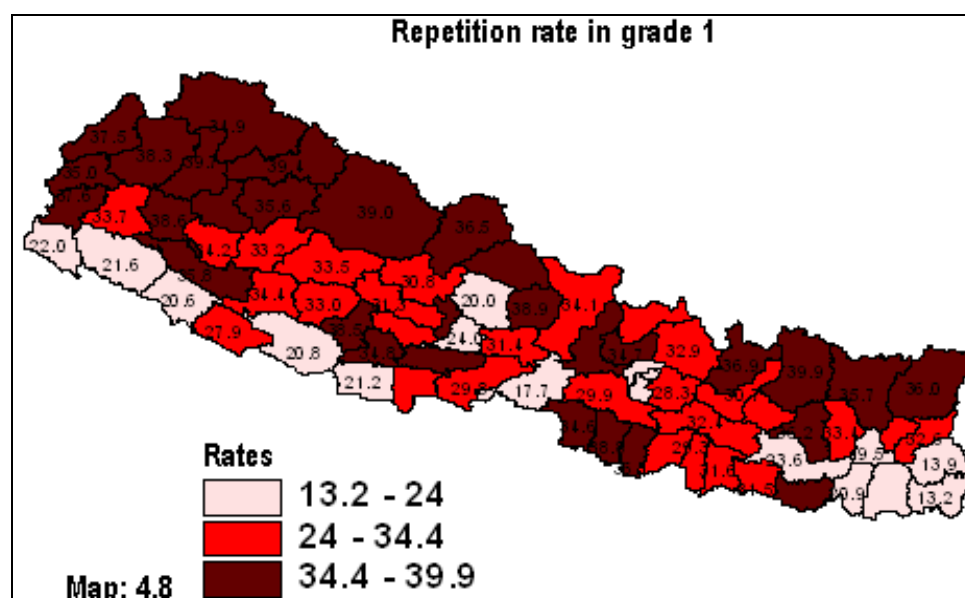
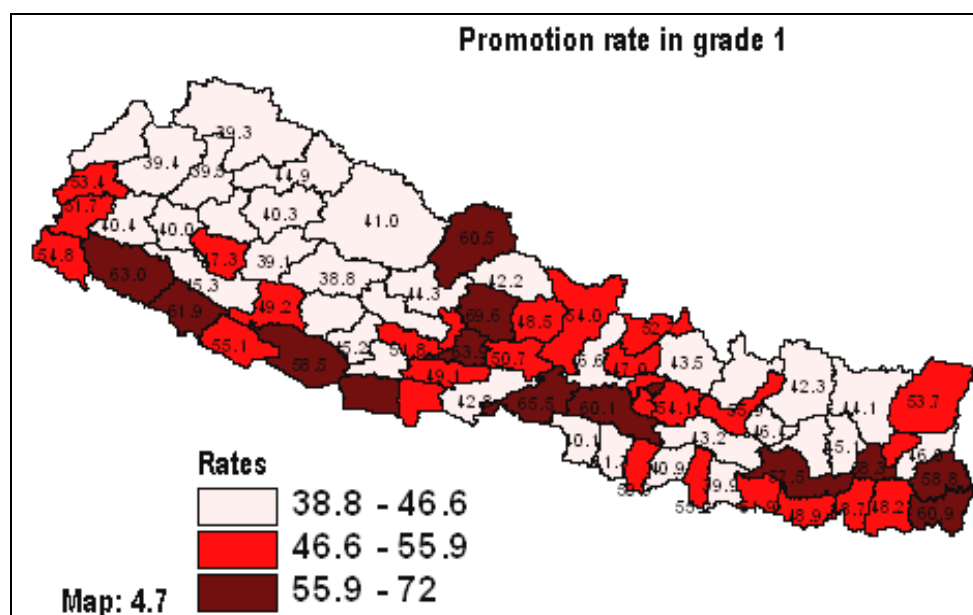
4.12 Internal efficiency at primary level

Promotion, repetition, dropout and survival rate to grade 5 in the school year 2005-06, (in percentage)					
Total	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Promotion rate	49.3	73.6	76.6	75.2	74.7
Repetition rate	29.8	16.1	13.1	13.1	10.4
Dropout rate	20.9	10.3	10.3	11.7	14.9
Survival Rate to grade 5					80.3
Boys	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Promotion rate	46.8	73.9	77.1	76.1	74.7
Repetition rate	27.7	16.8	13.3	13.3	10.7
Dropout rate	25.5	9.2	9.5	10.6	14.6
Survival Rate to grade 5					83.0
Girls	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Promotion rate	52.1	73.3	76.1	74.5	74.8
Repetition rate	32.0	15.4	12.8	12.9	10.2
Dropout rate	15.9	11.4	11.1	12.6	15.0
Survival Rate to grade 5					77.4

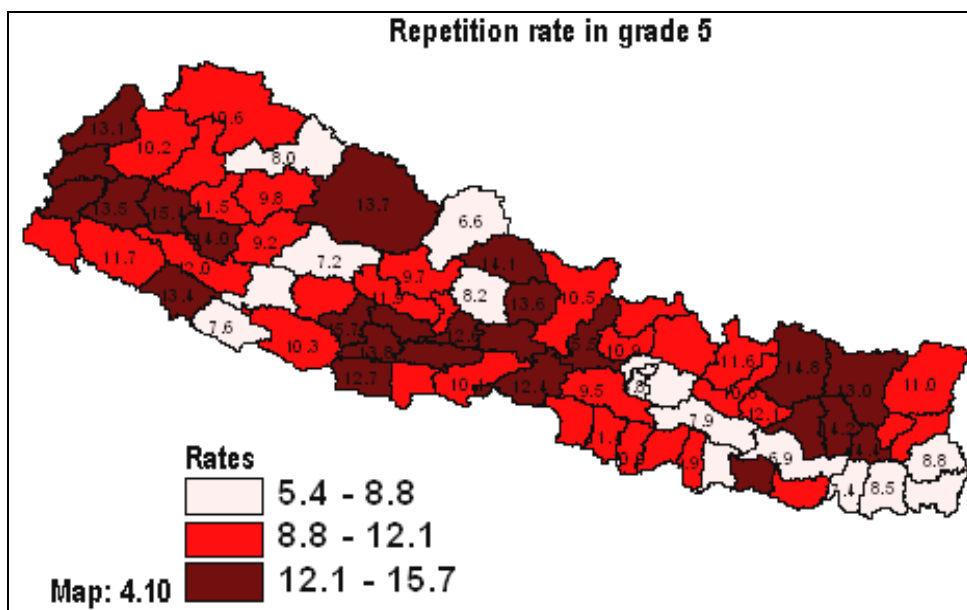
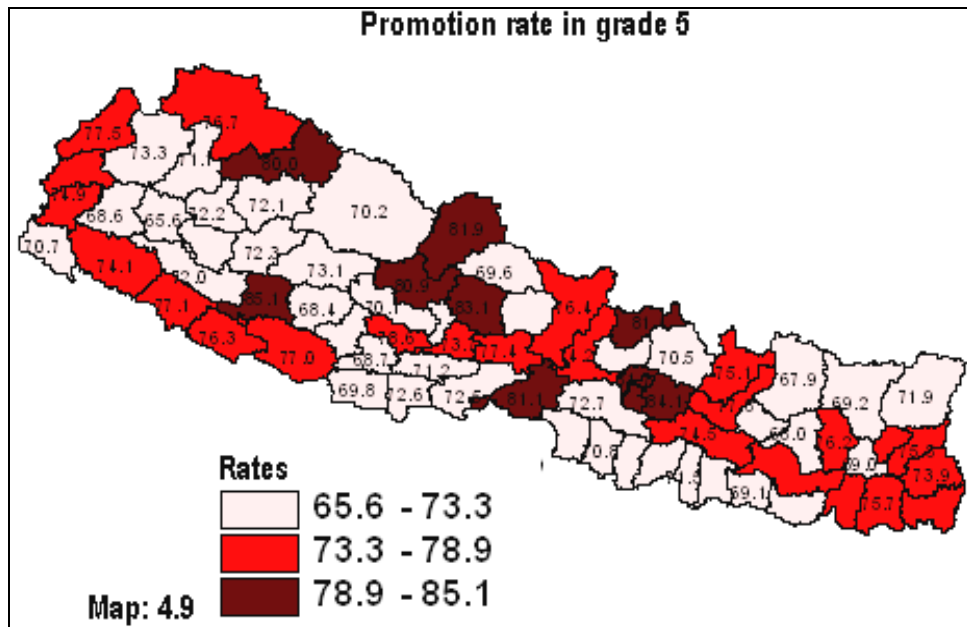
The maps below present the internal efficiencies of the primary education system by district. Here the analysis is presented the district wise performance on promotion and repetition rates for grade 1 and grade 5. The analysis of promotion and repetition rates in grade 1 depict that most of the districts from Far and Mid-western Mountain and Hill districts have the lowest promotion and the highest repetition rates compared to high performing districts; Udayapur, Dhankuta, Dang, Ilam, Makwanpur, Kapilbastu, Mustang, Jhapa, Bardiya, Kailali, Syangja, Chitwan, Kaski and Bhaktapur.

⁶ Calculated using the proxy formula for the calculation of survival rate. The result will be quite different if the reconstructed cohort model was used. In general, the proxy formula gives higher rates and the UNESCO adopted reconstructed cohort model gives lower rates. If the survival rates were calculated using the cohort model the survival rate would be 47.0% for the primary level and 44.9% for boys and 49.5% for girls. The discrepancy between the rates when calculating the survival rate using these two internationally used approaches shows that the results depend on the chosen approach.

There are 44 districts with a lower promotion rate compared to the national average for grade 1. Interestingly, if GIR is compared with the promotion and repetition rate by districts, it shows the higher the GIR, the lower the promotion rates and the higher the repetition rates in grade 1.



Likewise, the analysis of promotion and repetition rates in grade 5 shows more or less the districts from Far and Mid-western Mountain and Hill districts have a similar pattern of promotion and repetition rates. In addition to this, there are more Tarai districts from Eastern, Central and Western development regions where the promotion rates in grade 5 are low. There are 45 districts with lower promotion rates as compared to the national average (74.8) in grade 5. Similarly, there are a few districts with more than 80% promotion rates in grade 5.



4.9 Pass rates in Grade 5, 8 and 10

The table below shows the pass rates of students in grade 5, 8 and 10 in the final examinations of 2062 (2005-06) academic year. The pass rate at grade 5 is comparatively high compared with grade 8 and grade 10. Flash II, 2005 has indicated that the retention and attendance rate at higher grades is high compared with lower grades. It is interesting to note that retention and attendance rates are higher at higher grades whereas pass rates are higher in lower grades.

Table 4.13
Pass rate at grade 5, 8 and 10 in the final exam 2062(2005-6)

Students	Grade 5			Grade 8			Grade 10		
	Total	Dalit	Janajati	Total	Dalit	Janajati	Total	Dalit	Janajati
Girls	86.4	82.4	80.6	83.5	79.2	77.8	43.4	41.5	45.7
Boys	86.9	84.9	86.2	84.2	83.8	81.4	46.4	43.6	50.5
Total	86.7	83.8	83.6	83.9	81.9	79.7	45.1	42.7	48.3

Moreover, the above table shows that at all grades the pass rates are in favour of boys and at higher grades the gap between boys and girls widens. It is noted that except Janajati in grade 10, the pass rates are lower for Dalit and Janajati compared with the national average. At district level, the pass rate for grade 5 is almost similar in all districts (e. g. more than 70%) whereas in grade 10 it is quite different from one district to another (Annex: XXI).

SECTION: FIVE

Teachers

5.1 Distribution of teachers by sex and levels of education

The table below shows the total number of teachers by eco-zones, sex and levels. The figures are based on the number of schools reporting in Flash I, 2006. The table reveals that in total there are 141,605 with 43,546 (30.8%) female teachers throughout the country. Of the 95,503 teachers at primary level, there were 36,147 female teachers. At lower secondary level there were 26,716 with 5,444 female teachers and at secondary level there were 19,386 with 1,955 female teachers. The proportional distribution of the total teachers by eco-zones shows that 8.4%, 41.3%, 16.4% and 33.9% teachers are in Mountain, Hill, Valley and Tarai zones respectively (Annex: XXII, XXIII & XXIV).

Table 5.1
Distribution of total teachers by eco-zone and level

Eco - Zones	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	2439	9523	11962	2228	6685	8913	161	1698	1859	50	1140	1190
Hill	15941	42544	58485	13832	27124	40956	1618	8801	10419	491	6619	7110
Valley	11560	11662	23222	8432	4368	12800	2192	3298	5490	936	3996	4932
Tarai	13606	34330	47936	11655	21179	32834	1473	7475	8948	478	5676	6154
Nepal	43546	98059	141605	36147	59356	95503	5444	21272	26716	1955	17431	19386

The table below shows the reported number of teachers in institutional schools by eco-zone, sex and levels. In total there are 41,224 teachers with 23,652 in primary, 9,299 in lower secondary and 8,273 in secondary level. The distribution of teachers in institutional schools by eco-zone are 1.3%, 22.3%, 41.5% and 34.9% in Mountain, Hill, Valley and Tarai zones respectively (Annex: XXII, XXIII & XXIV).

Table 5.2
Distribution of institutional schools' teacher by eco-zone and level

Eco - Zones	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	166	355	521	142	227	369	15	71	86	9	57	66
Hill	3890	5292	9182	3104	2147	5251	574	1433	2007	212	1712	1924
Valley	8761	8360	17121	6448	2726	9174	1628	2436	4064	685	3198	3883
Tarai	5478	8922	14400	4463	4395	8858	788	2354	3142	227	2173	2400
Nepal	18295	22929	41224	14157	9495	23652	3005	6294	9299	1133	7140	8273

Similarly, the following table shows the reported number of teachers in all types of community schools by eco-zone, sex and levels. In total there are 100,381 teachers with 71,851 in primary, 17,417 in lower secondary and 11,113 in secondary level. The

proportional distribution of the teachers by eco-zones shows that 11.4%, 49.1%, 6.1%, and 33.4 are in Mountain, Hill, Valley and Tarai zones respectively.

The analysis shows that some districts have a low number of reported teachers which could suggest a degree of underreporting. Compared to the total approved positions of teachers at primary level, altogether 17,324 (19.4%) teachers were not reported to this school census. Eighteen districts (Dhanusha, Pyuthan, Dhading, Chitawan, Sindhupalchok, Myagdi, Mugu, Taplejung, Bardiya, Siraha, Darchula, Ilam, Sarlahi, Rukum, Dolpa, Bhojpur, Jajarkot and Khotang) had more than 25% of unreported teachers in this census. An analysis by eco-zone shows that 2,184 teachers in Mountain 9,559 in Hill, 419 in Valley and 5,162 in Tarai zones respectively were not reported. Similarly, compared to the total approved teacher positions at lower secondary and secondary level, more or less all teachers are reported in lower secondary level, whereas in secondary level almost 13% teachers are not reported (Annex: XXII, XXIII & XXIV).

The level wise proportional distribution of teachers is 71.6% in primary, 17.4% in lower secondary and 11.1% in secondary level respectively.

Table 5.3
Distribution of community schools' teachers by eco-zone and level

Eco - zone	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	2273	9168	11441	2086	6458	8544	146	1627	1773	41	1083	1124
Hill	12051	37252	49303	10728	24977	35705	1044	7368	8412	279	4907	5186
Valley	2799	3302	6101	1984	1642	3626	564	862	1426	251	798	1049
Tarai	8128	25408	33536	7192	16784	23976	685	5121	5806	251	3503	3754
Nepal	25251	75130	100381	21990	49861	71851	2439	14978	17417	822	10291	11113

5.2 Percentage of female and the gender parity index in teaching profession

Gender parity in the teaching profession is an important goal for the school education system. The table below presents the share of female teachers of all types of schools by eco-zones and level of education.

Table 5.4
Percentage distribution of total female teachers in all types of schools by eco-zone

Eco-zones	Total	Primary	Lower secondary	Secondary
Mountain	20.4	25	8.7	4.2
Hill	27.3	33.8	15.5	6.9
Valley	49.8	65.9	39.9	19
Tarai	28.4	35.5	16.5	7.8
Nepal	30.8	37.8	20.4	10.1

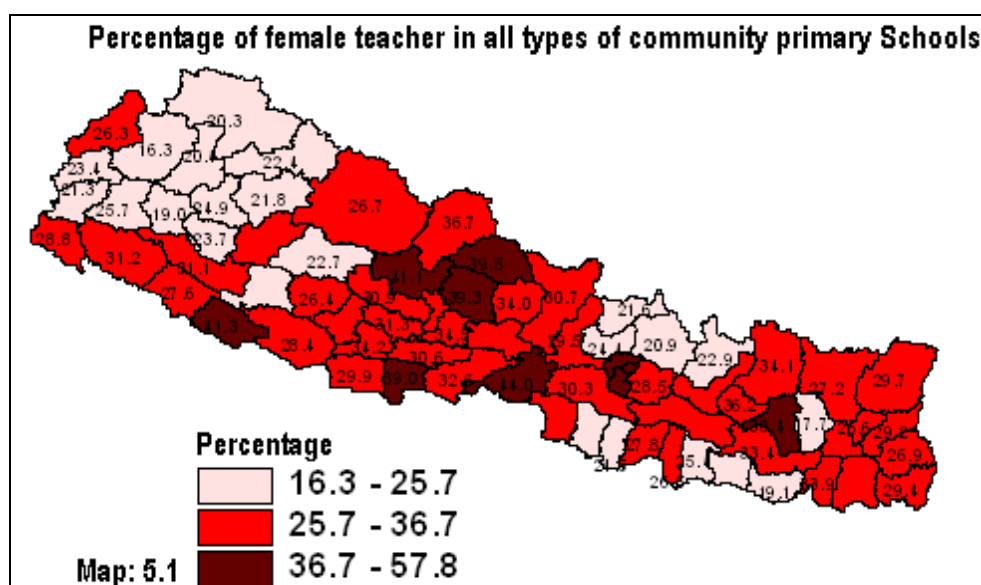
The overall share of female teachers is 30.8% of which 37.8% is in primary level, 20.4% is in lower secondary level and 10.1% female is in secondary level. Compared to the share of female teachers at primary level, the share of female teachers at lower secondary and secondary is very low. Applying the same analysis by eco-zones, the Valley zone has the highest share of female teachers as compared to other eco-zones at all levels (Annex: XXII, XXIII & XXIV).

Similarly, the following table shows the comparative percentage of female teacher in all types of community schools by year and level of education. Although the proportion of female teachers has been increasing during recent years, their number is still far less than male teachers. Compared to the proportion of female teachers at primary level, the proportion of female teachers at lower secondary and secondary levels is considerably low. It shows that the higher the education level, the lower the share of girls' enrolment and the fewer female teachers (Annex: XXII, XXIII & XXIV).

Table 5.5
Percentage distribution of female teachers in all types of community schools by eco-zone

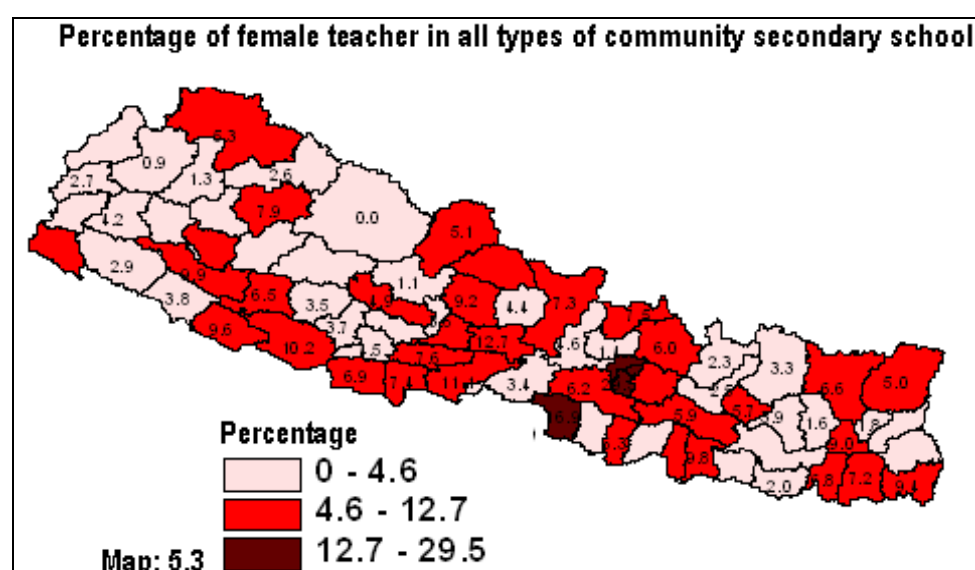
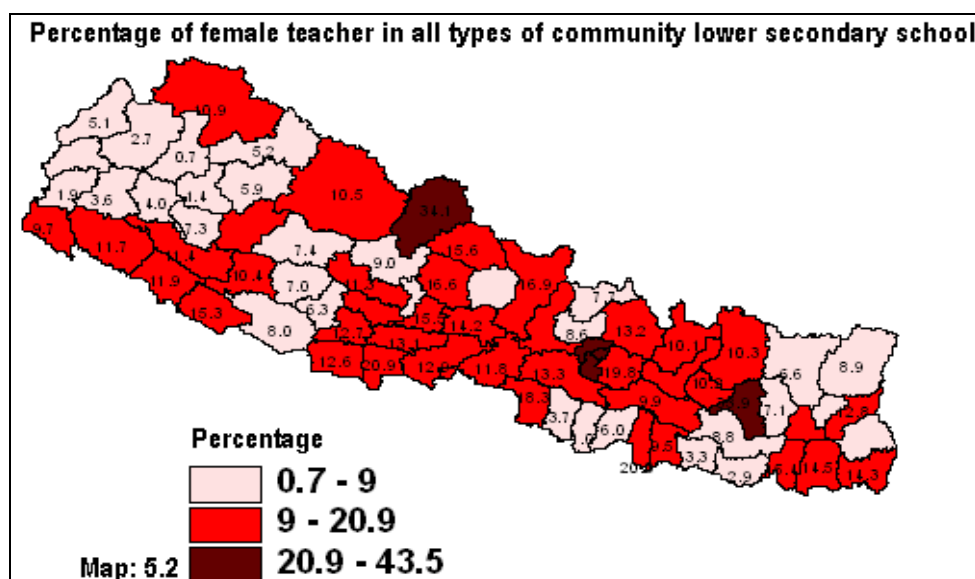
Year	Total	Primary	Lower Secondary	Secondary
Flash I, 2006	25.2	30.6	14.0	7.4
Flash I, 2005	21.0	25	12.0	7.0
Flash I, 2004	19.3	23.4	10.1	6.0

The following map shows the percentage distribution of female teachers in all types of community primary schools by districts. There are 45 districts with a low percentage of female teachers compared to the national average (30.6%) at primary level. Likewise, the districts from Far and Mid-western regions as well the central Mountain and some of the Tarai districts have the lowest percentage of female teachers at primary level. There are very few districts with more than 37% of female teachers at primary level.



Similarly, the distribution of female teachers at lower secondary and secondary levels also varies from district to district. There are 57 districts where the percentage of female teachers is lower than the national average at lower secondary and secondary levels. In addition to this, there are 6 districts namely; Dadeldhura, Achham, Darchula, Udayapur, Jajarkot and Dolpa where not even a single female teacher was reported at secondary level.

Interestingly, if the percentage of female teachers is compared with the literacy rates (2001 Census literacy rates) by districts, it shows the higher the literacy rates, the more female teachers and the lower the literacy rates, the fewer female teachers.



The following table shows the participation of female in the teaching profession in institutional schools. As compared with community schools, the percentage of female teachers is high in institutional schools. The percentage of female teachers in institutional schools is 59.9%, 32.3%, and 13.7% at primary, lower secondary and secondary levels respectively. In total 44.4% of teachers are female in institutional schools. Compared to the share of female teacher in primary level the share of female teacher in lower secondary and secondary levels are lower (Annex: XXII, XXIII & XXIV).

Table 5.6
Distribution of female teachers in institutional schools

Teacher	Total	Primary	Lower Secondary	Secondary
Number of female teacher	18295	14157	3005	1133
% of female teachers	44.4	59.9	32.3	13.7

The following table shows the gender parity index in the percentage of teacher by types of schools. The data shows the overall participation of females in the teaching profession is

markedly low and the overall gender parity index is 0.44 of which 0.61 in primary, 0.26 in lower secondary and 0.11 in secondary level respectively.

When comparing this with the gender parity of institutional schools and all types of community schools, it shows that the female participation in institutional schools is significantly high (i.e. 1.49 in primary, 0.48 in lower secondary, 0.16 in secondary and 0.80 in all levels respectively) In community schools it is considerably lower as it is 0.44 in primary, 0.16 in lower secondary, 0.08 in secondary and 0.34 in total. The analysis at district shows that the gender parity index varies from district to district. However, the gender parity index in Valley is is markedly better than other eco-zones.

Table 5.7
Gender parity index in the percentage of teacher by types of schools

Types of Schools	Total	Primary	Lower secondary	Secondary
Total	0.44	0.61	0.26	0.11
All types of community	0.34	0.44	0.16	0.08
Institutional	0.80	1.49	0.48	0.16

5.3 Social composition of teachers

5.3.1 Representation of Dalits in the teaching profession

The disaggregated data of teachers by social groups shows that Dalit and Janajati participation in the teaching profession is very low in comparison with their share of the total population. In total, the share of Dalit teachers is the highest in the Tarai zone as compared to other zones. The Dalits have the lowest share among the Valley zone's teachers. The following table shows the percentage of Dalit teachers at primary level is 2.5% whereas it is 1.6% at lower secondary and only 1% at secondary level. The percentages of Dalit teacher in primary and lower secondary levels are higher in community schools than in institutional schools.

Table 5.8
Percentage of Dalit teachers by types of schools and level

Types of schools	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All types of Schools	2.3	2.6	2.5	1.0	1.8	1.6	1.4	0.9	1.0
Community	2.7	2.5	2.6	1.4	1.8	1.7	1.3	0.9	0.9
Institutional	1.6	3.0	2.2	0.8	1.8	1.5	1.5	1.0	1.0

It is worth noting that the overall percentage of Dalit teachers in community schools (2.6%) is a bit higher than their percentage in institutional schools (2.2%) (Annex: XXII, XXIII & XXIV).

5.3.2 Representation of Janajati in the teaching profession

The following table shows the percentage of Janajati teachers by types of schools and level of education. The percentage of Janajati teachers at primary level is 17.8%, whereas it is 23.4% at lower secondary followed by 15.4% at the secondary level. The participation of Janajati teachers is the highest at lower secondary level and lowest at secondary level. In total, except for primary level, the share of Janajati teachers in the Valley zone is highest compared to

other eco-zones. The analysis by types of schools shows that the percentage of Janajati teacher is higher in community schools at primary level whereas at lower secondary and secondary levels the percentage of Janajati teacher is higher in institutional schools (Annex: XXII, XXIII & XXIV).

Table 5.9
Percentage of Janajati teachers by types of schools and level

Types of schools	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All types of schools	14.4	19.9	17.8	27.4	22.4	23.4	26.3	14.2	15.4
Community	18.8	22.4	21.3	27.5	20.6	21.6	28.5	12.5	13.7
Institutional	7.5	6.8	7.2	27.2	26.6	26.8	24.8	16.6	17.7

5.3.3 Representation of teachers with a Disability in the teaching profession

The following table shows that out of the total 141,605 reported number of teachers 1,288 teachers have a disability. At primary, lower secondary and secondary levels the number of disabled teachers were 1,011 (1.1%), 161 (0.6%) and 116 (0.6%) respectively. Thus, more teachers with a disability are teaching in primary level as compared to lower secondary and secondary levels. As compared to all types of schools and institutional schools, more teachers with a disability work in community schools. This indicates that the government has made efforts to social inclusions in teaching profession. (Annex: XXII, XXIII & XXIV).

Table 5.10
Percentage of teachers with a disability by types of schools and level

Types of schools	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All types of schools	0.5	1.4	1.1	0.2	0.7	0.6	0.8	0.6	0.6
Community	0.7	1.6	1.3	0.5	0.8	0.8	0.7	0.8	0.8
Institutional	0.1	0.5	0.3	0.0	0.4	0.3	0.8	0.3	0.4

5.4 Teacher Training

Trained teachers are key actors in providing quality education. The total number of reported teachers with their training status is presented in the following table. Out of the overall 141,605 reported numbers of teachers in all types of schools, 82,498 are fully trained, 25,516 are partially trained and 33,591 are untrained (Annex: XXV, XXVI & XXVII).

Table 5.11
Total number of 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	20548	36643	57191	2815	9583	12398	1345	11564	12909	24708	57790	82498
Partially trained	6489	9886	16375	972	5306	6278	223	2640	2863	7684	17832	25516
Un-Trained	9110	12827	21937	1657	6383	8040	387	3227	3614	11154	22437	33591
Total	36147	59356	95503	5444	21272	26716	1955	17431	19386	43546	98059	141605

There are 59.9% teachers with 56.8% female and 61.7% male teachers fully trained at primary level. Likewise, 17.1% with 18% female and 16.7% male teachers are partially

trained and 23.0% teachers with 25.2% female and 21.6% male teachers are untrained at primary level.

There are 46.4% teachers including 51.7% female, 45.0% male teachers fully trained at lower secondary level. In total 66.6% of teachers with 68.8% female and 66.3% male teachers are fully trained at secondary level resulting in the highest percentage. Similarly, the percentage of untrained teacher is the highest at lower secondary level.

Table 5.12
Percentage of teachers by level, sex and training status (all types of school)

Training Status	Primary			Lower Secondary			Secondary			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	56.8	61.7	59.9	51.7	45.0	46.4	68.8	66.3	66.6	56.7	58.9	58.3
Partially Trained	18.0	16.7	17.1	17.9	24.9	23.5	11.4	15.1	14.8	17.6	18.2	18.0
Un-Trained	25.2	21.6	23.0	30.4	30.0	30.1	19.8	18.5	18.6	25.6	22.9	23.7

The table below shows the percentage distribution of untrained teachers in all types of schools by eco-zone and level. Since there is no strict provision to be a trained teacher in institutional schools, the combined analysis of all types of school teachers shows that all eco-zones have high percentages of untrained teachers at all levels.

Table 5.13
Percentage of untrained teacher by eco-zone and level (all types of schools)

Eco-zones	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	16.8	18.0	17.7	31.5	30.5	30.6	55.6	55.4	54.8
Hill	22.4	20.0	20.8	28.2	30.4	30.0	29.2	40.6	39.3
Valley	34.2	22.9	30.3	32.7	29.8	30.9	20.8	23.2	22.8
Tera	23.6	24.5	24.2	29.8	29.6	29.6	35.4	35.5	35.5
Total	25.2	21.6	23.0	30.4	30.0	30.1	25.8	31.7	30.9

The share of untrained teachers is higher in institutional schools than in community schools. There are 23% teachers untrained at primary level, 30.1% at lower secondary and 30.9% at secondary level. In total more teachers are still untrained at lower secondary and secondary levels than at primary level. Except at secondary level, the Valley zone has the highest percentage of untrained teachers both in primary and lower secondary levels. But at secondary level the highest percentage of untrained teachers are in the Mountain zone.

Table 5.14
Number of community schools' 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	16120	33817	49937	1431	7127	8558	669	7921	8590	18220	48865	67085
Partially Trained	2393	8088	10481	384	4129	4513	58	1404	1462	2835	13621	16456
Un-Trained	3477	7956	11433	624	3722	4346	95	966	1061	4196	12644	16840
Total	21990	49861	71851	2439	14978	17417	822	10291	11113	25251	75130	100381

The table above shows the training status of all types of community school teachers by sex and level of education. Out of a total of 141,605 reported numbers of teachers, 100,381 (70.9%) teachers are in community schools. Out of the overall number of community school teachers 67,085 teachers are fully trained, 16,456 are partially trained and 16,840 teachers are untrained (Annex: XXV, XXVI & XXVII).

The table below shows the training status in all types of community schools' teachers by level of education. There are 69.5 % teachers with 73.3% female and 67.8% male teachers fully trained. In total 14.6% teachers with 10.9% female and 16.2% male are partially trained at primary level. Similarly, 15.8% female and 16.0% male and in total 15.9% teacher are untrained at primary level.

Table 5.15
Percentage of community schools' 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	73.3	67.8	69.5	58.7	47.6	49.1	81.4	77.0	77.3	72.2	65.0	66.8
Partially Trained	10.9	16.2	14.6	15.7	27.6	25.9	7.1	13.6	13.2	11.2	18.1	16.4
Un-Trained	15.8	16.0	15.9	25.6	24.8	25.0	11.6	9.4	9.5	16.6	16.8	16.8

At lower secondary level, there are 49.1% are fully trained teachers of which 58.7% are female and 47.6% male. In total 77.3% with 81.4% female and 77.0% male teachers are fully trained at secondary level. Similarly, the percentage of untrained teachers is the highest at lower secondary level where 1 out of 4 teachers are untrained. Overall 66.8% teachers including 72.2% female and 65.0% male teachers are fully trained whereas in total 16.4% teachers are partially trained and 16.8% teachers are untrained.

The table below shows the percentage distribution of untrained teachers in all types of community schools by eco-zone and level. Although the education regulations require all teachers in community schools to be trained, the analysis shows that all eco-zones have a considerable percentage of untrained teachers at all levels. There are 15.9% teachers untrained at primary level, 25% at lower secondary and 9.5% at secondary level. In total more teachers are untrained at primary and lower secondary levels than at secondary level.

Compared to the other eco-zones, the Valley zone has the lowest percentage of untrained teachers at all levels, whereas the Mountain zone has the highest percentage of untrained teachers at lower secondary and secondary levels.

Table 5.16
Percentage of untrained teacher by eco-zone and level in all types of Community schools

Eco-zones	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	14.7	16.9	16.4	29.8	30.2	30.2	23.3	12.6	13.0
Hill	19.0	16.2	17.1	21.9	28.2	27.5	16.7	10.0	10.3
Valley	6.5	1.7	4.3	28.3	9.3	15.7	4.0	3.3	3.4
Terai	13.9	16.6	15.8	27.5	21.5	22.3	10.1	9.2	9.2
Total	15.8	16.0	15.9	25.6	24.8	25.0	11.6	9.4	9.5

The table below shows the reported number of teachers in institutional schools by training status and level of education. Out of the total 41,224 reported numbers of teachers in institutional schools, 15,413 are fully trained, 9,060 are partially trained and 16,751 are

untrained. The distribution of institutional school teachers by districts and eco-zone varies from district to district (Annex: XXV, XXVI & XXVII).

Table 5.17
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	4428	2826	7254	1384	2456	3840	676	3643	4319	6488	8925	15413
Partially Trained	4096	1798	5894	588	1177	1765	165	1236	1401	4849	4211	9060
Un-Trained	5633	4871	10504	1033	2661	3694	292	2261	2553	6958	9793	16751
Total	14157	9495	23652	3005	6294	9299	1133	7140	8273	18295	22929	41224

The following table shows the percentage distribution of the institutional school teachers by their training status. Compared to the training status of community schools teachers, the percentage of total trained teachers in institutional schools is lower. Out of the total institutional school teachers, only 37.4% teachers are fully trained. It shows 30.7% teachers at primary, 41.3% at lower secondary and 52.2% teachers at secondary level are fully trained. Compared to the lower secondary and secondary levels the highest percentage of untrained teachers is in primary level.

Table 5.18
Percentage 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	31.3	29.8	30.7	46.1	39.0	41.3	59.7	51.0	52.2	35.5	38.9	37.4
Partially Trained	28.9	18.9	24.9	19.6	18.7	19.0	14.6	17.3	16.9	26.5	18.4	22.0
Un-Trained	39.8	51.3	44.4	34.4	42.3	39.7	25.8	31.7	30.9	38.0	42.7	40.6

5.5 Teacher ratios

5.5.1 School Teacher Ratio in all types of schools

The table below shows the school teacher ratio by eco-zone and level of education in all types of schools. On average there are 5.2 teachers in a school. Among all the eco-zones, the Valley has the highest school teacher ratio with an average of 14.4 teachers in a school, while the Mountain zone has the lowest ratio with 3.5 teachers in a school.

Table 5.19
School teacher ratio in all types of schools by eco-zone and level

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	3.5	2.7	2.3	2.9
Hill	4.1	2.9	2.7	3.2
Valley	14.4	8	5.1	6.1
Tarai	6.3	4.3	3.3	3.7
Total	5.2	3.6	3.2	3.8

The level wise analysis of the school teacher ratio shows the lowest ratio is in lower secondary level whereas the secondary level has the highest ratio. Again, the Valley zone has the highest school teacher ratio at all levels compared to other eco-zones (Annex: IV).

5.5.2 School Female Teacher Ratio in all types of schools

Table 5.20
School female teacher ratio in all types of schools by eco-zone and levels

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	0.7	0.7	0.2	0.1
Hill	1.1	1.0	0.4	0.2
Valley	7.2	5.3	2.1	1.2
Tarai	1.8	1.5	0.5	0.3
Total	1.6	1.3	0.6	0.4

The table above shows the school female teacher ratio by eco-zone and level of education for all types of schools. At the national level the school female teacher ratio is 1.6 in all types of schools whereas this ratio is 1.3 for primary level, 0.6 for lower secondary and 0.4 for secondary levels.

It shows that there is more than one female teacher in primary schools, while the ratio is less than one female teacher in lower secondary and secondary level. Compared to the other eco-zones the Valley zone has the highest female teacher school ratio whereas this ratio is lowest in the Mountain zone (Annex: IV).

5.5.3 Student Teacher Ratio in all types of schools

The following table presents student teacher ratio (STR) in all types of schools running throughout the country by eco-zone and level of education. In total a teacher in the Tarai zone has 57.2 students whereas a teacher in a school in the Valley zone has only 15.7 students. In all levels the highest student teacher ratio is found in the Tarai zone while the lowest student teacher ratio is in the Valley zone. The table shows in all eco-zones the highest student teacher ratio is at the lower secondary level whereas the lowest is at secondary level. This indicates that lower secondary classes are more crowded than primary and secondary level classes (Annex: XXVIII).

Table 5.21
Student teacher ratio in all types of schools by eco-zone and level

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	41.6	41.1	45.7	38.5
Hill	46.1	44.9	53.5	42.2
Valley	15.7	16.2	18.5	11.4
Tarai	57.2	58.1	62.2	45.0
Total	44.5	45.2	48.7	35.0

5.5.4 Student Teacher Ratio in community schools

The table below presents the student teacher ratios (STR) by eco-zones and levels of education in community schools. The STR in community schools is calculated by dividing the total number of students in community schools by the total number of teachers (based on reported number of students and teachers in the community schools) for a given level.

At the national level on average the STR is 56.4. Thus more than 56 students are taught by a teacher in a particular class in a community school.

Similarly, on average the STR is 54.7 in primary level, 65.2 in lower secondary and 53.2 in secondary levels. This indicates that on average one teacher teaches almost 55 students at primary, 65 in lower secondary and 53 students at secondary level respectively.

An analysis by eco-zone shows that the Tarai zone has the highest STR in the country. In the Tarai, one teacher teaches on average 72.3 students in primary, 84 in lower secondary and 63.6 in secondary level respectively. The schools in the Valley zone have the lowest STR where one teacher teaches 23.5 students in primary, 30.4 in lower secondary and 23.7 in secondary level.

Table 5.22
Student Teacher Ratio in all types of community schools by eco-zone and level⁷

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	42.8	42.2	47.0	40.2
Hill	51.9	49.1	62.1	54.6
Valley	25.1	23.5	30.4	23.7
Tarai	73.4	72.3	84.0	63.6
Total	56.4	54.7	65.2	53.2

The district level analysis also shows that almost all of the Tarai districts have high STR (e.g. the districts, Morang, Sunsari, Saptari, Siraha, Dhanusha, Mahottari, Sarlahi, Rautahat, Bara, Parsa, Nawalparasi, Rupandehi, Kapilbastu, Dang, Banke, Bardiya, Kailali and Kanchanpur respectively have per teacher more than 60 students) at primary level (Annex XXVIII).

⁷ The STR is calculated on the basis of reported number of students and teachers for the respective levels and types of schools.

SECTION: SIX

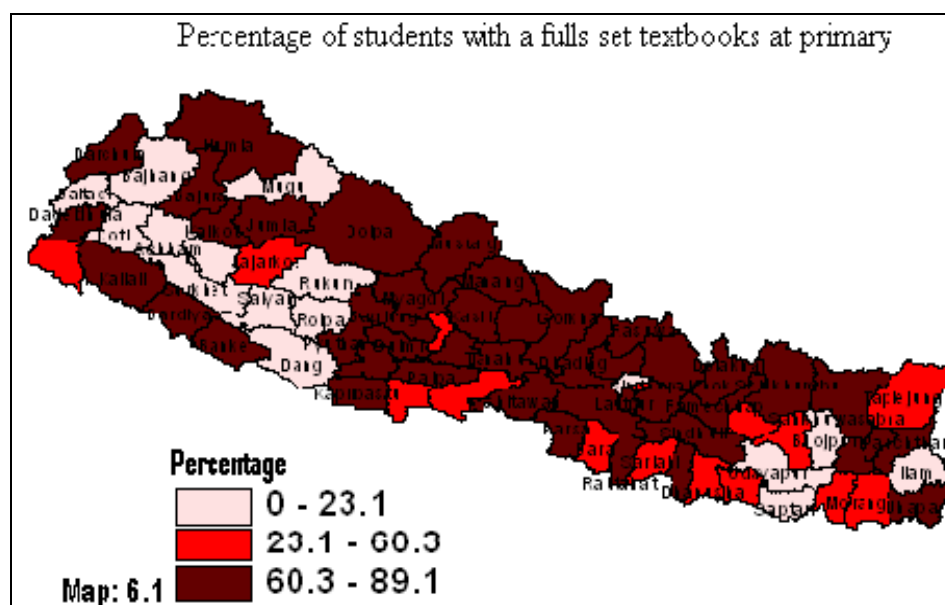
6.1 Availability of free textbooks at primary level

Research studies show that the timely availability of textbooks has a positive impact on student achievement. The following table presents the availability of textbooks within the first week of the academic session by grade at primary level. Out of the total enrolled students at primary level in the country 54.1% students received the full set of textbooks and 3% received a partial set of textbooks within the first week of the session, that is, by 7 Baisakh 2063 (20 April 2006).

Table 6.1
Availability of free textbooks in primary level by grade

Grades	Total students enrolled, 2006	Number of students receiving free textbooks within the first week of academic session, 2006					
		Full set	%	Partial set	%	None	%
1	1441460	713710	49.5	52836	3.7	674914	46.8
2	956250	522968	54.7	25219	2.6	408063	42.7
3	723146	413616	57.2	15178	2.1	294352	40.7
4	633325	356142	56.2	20905	3.3	256278	40.5
5	566534	330181	58.3	10055	1.8	226298	39.9
Total	4320715	2336617	54.1	124210	2.9	1859888	43.0

The rate of availability of free textbooks has improved as compared to the same period in the previous academic session where only 28% students received free textbooks within the first week of the school year. Still 43% students had not received any textbooks by the reference date. Regarding the distribution of textbooks by grade, note that grade 5 had the highest percentage of students receiving the textbooks within the first week of the school year with 58.3%, whereas only 49.5% of grade 1 students had a full set of textbooks within the first week of the academic session (Annex: XXIX).



Furthermore, the map above shows that there are 12 districts where the less than 24% of the students received the full set of textbooks at the beginning of the first week of the session. Likewise, there are 15 districts; where 30% to 60% students timely received a full set of textbooks in the first week of the school year. Interestingly, there are 43 districts mostly from the Mountains and Hill zones where more than 60% students timely received a full set of textbooks at the beginning of the first week of the session⁸.

6.2 Number of schools with transitional language support at primary level

The table below shows the number of primary level schools, where the teachers are using the local language to explain, teach and transfer knowledge to the students. In total there were 5,147 schools that reported using a local language other than Nepali when teaching grade 1 students. Thus, compared to the reported number of community schools, in total 22% schools reported using a local language when teaching grade 1 students. The numbers of schools that reported using a local language when teaching grade 2 were 4,106, for grade 3 were 3,620 schools, for grade 4 were 2,728 schools and for grade 5 were 2,609 schools. The finding shows that the local language is predominantly used in the first grades.

Among the local languages used as the medium of instruction, the Maithili language is most widely used in primary classes. After Maithili the local languages that are mainly used are Bhojpuri, Tamang, Tharu, Awadhi, Limbu. In total 15 local languages are reported to have been used as the medium of teaching in primary classes in the 2006-07 schools year.

Table 6.2
Number of schools with transitional language support

Languages	Primary level grades				
	1	2	3	4	5
Maithali	1276	1143	1069	904	888
Bhojpuri	806	748	693	567	543
Tamang	799	460	350	157	135
Tharu	511	438	379	275	257
Awadhi	247	235	224	169	161
Limbu	203	162	141	81	65
Magar	164	115	82	48	39
Gurung	152	112	81	40	35
Bajika	105	97	94	91	88
Newari	81	67	23	15	17
Rajbanshi	66	58	50	31	25
Wantawa	66	55	44	22	25
Sherpa	39	24	17	7	6
Urdu	13	11	11	9	9
Santhal	7	5	3	0	0
Not specified	612	376	359	312	316
Total	5147	4106	3620	2728	2609

⁸ Out of 75 districts, 4 districts (Bhojpur, Dailekh, Saptari and Bajhang) did not provide data for this indicator.