

SECTION ONE

1.1 Introduction

The Department of Education (DOE) has been published the Flash I 2007 (which analyzes beginning of school year information) report to help the monitoring and evaluation of the 2004 – 2009 Education for All program (EFA). Its main propose is to furnish the broad national as well as ecological and district level current educational status in terms of access, efficiency, quality and equity indicators of the EFA. It is presented to identify the program impact of EFA on the school education system in the country.

It is mainly concentrated on producing educational information of the school activities as number of schools - community and institutional; student participation and their representation to gender, Dalit, Janajati and disables; number of teachers and their training status; GER and NER of pre-primary, primary, lower secondary and secondary education by gender and ecological region, ratios, delivery of free textbooks distribution to schools within two weeks of the beginning of the school year etc and number of schools with transitional language support at primary level. The report also highlighted information relating to enrolment in ECD/PPCs along with higher secondary education along with religious schools: Madarsa, Gumba/Bihar, Ashrams/Gurukul etc and the government of Nepal also has made legal authority for main streaming.

The information presented in this report is both from community schools (Government aided and unaided), institutional schools (private schools) along with the analysis of religious schools.

1.2 Process of preparing the report

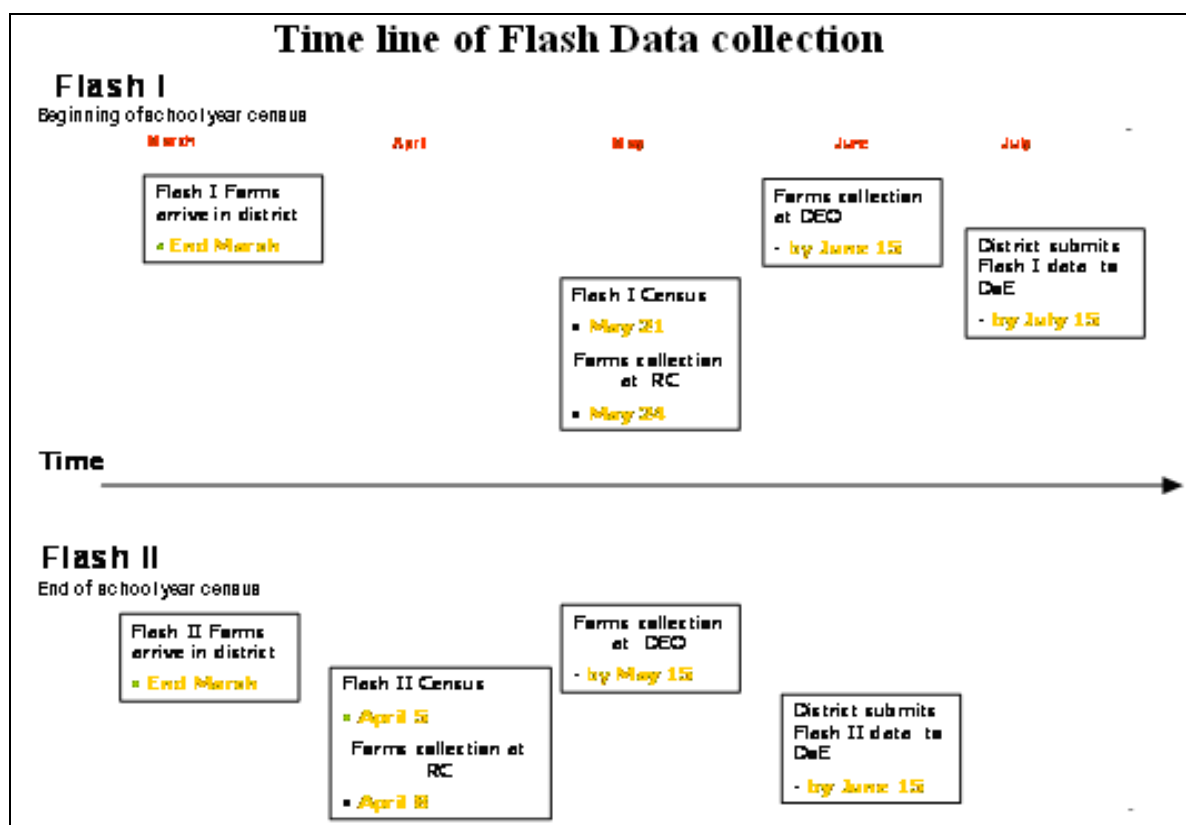
- A permanent Core Team headed by the Director of Planning and Monitoring Division was formed at the DOE for the co-ordination of all EMIS activities.
- Flash I questionnaires were updated through wide consultation with central, regional, district and sub-district level personnel.
- Feedback and suggestions received from stakeholders including development partners were incorporated to improve the Flash I questionnaires.
- The camera-ready copy (CRC) of the revised Flash I questionnaires was sent to DEOs in the last week of February, 2007 for the printing of questionnaires and their distribution to schools.
- Guidelines about how to complete the Flash I questionnaires were provided to DEOs to improve the quality and accuracy of data.
- An orientation workshop for district level personnel was organized and distributed CRC of Flash I questionnaires by the DOE in five development region (Biratnagar, Kathmandu, Nepalgunj and Pokhara) on the end of February, 2007.
- 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.

- District Education Offices (DEOs) have provided a unique code to each school in their district to continue the updating of school names and code number.
- More than 70 districts have been contacting the DOE through e-mail to get technical support about the Flash software.
- More than 70 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, 5 districts' data was entered by DOE staff at the DOE.

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, 2007).
- Aggregated information on ecological region has been considered as the unit of analysis and district level information were also annexed for further school level analysis.
- Population data has been utilized 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 have been taken from the medium variant (out of 3 possible variants- slow, medium and high) and has been used the Sprague multiplier technique to interpolate the single-age group population from a given five-year age group population data. After having the single age group population the compound growth rate method has applied to estimate the population for respective year (i.e. 2007 to 2010).
- The analysis for students is done based on the adjusted data for non-reporting schools, 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 1-12 is counted at four levels - as a primary, lower secondary, secondary and higher secondary level school. Similarly, this school is counted as one school (a unit) offering grades 1-12.
- The Flash process has implemented as per the following prescribed timeline and schedule.



1.4 Data reliability

In the implementation of the flash system the responsibilities for each level are assigned. At the school level the Head Teachers (HTs) are responsible for fill in Flash I school questionnaire and submitted it to SMC (School Management Committee) Chairperson and School Supervisors/Resource Persons on time. Furthermore, the SMC Chairperson and the School Supervisors/Resource Persons are responsible for approving the completed Flash I school questionnaire before submitting them to the DEOs. Before approving the forms they should verify the accuracy, consistency and reliability of the data in the questionnaire.

Several measures are taken to cross check the reliability of the data. In order to minimize reporting errors and prevent inconsistency in data entry, necessary validation rules have been incorporated into the Flash data entry software.

1.5 Lessons learnt

- The Flash I report, 2007 has developed the 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 developed 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 that could contribute to better accountability, adherence to results and facilitate informed decision-making at all levels.
- Efficient provision of a two-way data flow and management system should be established in the flash system.

1.6 Key findings

- The total number of schools increased by 4.7% and reached 29,448 of which 29,220 are primary, 9,739 are lower secondary, 5,894 are secondary and 1,545 are higher secondary level,
- Out of total 28,304 reported schools 28,096 primary level, 9,297 lower secondary level, 5,569 secondary level and 915 are higher secondary level.
- Out of total 28,304 reported schools, altogether 265 schools were captured in the categories of religious schools (that are Madarsa, Gumba and Ashrams),
- On average, the school student ratios were 1:151 at primary, 1:148 at lower secondary and 1:114 at secondary levels,
- The total number of community based and school based ECD/PPCs is 16,523 in country, in addition to this 3,413 Pre-Primary Classes are running in the institutional schools.
- The percentage of students in grade 1 with ECD / PPCs experience is 33.1%.
- The total number of student at primary level is 4,418,713 of this 3,965,927 students are in community schools and 452,786 students are in institutional schools. Compared with previous school year almost 2% student is reduced in the current school year.
- The share of Dalit and Janajati enrolment at primary level is 19.2% and 40.9%,
- The Gender Parity Index in the percentage of enrolment at primary level is 0.96,
- GIR in grade 1 is 154.2 which is almost 3% point lower than the last school year,
- The GER and NER at primary level is 138.5 and 89.1 in the school year 2007-08,
- The share of girls enrolment at primary level is 48.9, of this Dalit and Janajati enrolment share of girls is 48.6% and 49.6%,
- The promotion rate in grade 1 is 54.5% and the repetition rate is 29.5%. However, from grade 2 to 5 the promotion rates are much better compared to grade 1,
- The overall survival rate to grade 5 is 81.1% of this 83.4% for boys and 78.6% for girls,
- The total enrolment at lower secondary level was 1,443,515 of which 680,072 (47.1%) are girls,
- The total enrolment at secondary level is 671,183 of which 308,839 (46.%) are girls,
- The share of Dalit and Janajati enrolment at lower secondary level is 9.8% and 40.3 % respectively,
- The share of Dalit and Janajati enrolment at secondary level is 6.4% and 37% respectively,
- The GER at lower secondary level is 78.8% and at secondary level is 55.9%,
- The overall percentage of female teachers in all types of community schools is 25.7% of which 30.9% is at primary level, 13.7% is at lower secondary level and 7.7% is at secondary level,
- The overall percentage of Dalit teachers is 4%, 3.4% and 3.0% at primary, lower secondary, secondary level respectively,
- The overall percentage of Janajati teachers is 15.1%, 11.4% and 9.3% at primary, lower secondary, secondary level respectively,
- Out of total reported number of teacher, 66.4% at primary level, 52.3% at lower secondary level and 70.0% at secondary level are fully trained. Similarly, out of the total teachers working in all types of community schools, 70.4% at primary level, 53.3% at lower secondary and 77.9% at secondary level are fully trained,

- The overall STR at primary level is 1:38, 1:52 at lower secondary level and 1:32 at secondary level in all types of schools,
- The overall STR at primary level is 1:42, 1:69 at lower secondary level and 1:42 at secondary level in all types of community schools,
-
- At the primary level 58.4% students received the full set of textbooks, which shows more than 4% point students received a full set of textbooks compared to the previous year.

SECTION: TWO

2.1 School education

The school education system in the country consists of primary, lower secondary, secondary and higher secondary education. Primary schools start from grade one to five years of education followed by three years of lower secondary, two years of secondary and two years of higher secondary education. Early childhood development (ECD)/ pre-primary classes (PPC) are gradually expanding from the support of community people as well as by the school (the pre-primary classes running in institutional (private) schools are called nursery or kindergarten whereas the ECDs running in community (public) schools and community are known as “Shishu Kachha”).

The prescribed age groups for ECD/PPCs are 3-4 years, 5-9 years for primary, 10-12 years for lower secondary, 13-14 years for secondary and 15-16 years for higher secondary education programme.

Most of the lower secondary, secondary and higher secondary schools are running with the all levels, whereas very few lower secondary schools are running without primary section with offering the grades 6-8 only, likewise there are some secondary schools without the primary and lower secondary sections offering the grades 9-10 only. Similarly, at the higher secondary level some schools are running only with having the separate grades 11-12.

Broadly, the schools are categories in to four types, namely community aided (the schools which are fully supported by the government for teachers salary and others funds), community managed (the schools which are fully supported by the government for teachers salary and others funds but their management is transfer to the community and also getting additional grants), community unaided (the schools which are getting partial funds by the government or completely not supported by the government) and the institutional schools (supported by parents and trustees). In addition to these broad categories there are some schools running as the religious schools such as Madarsa, Gumba/Bihar, Aashrams/Gurukul etc. Currently, the government of Nepal has made legal authority to mainstreaming these types of religious schools.

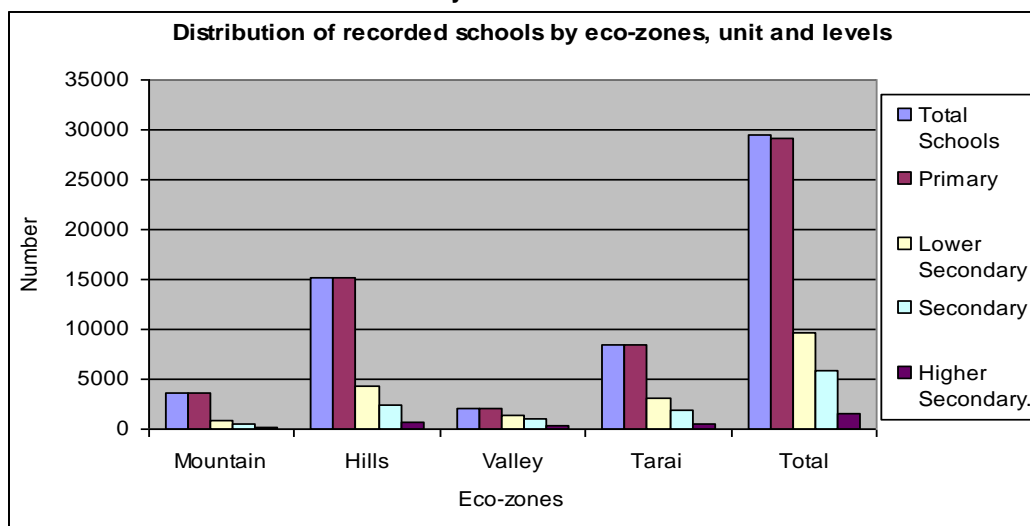
The analysis of Flash I and EFA indicators is presented in terms of the number of schools by types, levels and units recorded and reported by the districts. The statistics presented in this report are based on total recorded and reported community, institutional and religious schools. This section has been mainly focused for community and institutional schools' information whereas the analysis relating to the religious schools' information are also has been initiated.

2.2 Number of schools

The table 2.1 and chart 2.1 below presents the total number of recorded schools functioning throughout the country in the school year 2007-08. The total number of recorded schools in 2007-08 was 29,448 in the country. Out of the total recorded schools, 29,220 are primary, 9,739 lower secondary, 5,894 secondary and 1,545 higher secondary levels. The distribution of schools by eco-zone shows there are 3,645 schools in Mountain, 15,218 in Hill, 2,121 in Valley and 8,464 in Tarai zone respectively (See Annex: 1_A). Among the total schools, the highest number of schools are concentrated in the Hilly zone whereas lowest is in Valley zone.

Table 2.1: Distribution of recorded schools by eco-zones, unit and levels

Eco-zones	Total Schools	Primary	Lower Secondary	Secondary	Higher secondary
Mountain	3,645	3,617	913	459	120
Hills	15,218	15,126	4,265	2,437	629
Valley	2,121	2,100	1,418	1,073	298
Tarai	8,464	8,377	3,143	1,925	498
Total	29,448	29,220	9,739	5,894	1,545

Chart 2.1: Distribution of recorded schools by eco-zones

Despite the expansion of schools in the country, access to schools remains a concern in selected areas of the country. The availability of schools¹ within a reasonable walking distance² by all is the first step towards achieving universal primary/basic education (UPE/UBE) for all by the year 2015. The Jomtien decade (1990-2000) combined with the first five years of 21st century witnessed remarkable progress in creating sufficient spaces into schools through expanding school systems rapidly beyond the primary level.

The table 2.2 shows that out of 29,448 recorded schools in the current school year, 28,304 (96.1%) schools reported by the reference date of the school census on 21 May, 2007 (Jestha 7, 2064) which was slightly higher than the previous annual school census. Compared to other level of schools, the higher secondary level has the highest percentage of non-reporting schools in the beginning of the school year 2007-08.

Out of the total recorded 1,545 higher secondary schools, only 915 schools were reported in the school census 2007-08. The majority of the non-reported higher secondary schools are associated with the campuses (Universities) and equivalent with intermediate level and Diploma classes under CTEVT.

Out of the total recorded schools, 1144 schools did not report in the school census 2007-08. The non-reporting schools can affect indicators relating to students, teachers, and enrolment in identifying the real situation in the districts. There are 13 districts (i.e. Bardiya, Sarlahi, Udayapur, Khotang, Jumla, Bara, Lalitpur, Sindhupalchok, Bhaktapur, Kanchanpur, Kathmandu, Dhanusha and Saptari) which have more than 5% non-reported schools (See

¹ Both institutional (private) and community (public) schools operating in the country

² Not formally defined, but 30 minutes walking distance to primary school is considered to be reasonable for 5-9 years children.

Annex: I_B). Among these districts Saptari district has the highest percentage of non-reported schools.

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

Eco-zones	Total Schools (in Units)	Total number of reported schools in levels			
		Primary	Lower Secondary	Secondary	Higher secondary
Mountain	3,563	3,536	904	452	82
Hills	15,093	15,001	4,231	2,405	420
Valley	1,728	1,714	1,223	930	145
Tarai	7,920	7,845	2,939	1,782	268
Total	28,304	28,096	9,297	5,569	915

The following table 2.3 shows the reported number of religious schools by types and level. Since the Flash second census 2006-07 the DOE has initiated to capture the information regarding to the religious schools, that process has been continued in the Flash I census 2007-08. Out of total reported schools (table 2.2), 265 religious schools have reported in the school census 2007-08. Of them, 265 are primary levels, 22 are lower secondary levels and 1 is higher secondary level. It is interestingly notice that, none of the secondary level religious school has reported from the district (See Annex: I_B).

Table 2.3 : Distribution of reported religious schools by levels

Religious Schools	Primary	Lower Secondary	Secondary	Higher secondary
Madarsa	214	13	0	1
Gumba	39	1	0	0
Ashram	12	8	0	0
Total	265	22	0	1

The table 2.4 below explains the distribution of reported schools excluding religious schools by types and level in the schools census 2007-08. At primary level out of total 27,831 reported schools 19,663 are community aided, 2,157 community managed, 2,587 unaided and 3,424 are institutional schools. Similarly, at lower secondary level out of total 9275 reported schools 4,266 are community aided, 400 community managed, 2,329 community unaided and 2,280 are institutional schools. Moreover, there are 2,631 community aided, 182 community managed, 1,063 community unaided and 1,693 are institutional schools at secondary level. Similarly, altogether 914 higher secondary level schools were reported in the school year 2007-08 (See Annex: I_B).

Table 2.4: Distribution of reported schools by types and level

Levels of School	Community			Institutional	Total
	Aided	Managed	Unaided		
Primary	19,663	2,157	2,587	3,424	27,831
Lower Secondary	4,266	400	2,329	2,280	9,275
Secondary	2,631	182	1,063	1,693	5,569
Higher Secondary	147	48	504	215	914

The table 2.5 below shows the ratios of school levels by eco-zone on the basis of the number of recorded schools. On average, for every three primary level there is one lower secondary level, for every two lower secondary level there is one secondary level and for every four secondary level there is one higher secondary level. 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 level and higher secondary to secondary level. In this regards, restructuring of schools into a new school structure with grades 1-8 as

primary education and grades 9-12 as secondary education will require a substantial number of additional lower secondary (upgrade of primary level) and higher secondary level to ensure universal access to primary and easy access to secondary education. The district level analysis shows that there are some districts which have higher ratios than the average ratios of levels of schools at eco-zone and national level. (See Annex: I_A).

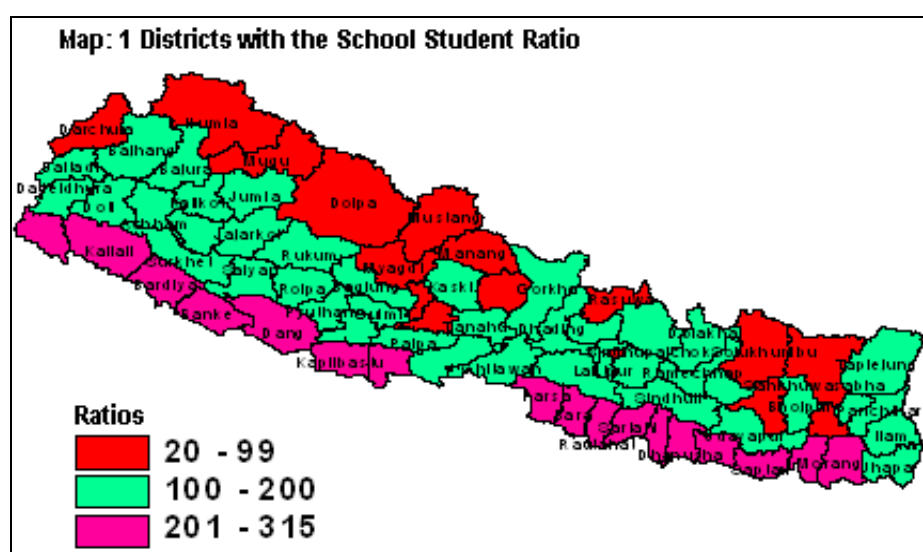
Table 2.5 : Ratios of school levels by eco-zones

Eco-zones	Lower secondary to Primary	Secondary to lower secondary	Higher secondary to secondary
Mountain	4.0	2.0	3.8
Hills	3.5	1.8	3.9
Valley	1.5	1.3	3.6
Tarai	2.7	1.6	3.9
Total	3.0	1.7	3.8

The table 2.6 below shows the school student ratio by level and eco-zone in the school year 2007-08. In total compared with national average, the Terai zone has the highest school student ratio at all levels whereas the lowest school student ratio at primary level is in Mountain zone and at lower secondary and secondary levels the lowest ratios are observed in Valley zone. On average, the school student ratios were 1:151 at primary, 1:148 at lower secondary and 1:114 at secondary levels in the beginning of the school year 2007-08. This shows that schools in the Terai zone are overcrowded and proper attention is needed for the expansion of new school buildings to provide adequate space for all students (See Annex: II).

Table 2.6: School Student Ratios by eco-zone and levels

Eco-zones	Total	Primary	Lower Secondary	Secondary
Mountain	140	103	104	89
Hill	180	124	140	109
Valley	216	112	102	74
Tarai	334	231	193	148
Total	222	151	148	114



The map:1 above shows the district level analysis of school student ratio at primary level. It depicts that, most of the Mountain and some Hill districts (including Bhaktapur district in Valley zone) have the lowest school student ratio, whereas the highest ratios are found in Terai districts. At the primary level there are 16 districts with less than 1:100 school student ratios whereas 18 Terai districts have more than 1:200 school student ratios in the school year 2007-08.

SECTION: THREE

3.1 Early Childhood Development and Pre-Primary Classes (ECD/PPCs)

The EFA goal regarding the ECD is based on the Dakar Framework for EFA - 2015. The main strategy taken is to consolidate and increase the number of ECD centre to ensure access for the most vulnerable and marginalized children. The ECD/PPC is paying more attention to accelerate the internal efficiency of basic and primary education and considered instrumental for the social, emotional, intellectual and physical development of children. Various forms of ECD programme include school-based, community-based and privately run pre-primary and kindergarten schools were institutionalized under single umbrella of ECD.

The country has set a target to cover the 80 percent ECD/PPCs age group children by the year 2015. Out of total 19,936 recorded (including institutional schools' pre-primary classes) ECDs/PPCs in the country, 16,523 ECDs were running as a community based ECDs and community schools based ECD/PPCs. However, it shows that the coverage of ECD/PPC is still low. Contrary to this, almost all institutional (private) schools which are generally located in urban areas provide pre-primary education. Out of total 3,434 institutional schools, 3,413 schools have the pre-primary classes (i.e Nursery, Lower K.G., Upper K.G. classes).

In the current school year, comparing with the total enrolment in ECD/PPCs with the total number of recorded ECD/PPCs shows on average the ratio of each ECD/PPC and enrolment is 1:41%. The total number of children enrolled in ECD/PPCs (including the adjusted figure for non-reported ECD/PPCs) is 823,106 and the GER in ECD/PPCs is 60.2%.

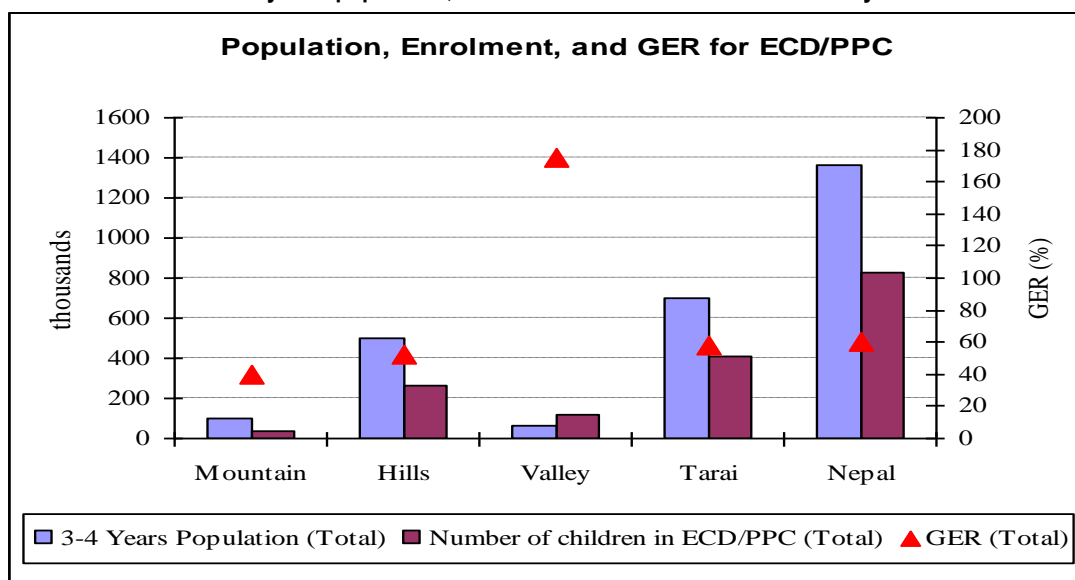
The Education for All 2004-09 (EFA) program has set a target of 51% gross enrolment in pre-primary education by the year 2009. The table 3.1 and the chart 3.1 below show that the country has achieved a 60.2% GER with 56.8% for girls and 63.4% for boys. The mountain zone has achieved a 39.8% GER, whereas it is 52.0%, 175.4% and 58.1% for Hills, Valley and Terai regions respectively. The highest GER is observed in the Kathmandu Valley with 175.4% (See Annex:III). Since out of total number of schools in the Valley zone there are more institutional schools than the community schools and most of those institutional schools have pre-primary classes, due to this situation the highest GER in ECD/PPCs is also observed in the Valley zone.

Moreover, the figure also explains that compared to the Valley zone the access of ECD/PPCs to the 3-4 years children in Mountain, Hills and Terai zones are still very low which resulted more than 60% children in Mountain and more than 40% children in Hill and Terai zone are out of ECD/PPCs programme (See Annex: III).

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

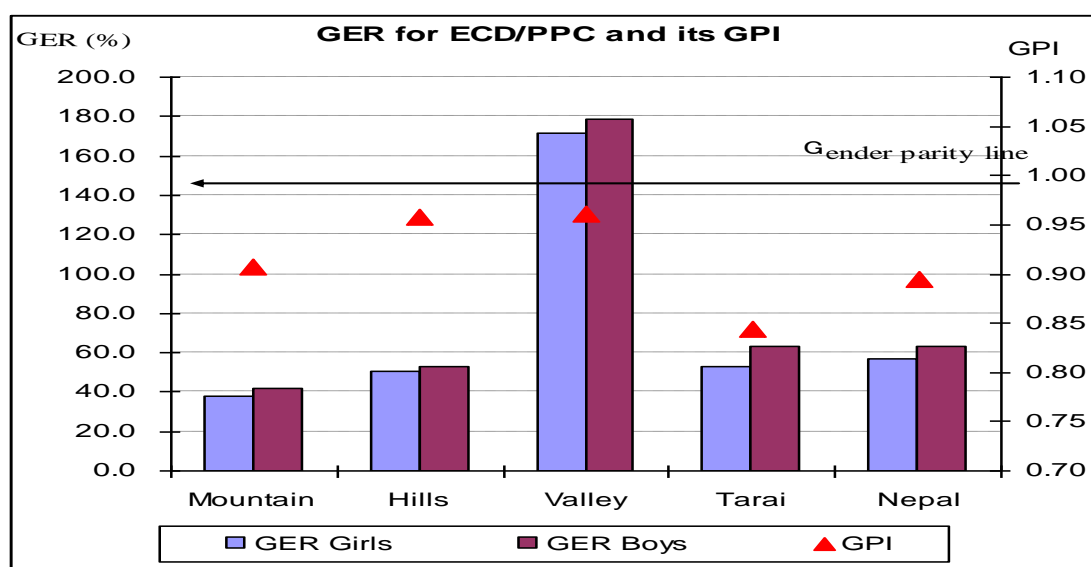
Eco-zones	3-4 Years Population			Number of children in ECD/PPC			GER		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Mountain	48,755	50,608	99,363	18,425	21,082	39,507	37.8	41.7	39.8
Hills	241,978	258,521	500,499	123,078	137,376	260,454	50.9	53.1	52.0
Valley	31,489	34,081	65,570	54,104	60,922	115,026	171.8	178.8	175.4
Terai	344,354	357,968	702,323	182,830	225,289	408,119	53.1	62.9	58.1
Total	666,576	701,179	1,367,755	378,437	444,669	823,106	56.8	63.4	60.2

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



The chart 3.2 below shows gender parity in GER for ECD/PPC by ecological-zone. Gender Parity Index (GPI) for GER in ECD/PPC is 0.90 for the national level which indicates difference of the value slightly in favour of boys. The Tarai zone has the lowest GPI of 0.84 whereas Hill and Valley zones show the highest GPI of 0.96³.

Chart 3.2: GER for ECD/PPCs and GPI by eco-zone



3.2 Social composition of children enrolled in ECD/PPCs

The following table 3.2 shows the number of children in ECD/PPCs by social groups and sex. The total number of children enrolled in ECD/PPCs is 823,106 with 378,437 girls and 444,669 boys which are increased by 48.6% in total as compared to previous year. Out of the total enrolment in ECD/PPCs there are 12.9% Dalit, 38.2% Janajati and 49% others. The GPI for ECD/PPC children in the percentage of their enrolment is 0.91 for Dalit, 0.88 for Janajati and

³ Generally, GPI value between 0.97 and 1.03 is interpreted as gender parity.

0.82 for others. It shows, compared with others there is a lower gap in the participation of Janjati and Dalit girls and boys in ECD/PPCs programme (See Annex: III).

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

Students	Number of children in ECD/PPC				Percentage share in total children		
	Total	Dalit	Janajati	Others	Dalit	Janajati	Others
Girls	378,437	50,437	147,056	180,944	13.3	38.9	47.8
Boys	444,669	55,349	167,305	222,015	12.4	37.6	49.9
Total	823,106	105,786	314,361	402,959	12.9	38.2	49.0

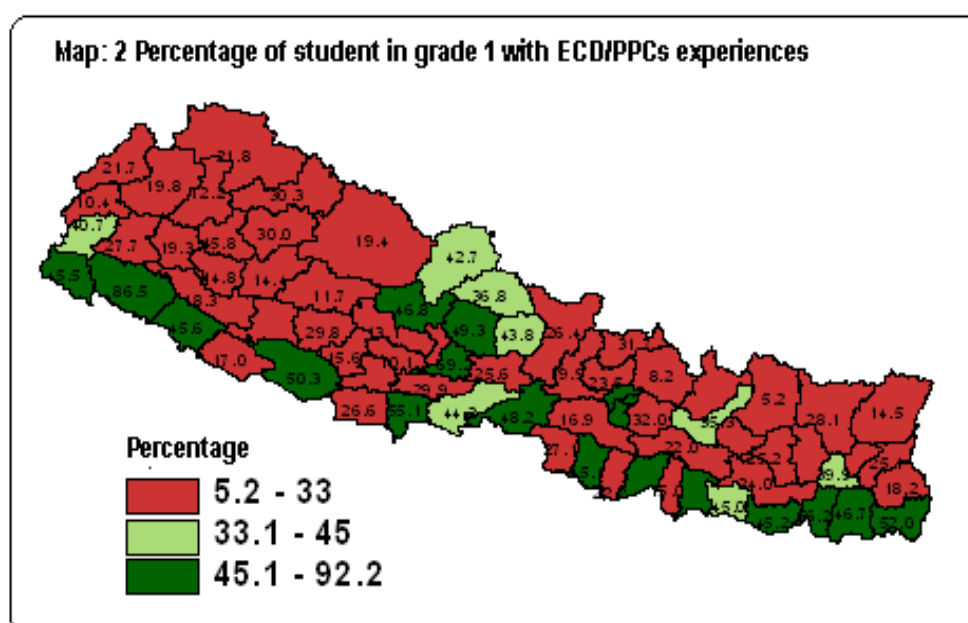
3.3 Percentage of new students in grade 1 with ECD/PPCs experiences

The following table 3.3 reveals the number and percentage of new children in Grade 1 with ECD/PPCs experiences by social groups. It explains that on average 33.1% children enrolled in grade 1 with ECD/PPCs experience in the school year 2007-08 which is higher than the previous school year. The percentage of children with ECD/PPCs experience in grade 1 by social group reveals that the percentage of other children is the highest than the Janajati and Dalit children and the lowest percentage is Dalit children (See Annex: IV).

Table 3.3 : Number and Percentage of new enrolment in Grade 1 with ECD/PPC experiences by social groups

Social groups	New enrolment in Grade 1			New enrolment in grade 1 with ECD/PPC experiences			% of new students in Grade 1 with ECD/PPC experiences		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Dalit	82,489	83,772	166,261	21,239	21,816	43,055	25.7	26.0	25.9
Janajati	146,767	147,651	294,418	48,112	51,019	99,131	32.8	34.6	33.7
Others	146,119	151,901	298,020	50,900	58,396	109,296	34.8	38.4	36.7
Total	375,375	383,324	758,699	120,251	131,230	251,481	32.0	34.2	33.1

The map: 2 below presents the district level analysis of the percentage of new student enrolled in grade 1 with ECD/PPCs experiences in the school year 2007-08. Out of 75 districts there are 19 districts (Sarlahi, Saptari, Dhanusha, Kanchanpur, Bardiya, Morang, Myagdi, Kaski, Dang, Jhapa, Rupandehi, Sunsari, Syangja, Lalitpur, Kailali, Kathmandu, Chitwan, Bara and Bhaktapur), where the percentage of new students in grade 1 with ECD/PPCs experience is more than 45%, whereas there are 48 districts less than national average. Similarly, there are 11 districts where the percentage of children with ECD/PPCs experience is less than 15%.



SECTION FOUR

4.1 Enrolment at primary level

The overall enrolment trend at primary level from the 2005 shows that, it has almost consistent at the figure of 4 million. The table 4.1 shows the total enrolment at primary level in the current school year 2007-08. The data collected in 21 May, 2007 also indicates that the enrolment has remained in 4.418 million (with the total adjusted figure of non-reported school) which is slightly decreased by 2% compared to the previous school year.

Although the enrolment has decreased than in the last school year, there is a variation in enrolment at district level. Out of 75 districts 24 districts experienced more than 2 % decreased, whereas 36 districts experienced an increased in enrolment at primary level. The reduction in enrolment level is quite different from one district to another. Compared with the previous school year enrolment, the highest decreasing trends found in grade 1 and 2, where as the highest increment trends is in grade 3, 4 and 5 respectively. The trends analysis of enrolment shows that the increment in enrolment was occurred with the popular programme of "Well Come to School" in 2005, which made highest access and coverage (more than 11% compared to the enrolment in 2004) at primary level. After the school year 2005 the enrolment rate in grade one has been decreasing by 9-11% but in contrary it has been increased in grade 2 by 16% in 2006 and grade 3 by 12% in 2007 respectively (See Annex V).

Moreover, compared with the previous school year there is not a significant change in the share of enrolment by eco-zone but in the share of girls' enrolment, except Valley zone there is a significant improvement in all eco-zones (i.e. 1.2, 0.2, 0.8 and 0.6 percent points increment in Mountain, Hill, Terai and in total respectively).

Table 4.1: Total number of enrolment at primary level by eco- zone

Eco-zones	Girls	Boys	Total	% in total	% of girls' enrolment
Mountain	181,778	191,716	373,494	8.5	48.7
Hill	936,463	938,802	1,875,265	42.4	49.9
Valley	113,311	121,556	234,868	5.3	48.2
Terai	928,211	1,006,876	1,935,087	43.8	48.0
Total	2,159,763	2,258,950	4,418,713	100.0	48.9

The table 4.2 below shows the enrolment by types of schools, sex, and percentage of girls and the share of enrolment. In total 4,418,713 students were in Flash I, of that 3,965,927 were in all types of community schools and 452,786 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. 48.9% in total, 49.6% in all types of community schools and 42.6% in institutional schools). Likewise, at primary level the share of enrolment in all types of community school is 89.8%.

It is also to note that at primary level the total enrolment in institutional schools has significantly increased by more than 16% 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 to the claim of Institutional schools associations. The share of institutional

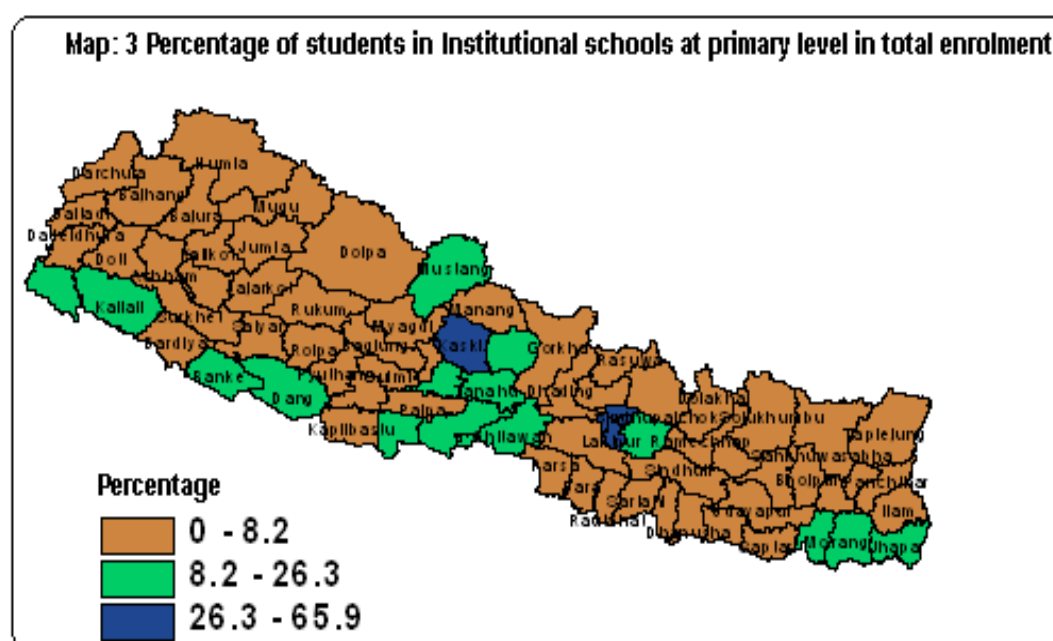
schools' enrolment is 10% at primary level. However, there are 4 districts (Dolpa, Humla, Jajarkot, and Saptari) where not a single institutional school is reported (Annexes: VI "A" & "B").

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 following map: 3 shows the percentage of students in institutional schools at primary level. The analysis shows that, there are 57 districts with less than 10% of enrolment in institutional schools at primary level. Out of these 57 districts, the 4 districts; Dolpa, Humla, Jajarkot and Saptari did not report a single student. The highest share of enrolment in institutional schools is observed in the Valley districts. Out of total enrolment in the Valley districts there are more than 50% students found in institutional schools in Bhaktapur, Lalitpur and Kathmandu districts at primary level.

Table 4.2 Share of enrolment at primary level by types of schools

Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	1,966,819	1,999,108	3,965,927	89.8	49.6
Institutional	192,944	259,842	452,786	10.2	42.6
Total	2,159,763	2,258,950	4,418,713	100	48.9



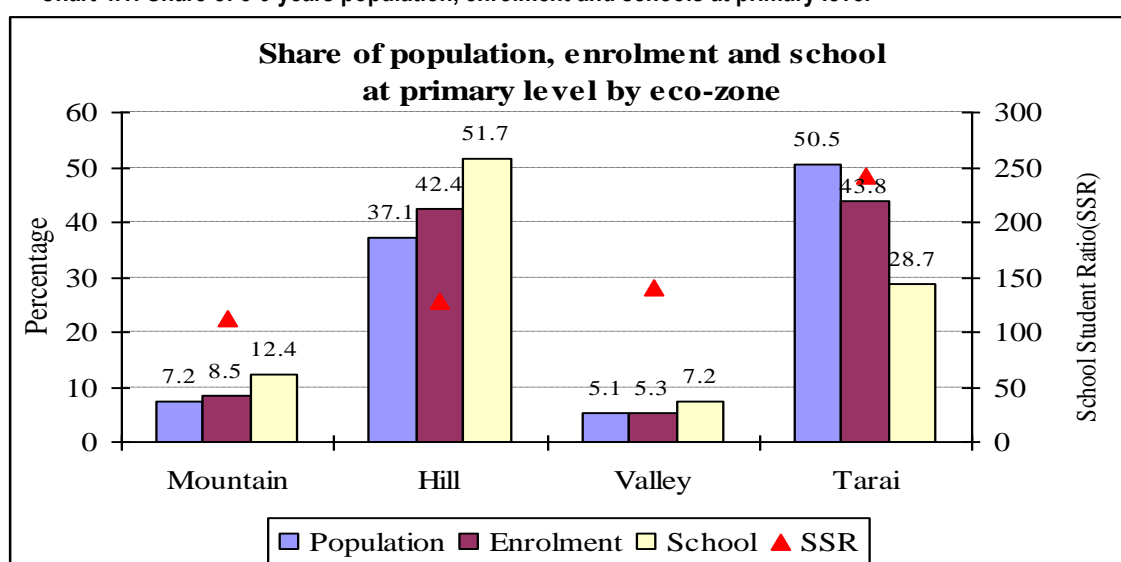
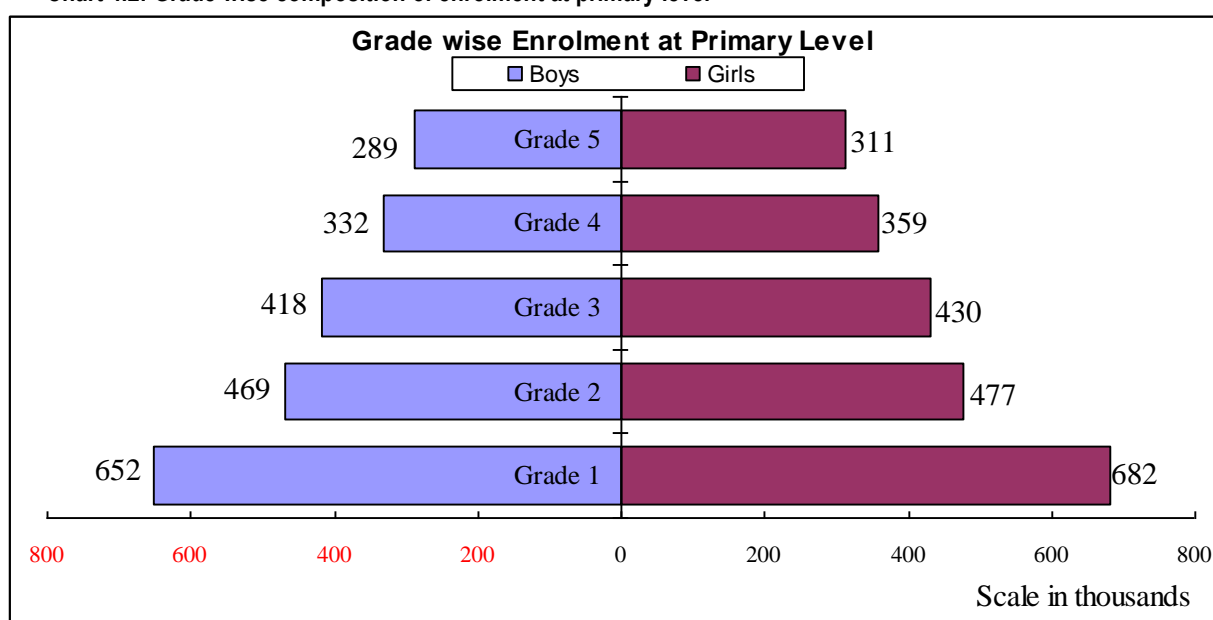
Share of 5-9 years population, enrolment and schools at primary level

The following table 4.3 and the chart 4.1 show the share of primary age group population, enrolment and schools by eco-zone in total 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 compared to the share of enrolment and school the Tarai zone has the highest share of population. This result high school student ratio (SSR) at 1:231 in Tarai compared to the national average of 1:151.2. This means more efforts are needed to increase the access to education for all targeted age group children at primary level.

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	12.4
Hill	37.1	42.4	51.7
Valley	5.1	5.3	7.2
Tarai	50.5	43.8	28.7
Total	100.0	100.0	100.0

The following chart 4.1 also shows the enrolment at primary level is concentrated in the Tarai zone with 43.8%, whereas in the Mountains zone it is 8.5%. The 5-9 year population distribution by eco-zone is 7.2% in Mountain, 37.1% in Hill, 5.1% in Valley and 50.5% 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 5-9 year population is 50.5%, the enrolment share is 43.8% and the share of school is 28.7% that indicates the schools in Tarai are larger in terms of students compared to schools in Mountain and Hill zones.

Chart 4.1: Share of 5-9 years population, enrolment and schools at primary level**Chart 4.2: Grade wise composition of enrolment at primary level**

Similarly, the chart 4.2 above shows the grade composition of enrolment at primary level. Out of total 4,418,713 students in primary level, 1,334,195 are in grade one and 945,504 are in grade two. The grade wise share of enrolment at primary level is 30.2% in grade one, 21.4% in grade two, 19.2% in grade three, 15.6% in grade four and 13.6% in grade five respectively in total enrolment. It reveals that the highest share of students at primary level is in grade 1 and 2. The chart also explains that the higher the grade the lower the share of enrolment but the grade wise share has been changed from the last school year (See Annex V).

4.2 Enrolments at primary level by social groups

The table 4.4 below shows the enrolment composition at primary level by social groups. At the primary level, the enrolment share of Dalit is 19.2%, Janajati 40.9% and for others is 39.9%. It is increased by 1.5% in Dalits and 3.2% in Janajatis compared to last year.

The map: 4 presents that, there are wide variations in the proportion of enrolment for Dalit students. Out of total enrolment by districts there are 11 districts (Rasuwa, Khotang, Lalitpur, Kathmandu, Bhaktapur, Makwanpur, Manang, Ilam, Panchthar, Kavrepalanchok and Dhankuta) with less than 10% of Dalit enrolment, whereas the districts Parbat, Baglung, Myagdi, Kalikot, Dailekh, Bajura, Surkhet, Achham and Jajarkot have more than 30% of Dalit enrolment at primary level (See Annex: VII & VIII).

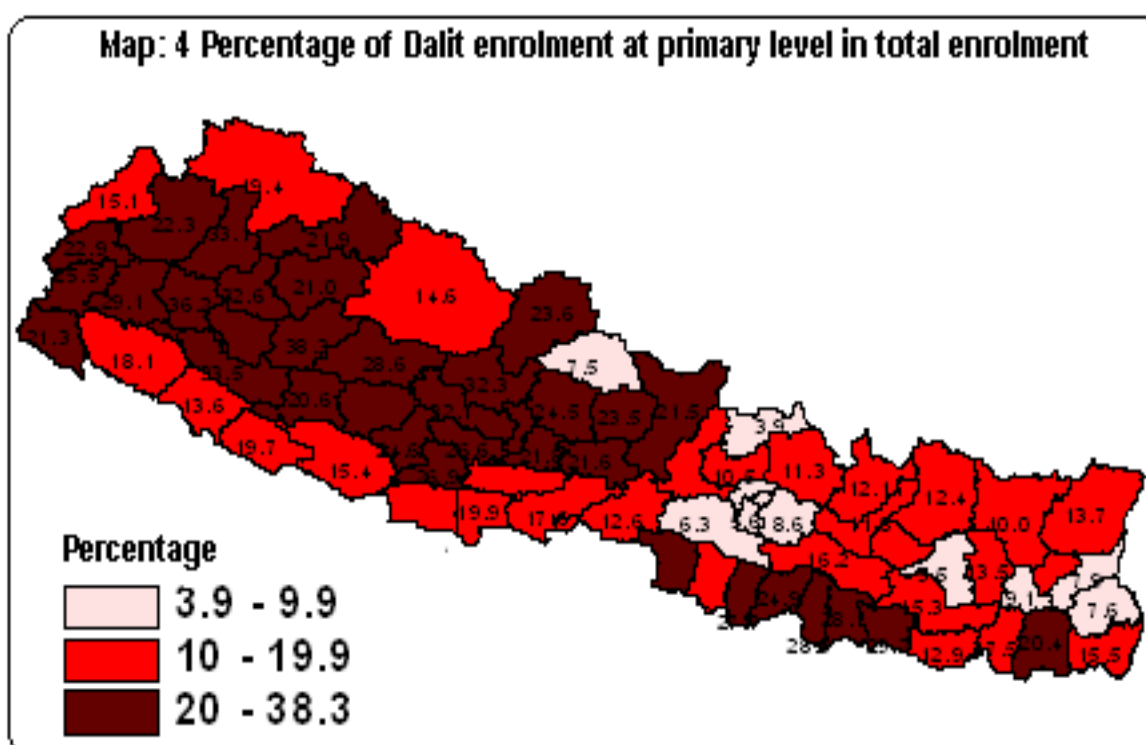


Table 4.4: Share of enrolment at primary level by social groups

Social groups	Girls	Boys	Total	% of enrolment in total
Dalit	412,036	43,5497	847,412	19.2
Janajati	896,389	911,772	1,807,931	40.9
Others	851,338	911,681	1,763,370	39.9
Total	2,159,763	2,258,950	4,418,713	100

Considering Janajati share of enrolment in primary level, there are 11 districts (Kalikot, Bajura, Baitadi, Darchula, Bajhang, Jumla, Achham, Dadeldhura, Mugu, Doti and Saptari) with less than 10% Janajati students at primary level, whereas seven districts namely, Mustang, Panchthar, Taplejung, Makwanpur, Solukhumbu, Rasuwa and Manang have more than 70% Janajati students at primary level (See Annex: VIII).

The following table 4.5 shows the number of students by types of disabilities at primary level. Out of total 48,399 students, there are 36.5% students are with physical disable, 33% are with mentally retarded, 6.4% are with blind, 19.3% are with deaf and 4.8% are with other types of disabilities. The total share of disable students in total enrolment is about 1%, which is higher than their population share⁴ at the national level (See annex: IX).

Table 4.5: Total number of student with all types of disabilities at primary level

Types of disabilities	Girls	Boys	Total	% in total
Physical	7,952	9695	17647	36.5
Mental	7,360	8618	15978	33.0
Blind	1,429	1,674	3,103	6.4
Deaf	4,326	5,038	9,364	19.3
Others	1,074	1233	2307	4.8
Total	22,141	26,258	48,399	100.0

4.3 Number of Schools with Dalit and Janajati students only at primary grades

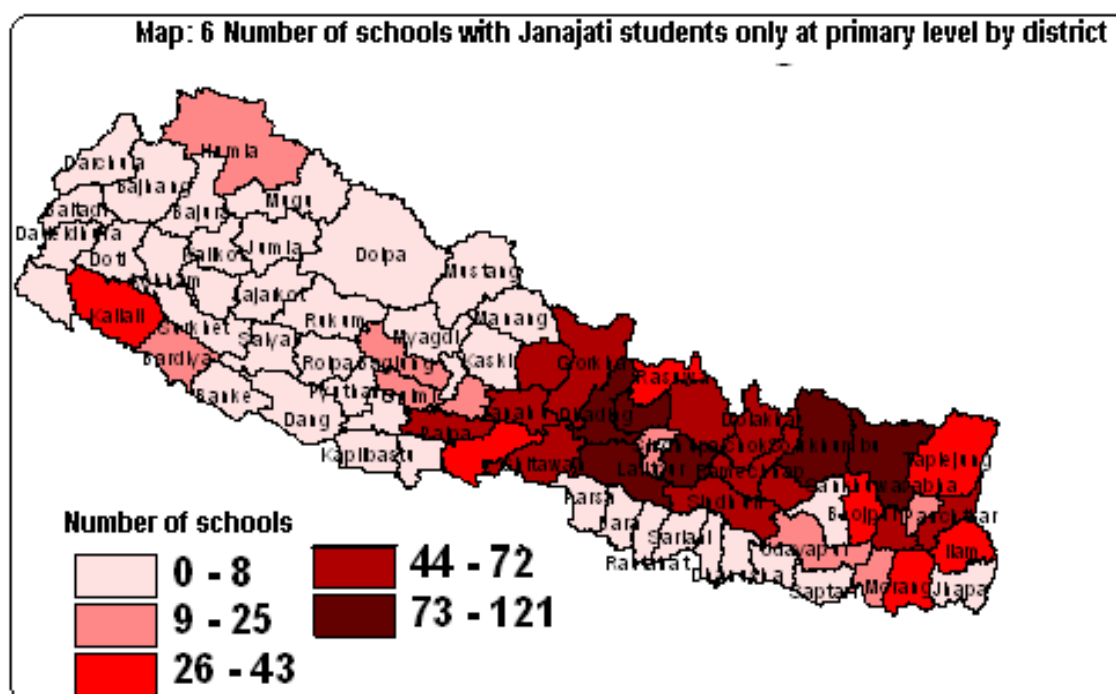
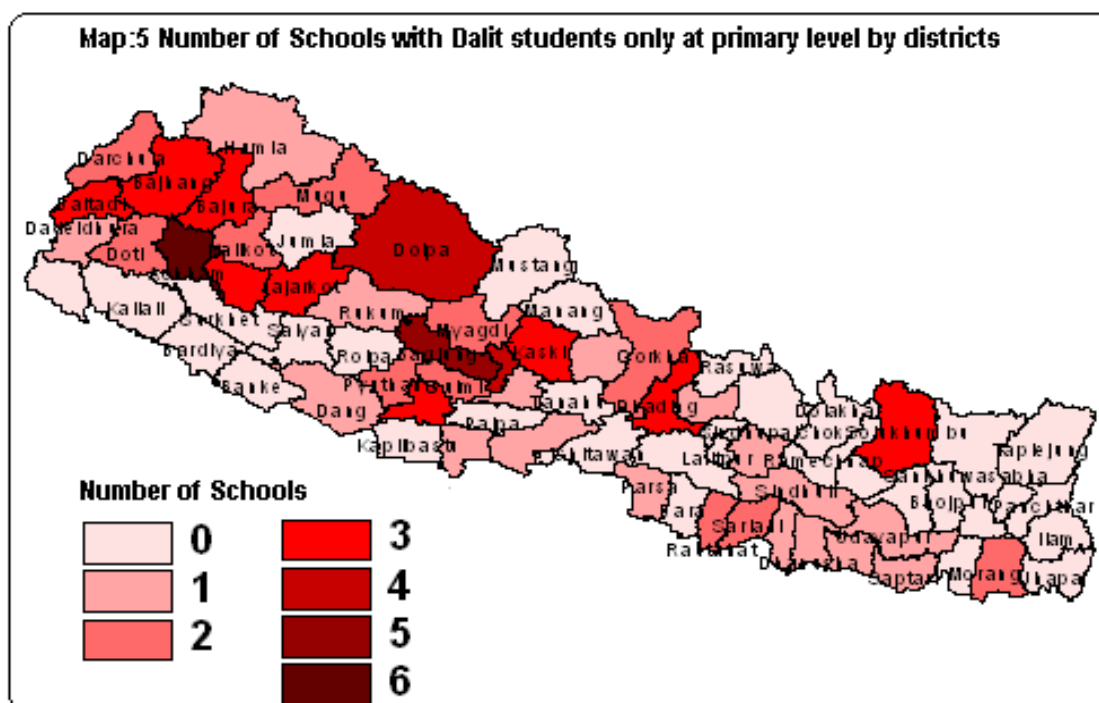
The following table 4.6 and the maps: 5 and 6 shows the number of schools with Dalit and Janajati students only at primary grades. Out of total enrolment, Dalit children's share in primary level is 19.2%, which is almost 1.5 percentage higher comparing with previous school year. In the country, out of 28304 reported schools, there are 85 schools with only Dalit students at primary level. Of the total districts, 17 districts have only one school, 11 districts have two schools, 9 districts have three schools, 2 districts (Dolpa and Parbat) have four schools, Baglung have 5 schools and Achham have 6 schools in the country.

Similarly, the share of Janajati enrolment at primary level is accounted by 40.9%. Of the total reported schools in the country there are 1,751 schools with only the Janjati students. Most of the hilly and mountain districts (Lamjung, Dhankuta, Palpa, Dolkha, Sindhuli, Tanahun, Gorkha, Panchathar, Sindhupalchok, Kavre, Sankhuwasabha, Solukhumbu, Dhading, Nuwakot and Makawanpur) have more than 50 schools occupied by only the Janjati enrolment. It indicates that, Janjati enrolment has been mostly concentrated on hilly and mountain districts (See Annex X).

Table 4.6: Number of schools with Dalit and Janajati students only

Class	Number of schools	
	With Dalit students only	With Janajati students only
class1 only	17	86
class 1-2	8	79
class 1-3	39	663
class 1-4	3	146
class 1-5	18	777
Total	85	1751

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.



4.4 Percentage of girls and gender parity index in enrolment at primary level by social groups

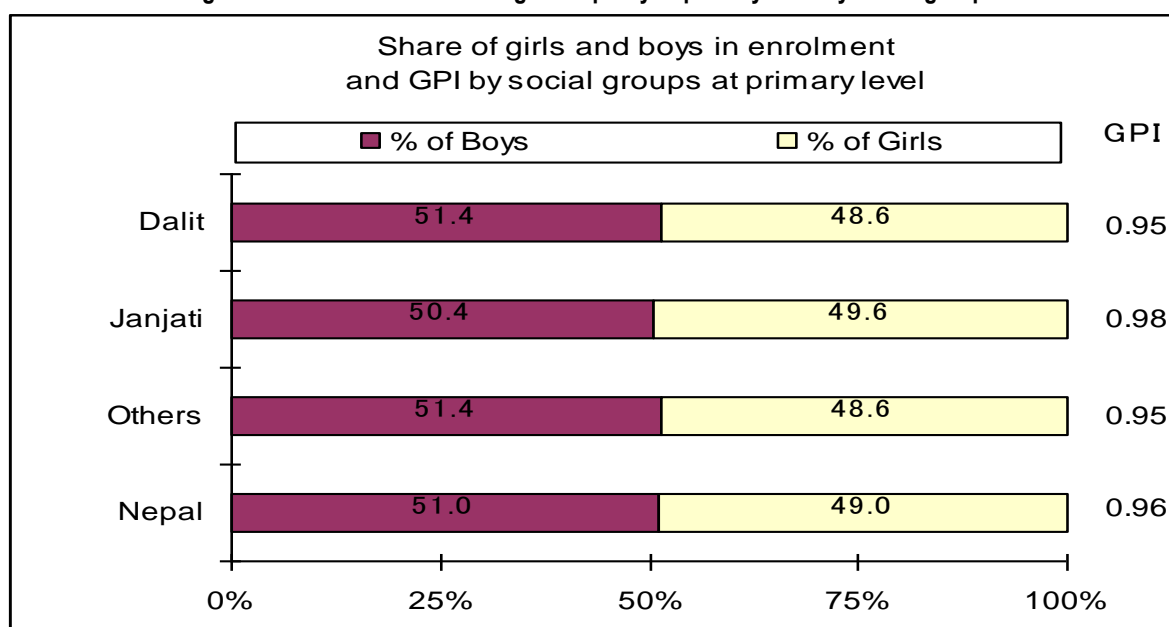
The table 4.7 and the chart 4.3 below show the percentage of girls and the Gender Parity Index in enrolment at primary level in the school year 2007-08. The enrolment of girls at primary level is 2,159,763 which is 48.9% of the total enrolment, where Dalit, Janajati, and others girls' enrolment share is 48.6%, 49.6% and 48.3% respectively. In total the gender parity index (GPI) at primary level is 0.96, for Dalit is 0.95, Janajati 0.98 and for others is 0.93 in the school year 2007-08. This shows that the highest parity is found for Janajati and the lowest is for other students. There are 27 districts where the girls enrolment proportion is 50% and above.

However, majority of the districts in the Terai zone have a lower share (below 50%) of girls' enrolment compared to other eco-zones.

Table 4.7 Percentage of sex wise enrolment and gender parity Index at primary level by social groups

Social groups	% of Girls	% of Boys	GPI
Dalit	48.6	51.4	0.95
Janjati	49.6	50.4	0.98
Others	48.6	51.4	0.95
Total	49.0	51.0	0.96

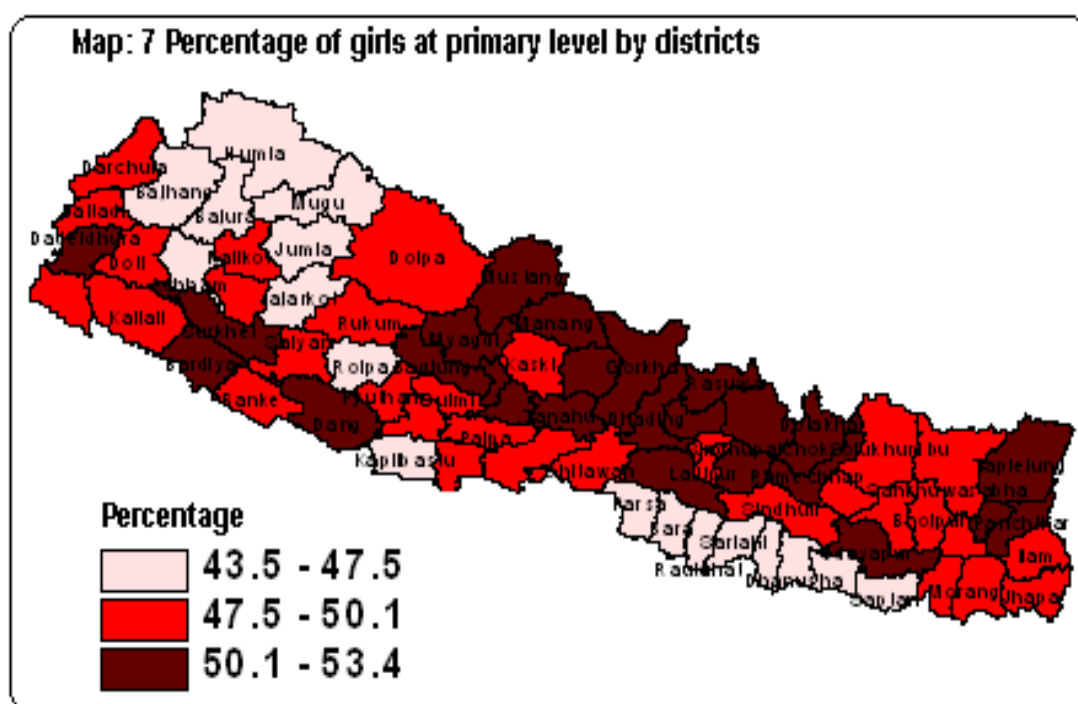
Chart 4.3: Percentage of sex wise enrolment and gender parity at primary level by social groups



The district level analysis of the girls' enrolment in total enrolment at primary level is shown in the following map: 7. The map presents there are 25 districts with the percentage of girls' enrolment below the national average (i.e. 48.9%). The districts from Mid-west and Far-west regions and majority of the districts from central Terai as well as some of the districts from East Terai have less than 48.9% of girls' enrolment at primary level. Similarly, there are five districts; namely, Rautahat, Sarlahi, Bajhang, Bara and Mahottari have the lowest percentage of girls' enrolment rate ranged from 43.5% to 44.9%.

There are 18 districts (Sarlahi, Bajhang, Bara, Mahottari, Kapilbastu, Parsha, Jumla, Jajarkot, Bajura, Acham, Mugu, Humla, Saptari, Siraha, Dhanusha, Rolpa, Kathmandu, Rupandehi,) where the share of girls' enrolment has slightly decreased compared to the last school year (See Annex V).

Gender parity in the enrolment of institutional schools is lower than in the community schools at primary level. The overall proportion of girls' participation in institutional schools is 42.6%, which is 6% lower than the community school enrolment.



4.5 Gross Intake Rate (GIR) in grade 1

The table 4.8 and the map: 8 below show the Gross Intake Rate (GIR)⁵ in grade 1 in the school year 2007-08. The average gross intake rate in Grade 1 is 145.2, with 146.1 for girls and 144.4 for boys. The district level analysis shows there are 33 districts which have below 145.2% GIR and 42 districts with more than 145.2% GIR in grade 1. Moreover, 8 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, 7 districts (Saptari, Sarlahi, Bardiya, Udayapur, Mahottari, Ilam and Kanchanpur) have lower GIR (less than 120%) in grade 1. (Annex: XI).

Table 4.8 Gross Intake Rate (GIR) in Grade 1 in 2007-08

Eco-zone	Girls	Boys	Total
Mountain	198.5	191.7	195.0
Hill	163.1	158.0	160.5
Valley	141.9	137.0	139.4
Terai	127.2	128.7	128.0
Total	146.1	144.4	145.2

4.6 Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at primary level

The table 4.9 below shows the GER and NER at primary level in the school year 2007-08. The overall GER at primary level is 138.5% with 139.6% for girls and 137.6% for boys which is slightly increased for girls and decreased for boys than the last school year.

The overall NER was 89.1% which is increased by more than one percent from the last school year. This shows the growth of NER is in increasing trend. However, the growth of NER is slower than the respective age groups' population growth. The NER of 89.1% suggests that

⁵ GIR, GER and NER are calculated on the basis of reported number of enrolment.

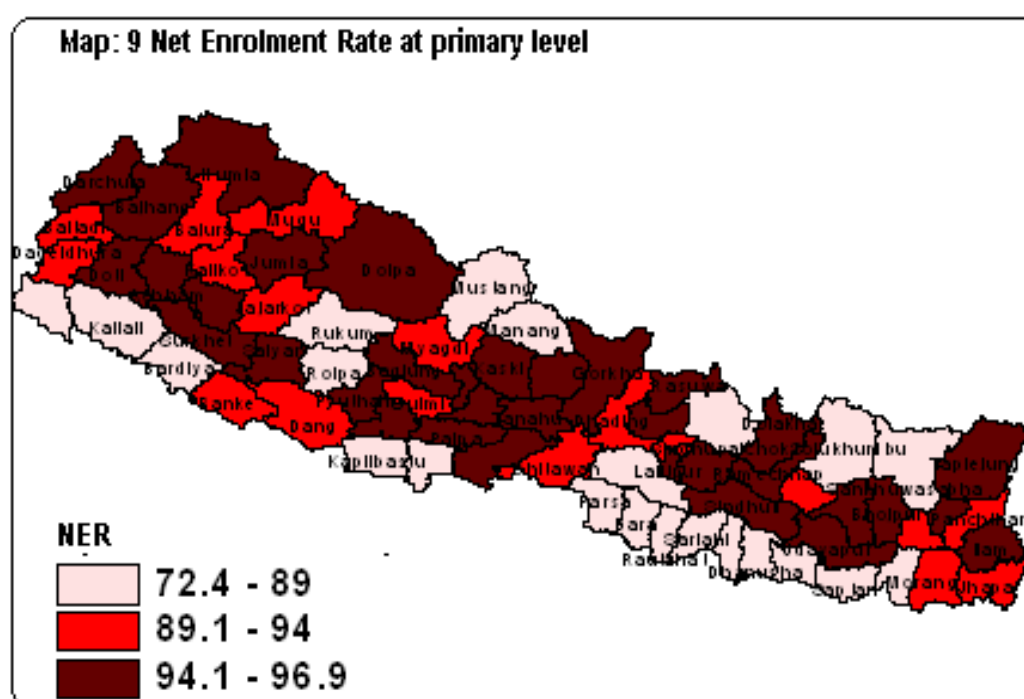
almost three hundred forty eight thousand children are still out of formal primary schooling of which most are girls.

Compared to the national average, some of the districts in Terai and Mountain zones have low NER at primary level. In some cases, the NER exceeds 100%, which is theoretically not possible. In this regards, 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: XI).

Table 4.9 Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at primary level

Eco-zone	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Mountain	161.0	163.3	162.2	90.2	92.6	91.4
Hill	162.8	154.0	158.3	93.2	94.6	93.9
Valley	142.7	145.5	144.1	92.6	93.3	93.0
Terai	119.0	121.1	120.1	82.1	87.3	84.8
Total	139.6	137.6	138.5	87.4	90.7	89.1

Similarly, the map: 9 below shows the district level analysis on the NER at primary level. The map presents that, there are 22 districts with a NER below the national average (89.1%). Out of these 22 districts, 3 districts Manang, Dhanusha and Sarlahi, 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 3 districts. Contrary to this, there are 53 districts with a NER of more than national average. It also shows that under- and over-aged enrolment is more prominent in lower grades compared to higher grades.



4.7 Enrolment at lower secondary and secondary level

The following table 4.10 shows the enrolment at lower secondary level by eco-zone and sex. The total number of enrolment at lower secondary level is 1,443,515 of which 680,072 (47%) are girls. This shows the enrolment at lower secondary level in current school year is increased

than the previous school year. The highest share of enrolment at lower secondary level is in the Hill zone, whereas the lowest share is in the Mountain zone (See Annex: XII).

Table 4.10 Enrolment at lower secondary level by eco-zone

Eco-zones	Girls	Boys	Total	% of enrolment in total	% of girls' enrolment
Mountain	41,650	53,427	95,076	6.6	43.8
Hill	294,310	304,565	598,875	41.5	49.1
Valley	69,456	75,033	144,489	10.0	48.1
Tarai	274,657	330,419	605,076	41.9	45.4
Total	680,072	763,443	1,443,515	100.0	47.1

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. The share of girls enrolment at lower secondary level is slightly lower than the share of girls at primary level. The overall share of girls' enrolment at lower secondary level is 47.1 of which 43.8% is in Mountain, 49.1% in Hill, 48.1% in Valley and 45.4% in the Tarai zone respectively (See Annex: XII). The share of girls' enrolment at lower secondary level is increased almost by 1% than in the previous school year.

Similarly, the following table 4.11 presents the enrolment composition at lower secondary level by social groups and sex. The enrolment share of Dalit in total is 9.8%. This shows that the Dalit enrolment share at lower secondary level is quite low compared to their population share at national level. Likewise, the share of Janajati enrolment is 40.3% and for Others it is 49.9%. It is interestingly noticed that the share of Janajati enrolment remains the similar as at the primary level (See Annexes: XIII, XIV). Compared to the previous school year, both the shares of Dalit and Janajati enrolment at lower secondary level are in the increasing trends.

Table 4.11 Enrolment at lower secondary level by social groups

Social groups	Girls	Boys	Total	% of enrolment in total	% of girls
Dalit	63,782	78,056	141,838	9.8	45.0
Janjati	283,209	298,026	581,235	40.3	48.7
Others	333,081	387,361	720,442	49.9	46.2
Total	680,072	763,443	1,443,515	100.0	47.1

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 to the share of girls in Janajati and others but the share of girls' enrolment in all social groups are in increasing trends.

The table 4.11 below presents the enrolment at secondary level by eco-zones, sex and the share of girls' enrolment. The total number of secondary enrolment is 671,183, of which 308,839(46.0%) are girls. The share of enrolment by eco-zone is 6.1% in Mountain, 39.6% in Hills, 11.8% in Valley and 42.5% in Tarai zone respectively. On average the share girls at secondary enrolment is 46.0% which same as in the previous school year. The Kathmandu Valley has the highest proportion of girls enrolment where as the Mountain zone has the lowest proportion of girls' enrolment at secondary level in the current school year (See Annex: XII).

Table 4.12 Enrolment at secondary level by eco-zone

Eco-zones	Girls	Boys	Total	% in total enrolment	% of girls' enrolment
Mountain	17,050	23,630	40,679	6.1	41.9
Hill	125,990	140,029	266,020	39.6	47.4
Valley	38,752	40,646	79,397	11.8	48.8
Tarai	127,048	158,039	285,087	42.5	44.6
Total	308,839	362,344	671,183	100.0	46.0

The districts level analysis shows that, there are 8 districts (Panchthar, Managn, Arghakhanchi, Dhanakuta, Ilam, Bhaktapur, Tehathum and Nuwakot) with more than 50% girls' enrolment, whereas the remaining 67 districts have less than 50% of girls' enrolment at secondary level. In addition to this, there are 4 districts (Mugu, Humla and Kalikot, Jumla) where the share of girls' enrolment is less than 30%.

The table 4.13 below shows the enrolment composition at secondary level by social groups and sex. The enrolment share of Dalit in total is 6.4%, which is lower than the enrolment share at primary and lower secondary levels. However, it shows that the Dalit enrolment share at secondary level is quite low compared to their population share, but in comparison to previous year, the share is increased by 1%.

The enrolment of Janajati is increased by 8% as compared to last year. The share is 37.0% for Janjati and 56.6% for Others. Moreover, there are 36 districts with less than national average of Dalit enrolment share in total enrolment. Similarly, 35 districts have less than national average of Janajati enrolment share at secondary level in the school year 2007-08. (See Annexes: XIII, XIV).

Table 4.13 Enrolment at secondary level by social group

social groups	Girls	Boys	Total	% in total enrolment	% of girls
Dalit	18,129	24,900	43,029	6.4	42.1
Janjati	118,611	129,865	248,476	37.0	47.7
Others	172,099	207,579	379,678	56.6	45.3
Total	308,839	362,344	671,183	100.0	46.0

The table 4.13 also shows the proportion of girls among different social groups at secondary level. The share of girls in Dalit enrolment is slightly lower compared to the share of girls in Janajati and Others' enrolment. The overall analysis on the share of enrolment by social groups at all levels of school education indicated that while the level of education increased, the share of Dalit enrolment in total enrolment is decreased. The girls' enrolment pattern, particularly for Dalit girls is still a considerable drop-out in the higher grades.

The tables 4.14 and 4.15 below show the enrolment by types of schools, sex, and percentage of girls at lower secondary and secondary levels. At lower secondary level in total 1,443,515 students were reported in Flash I 2007, of that 1,255,541 were in all types of community schools and 187,974 were in institutional schools. Similarly at secondary level in total 671,183 students were reported in Flash I 2007, of that 571,077 were in all types of community schools and 100,106 were in institutional schools. The analysis shows in the both lower secondary and secondary levels the share of girls in total and all types of community schools is higher than the share of girls' enrolment in institutional schools. It is also to note that the share of enrolment in

institutional schools at primary level is lower than the share of enrolment in institutional schools at lower secondary and secondary levels.

The district level analysis shows 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 (See Annexes: XII, XV & XVI).

Table 4.14 Share of enrolment at lower secondary level by types of schools

Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	600,391	655,150	1,255,541	87.0	47.8
Institutional	79,681	108,293	187,974	13.0	42.4
Total	680,072	763,443	1,443,515	100.0	47.1

Table 4.15 Share of enrolment at secondary level by types of schools

Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	266,829	304,248	571,077	85.1	46.7
Institutional	42,010	58,096	100,106	14.9	42.0
Total	308,839	362,344	671,183	100.0	46.0

The following table 4.16 shows the number of students by types of disabilities at lower secondary and secondary levels. Out of total 10,426 disabled students at lower secondary level, there are 51.3% students are with physical disable, 19.5% are with mentally retarded, 2.9% are with blind, 18.8% are with deaf and 7.5% are with other types of disabilities.

Similarly, out of total 4,281 disabled students at secondary level, there are 53.5% students are with physical disable, 13.9% are with mentally retarded, 10.5% are with blind, 14.2% are with deaf and 7.9% are with other types of disabilities. Both in the lower secondary and secondary levels the total share of disable students in total enrolment is less than 1% (See Annex: IX).

Table 4.16 Total number of student with all types of disabilities at lower secondary and secondary levels

Types of disabilities	Lower secondary level				Secondary level			
	Girls	Boys	Total	% in total	Girls	Boys	Total	% in total
Physical	2,339	3,009	5,348	51.3	1,034	1,257	2,291	53.5
Mental	918	1,113	2,031	19.5	251	342	593	13.9
Blind	127	177	304	2.9	192	257	449	10.5
Deaf	863	1,100	1,963	18.8	240	369	609	14.2
Others	369	411	780	7.5	164	175	339	7.9
Total	4,616	5,810	10,426	100.0	1,881	2,400	4,281	100.0

4.8 Gross Enrolment Rate (GER) at lower secondary and secondary level

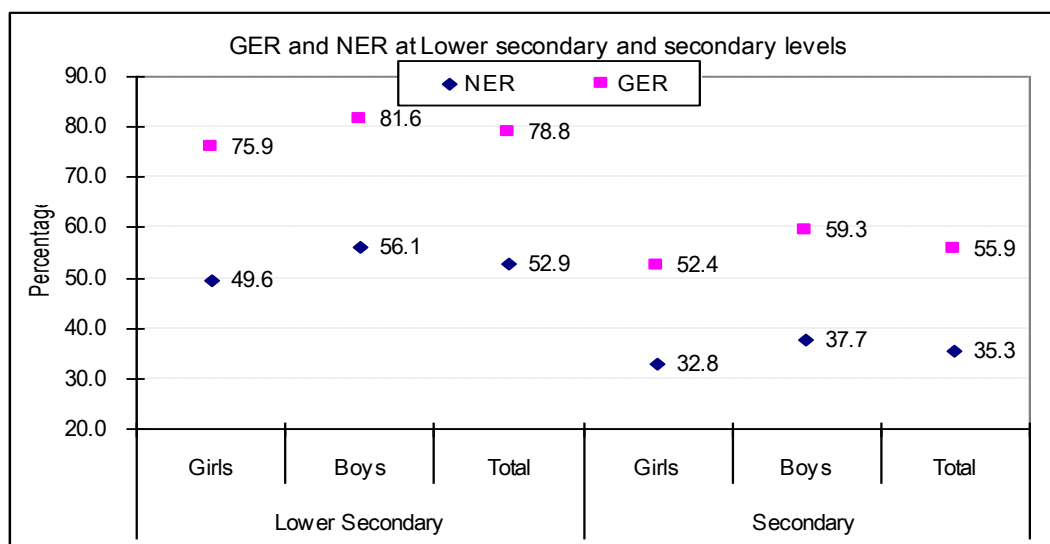
The table 4.17 and the chart 4.4 below show the Gross Enrolment Rate (GER) and Net enrolment Rate (NER) at lower secondary and secondary levels in the school year 2007-08. The analysis shows that, compared to the previous school year the GER at lower secondary level has increased by 7.3 points percent where as the GER at secondary level has decreased by 0.8 points percent in the current school year. Similarly, the NER at both levels have slightly increased in the current school year than the NER of previous school year. The girls' GER and

NER at lower secondary and secondary levels is lower than GER and NER for boys (See annex: XI).

Table 4.17 Gross enrolment Rate (GER) and Net Enrolment Rate (NER) at lower secondary and secondary level

Level	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Girls	Boys	Total	Girls	Boys	Total
Lower Secondary	75.9	81.6	78.8	49.6	56.1	52.9
Secondary	52.4	59.3	55.9	32.8	37.7	35.3

Chart 4.4: Gross enrolment rate at lower secondary and secondary level



The district level analysis shows the GER at lower secondary education is fluctuated from districts to districts. There are 38 districts, where the GER is lower than the national average (78.8%) at lower secondary level. Out of these 38 districts, there are 8 districts, namely, Managn, Mohattari, Sarlahi, Rautahat, Bara, Jumla, Kapilbastu and Siraha have a GER of less than 50% at lower secondary (See Annex: XI). The district level analysis of the GER at secondary level also shows the similar pattern as in lower secondary level. There are 48 districts where the GER at secondary level has below the national average (55.9%) in the school year 2007.

The table 4.18 below shows the sex wise percentage and the Gender Parity Index in enrolment at lower secondary and secondary levels in the school year 2007-08. The sex wise percentage of enrolment shows that the percentage of girls is quite lower than the percentage of boys at both lower secondary and secondary levels. In total the gender parity indexes (GPI) at lower secondary and secondary levels are 0.89 and 0.85. This indicates the over all participation of girls in both levels are considerably low. Similarly, compared to other social groups the percentage of girls and the Gender Parity Index for Dalit is very low.

Table 4.18 Percentage of sex wise enrolment and GPI at lower secondary and secondary levels by social groups

Social groups	Lower secondary level			Secondary level		
	% of Girls	% of Boys	GPI	% of Girls	% of Boys	GPI
Dalit	45.0	55.0	0.82	42.1	57.9	0.73
Janjati	48.7	51.3	0.95	47.7	52.3	0.91
Others	46.2	53.8	0.86	45.3	54.7	0.83
Total	47.1	52.9	0.89	46.0	54.0	0.85

4.9 Internal efficiency at primary, lower secondary and secondary level

The following table 4.19 and bar chart 4.5 show the internal efficiency at primary, lower secondary and secondary levels in the school year 2064. The analysis shows the efficiency of the educational system at primary to secondary level. This indicates that out of total enrolled students in the school year 2006-07 (2063) in grade, the promotion rate is 54.5% and the repetition rate is 29.5%. However, the promotions rates in the upper grades (from grade 2 to 10) are better than in the grade one. Similarly, the repetition rates are also decreasing in the upper grades. It is interestingly noticed that the promotion rate of girls in all primary grades is higher compared to the boys, whereas at the lower secondary and secondary levels the promotion rate for boys is higher than the promotion rate for girls (See Annexes XVIII_A-C and XVIII_A-C).

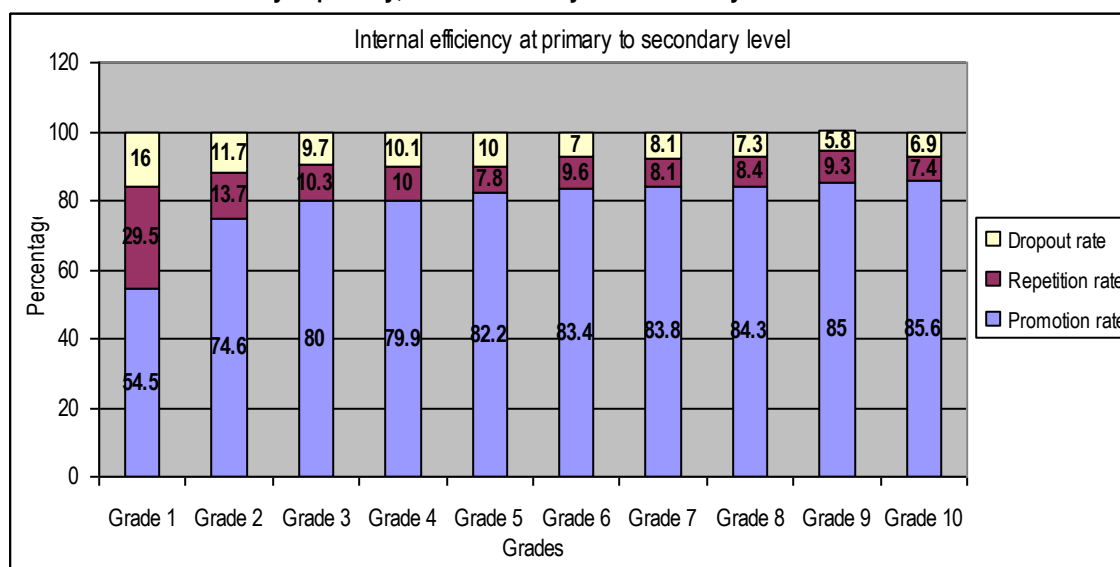
Compared to the previous school year the promotion rate in the current school year in all grades is increasing. In addition to this, the level of performance at all level is varies from district to district and between eco-zones.

The survival rates to grade 5, 8 and 10 indicate the effectiveness of the teaching learning process as well as the retention of students, who were as the fresh enrolment in the first grade of each level. The table below depicts that the overall survival rate to grade five is 81.1% which is slightly higher than in the previous school year. Similarly the overall survival rate to grade 8 and 10 is 65.7% and 49.6% respectively. The survival rates to grade 5, 8 and 10 for boys are higher than for girls. The district level analysis shows, there are 6 districts with below 50% survival rate to grade 5, whereas 41 districts have achieved more than 90% of survival rate to grade 5 in the school year 2007-08. Likewise the survival rates at lower secondary and secondary level at district level are varies from district to district and between eco-zones (See Annex XIX).

Table 4.19 Promotion, repetition, dropout and survival rates* to grade 5, 8 and 10 in the school year 2006-07, (in percentage)

		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Total	Promotion rate	54.5	74.6	80.0	79.9	82.0	83.4	83.8	84.3	85.0	85.6
	Repetition rate	29.4	13.7	10.3	10.0	7.8	9.6	8.1	8.4	9.3	7.5
	Dropout rate	16.1	11.7	9.7	10.1	10.2	7.0	8.1	7.3	5.7	6.9
	Survival Rate to grades					81.1			65.7		49.6
Boys		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Promotion rate	53.9	74.5	79.7	79.4	81.7	84.0	84.6	84.7	85.3	86.1
	Repetition rate	29.6	13.4	10.2	10.1	7.8	9.3	7.9	8.2	8.9	6.8
	Dropout rate	16.5	12.1	10.1	10.6	10.5	6.7	7.5	7.1	5.9	7.1
	Survival Rate to grades					83.4			69.7		53.9
Girls		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
	Promotion rate	55.0	74.7	80.3	80.6	82.3	82.7	83.0	83.8	84.6	85.1
	Repetition rate	29.4	14.0	10.5	9.9	7.9	10.0	8.3	8.7	9.7	8.2
	Dropout rate	15.6	11.3	9.2	9.5	9.9	7.3	8.8	7.5	5.7	6.7
	Survival Rate to grades					78.6			61.5		45.2

Chart 4.5 Internal efficiency at primary, lower secondary and secondary level



4.10 Percentage of students in grade 5, 8 and 10 passed in the final examination 2063

The table 4.20 below shows the percentage of students in grade 5, 8 and 10 passed in the final examination of the school year 2006-07 (2063). The pass rate in grade 5 is higher than in the grade 8 and grade 10. Moreover, at primary level the pass rates of girls and boys are more or less same, whereas at grade eight and ten the pass rates of boys are higher than the pass rates of girls.

Compared to the pass rates of Dalit students in all grades (5, 8 and 10), the pass rates of total and Janajati students are higher (See Annex: XX).

Table 4.20 Percentage of students in grade 5, 8 and 10 passed in the final examination 2063

Students	Grade 5			Grade 8			Grade 10 ⁶		
	Total	Dalit	Janajati	Total	Dalit	Janajati	Total	Dalit	Janajati
Girls	89.3	87.8	90.9	87.0	83.6	85.9	88.6	87.5	88.3
Boys	89.2	89.0	90.0	89.0	87.0	87.4	88.9	88.4	89.2
Total	89.3	88.5	90.5	88.1	85.5	86.7	88.7	88.0	88.7

⁶ The pass rate for grade 10 is calculated on the basis of the results of district level Text examination.

SECTION: FIVE

5.1 Distribution of teachers by sex and levels of education

The table 5.1 below shows the total reported number of teachers by eco-zone, sex and level of education in the school year 2007-08. The figures are based on the number of schools reporting for Flash I, 2007-08. The table reveals that, in total there are 165,423 teachers, of which 16,678 are in Mountain, 76,463 are in Hill, 18,481 are in Valley and 53,801 are in Tarai zones. The proportional representation of all levels of teachers is 10.1%, 46.2%, 11.2% and 32.5% in Mountain, Hill, Valley and Tarai zone respectively.

In total, 49,061 (29.7%) female teachers are reported for all levels, of which 3,557 (21.3%) are in Mountain, 20,992 (27.5%) in Hills, 9,322 (50.4%) in Valley and 15,190 (28.2%) in Terai zone respectively.

Considering the level-wise distribution of teachers, there are altogether 116,846 teachers at primary level, of which 41,475 (35.5%) are female teachers. At the lower secondary level there are 27,903 teachers with 5,182 (18.6%) female teachers and in total 20,674 with 2,404 (11.6%) female teachers at secondary level were reported in the school year 2007-08. (See Annexes: XXI_"A,B,&C").

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	3,557	13,121	16,678	3,248	9,262	12,510	246	2,255	2,501	63	1,604	1,667
Hill	20,992	55,471	76,463	18,573	37,051	55,624	1,804	10,580	12,384	615	7,840	8,455
Valley	9,322	9,159	18,481	6,509	3,976	10,485	1,633	2,329	3,962	1,180	2,854	4,034
Terai	15,190	38,611	53,801	13,145	25,082	38,227	1,499	7,557	9,056	546	5,972	6,518
Total	49,061	116,362	165,423	41,475	75,371	116,846	5,182	22,721	27,903	2,404	18,270	20,674

The table 5.2 below explains the reported number of teachers in institutional schools by eco-zone, sex and level of education. There are altogether 35,535 teachers were reported from the institutional schools, of this there were 21,392 at primary, 7,448 at lower secondary and 6,695 teachers were at secondary level in the school year 2007-08. Out of the total reported teachers in all levels of institutional schools, 622 (1.8%) teachers in Mountain, 9,301 (26.2%) in Hill, 12,149 (34.2%) in Valley and 13,463 (37.9%) teachers in Tarai zone were reported.

Similarly, the percentage of female teachers in the institutional schools is 44.1% for all levels of education, of this 55.9%, 32.1% and 19.8% female teachers were reported for primary, lower secondary and secondary level (See Annexes: XXI_"A,B,&C").

Table 5.2: Distribution of teacher in the institutional schools 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	199	423	622	178	253	431	12	84	96	9	86	95
Hill	3,915	5,386	9,301	3,127	2,638	5,765	578	1,332	1,910	210	1,416	1,626
Valley	6,394	5,755	12,149	4,431	2,057	6,488	1,092	1,628	2,720	871	2,070	2,941
Tarai	5,159	8,304	13,463	4,217	4,491	8,708	706	2,016	2,722	236	1,797	2,033
Total	15,667	19,868	35,535	11,953	9,439	21,392	2,388	5,060	7,448	1,326	5,369	6,695

The following table 5.3 reveals the distribution of all types of community schools teachers by ecological zone and the level of education. Overall there are 129,888 teachers were reported in the school year 2007-08, of this there were 95,454 teachers at primary level, 20,455 at lower secondary level and 13,979 teachers at secondary level. Out of the total reported number of teachers, 25.7% female teachers were reported in the all levels of community schools, of this 30.9% at primary level, 13.7% at lower secondary level and 7.7% female teacher were reported at secondary level. Overall the highest percentage of female teacher is found in Valley and the lowest is in Mountain zone at all levels (See Annexes: XXI_"A,B,&C").

Table 5.3: Distribution of teacher in the all type's community schools 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	3,358	12,698	16,056	3,070	9,009	12,079	234	2,171	2,405	54	1,518	1,572
Hill	17,077	50,085	67,162	15,446	34,413	49,859	1,226	9,248	10,474	405	6,424	6,829
Valley	2,928	3,404	6,332	2,078	1,919	3,997	541	701	1,242	309	784	1,093
Tarai	10,031	30,307	40,338	8,928	20,591	29,519	793	5,541	6,334	310	4,175	4,485
Total	33,394	96,494	129,888	29,522	65,932	95,454	2,794	17,661	20,455	1,078	12,901	13,979

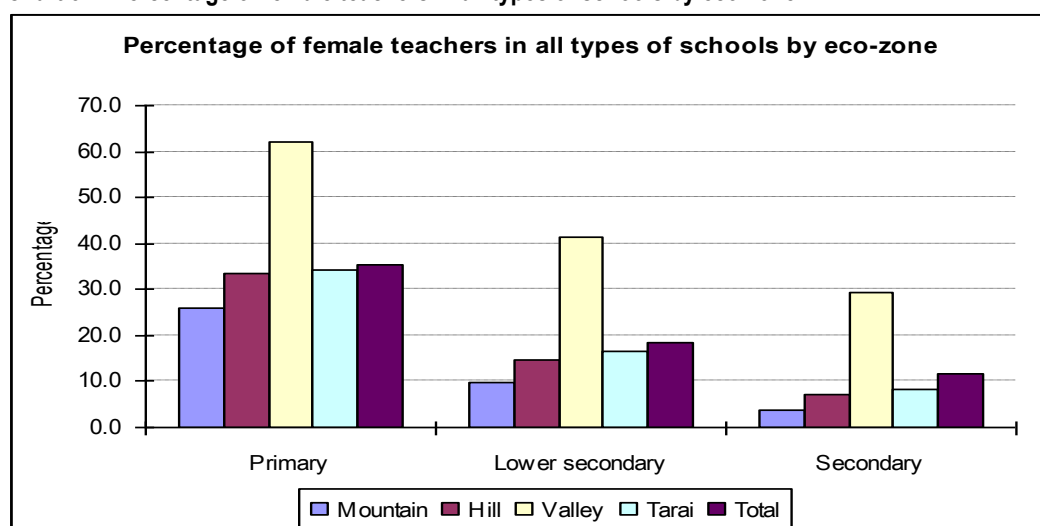
5.2 Percentage of teacher and the gender parity indexes in the all types of schools by level

Gender Parity Index in the participation of teaching profession is an important index in the school education system. The table 5.4 and the chart 5.1 below present the share of teacher in all types of schools by eco-zone and the level of education.

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

Eco - Zones	Total % of teacher and GPI			% of teacher and GPI at primary level			% of teacher and GPI at lower secondary level			% of teacher and GPI at secondary level		
	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI
Mountain	21.3	78.7	0.27	26.0	74.0	0.35	9.8	90.2	0.11	3.8	96.2	0.04
Hill	27.5	72.5	0.38	33.4	66.6	0.50	14.6	85.4	0.17	7.3	92.7	0.08
Valley	50.4	49.6	1.02	62.1	37.9	1.64	41.2	58.8	0.70	29.3	70.7	0.41
Terai	28.2	71.8	0.39	34.4	65.6	0.52	16.6	83.4	0.20	8.4	91.6	0.09
Total	29.7	70.3	0.42	35.5	64.5	0.55	18.6	81.4	0.23	11.6	88.4	0.13

Chart 5.1: Percentage of female teachers in all types of schools by eco-zone



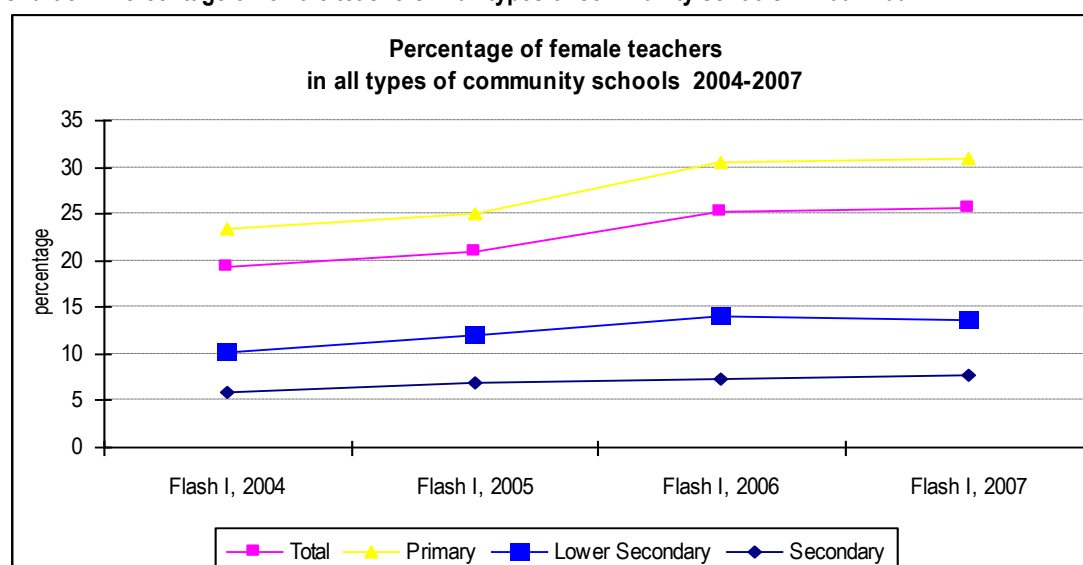
The table 5.4 and the chart 5.1 above show that the overall share of female teachers is 29.7% in all types of schools, of which 35.5% is in primary level, 18.6% in lower secondary level and 11.6% female is in secondary level. Compared to the total share of female teachers in the country, the Valley zone has the highest share and the lowest is in Mountain, hills and Terai zones. Similarly, the highest GPI is found in Valley zone and the lowest is in Mountain zone at all levels of education.

Similarly the following table 5.5 and the chart 5.2 show the trends analysis (i.e. 2004-2007) of female participation in all types of community schools. In total the proportion of female teachers has been found increased by 6.4 points percentage from 2004 to 2007. Likewise, except at lower secondary level the percentage of female teacher at primary and secondary levels are in increasing trends. Compared to the proportion of female teachers at primary level, the proportion of female teachers at lower secondary and secondary levels are considerably low. It shows that the higher the education level, lower the share of female teacher.

Table 5.5: Percentage distribution of female teachers in all types of community schools by year and level

Year	Total	Primary	Lower Secondary	Secondary
Flash I, 2007	25.7	30.9	13.7	7.7
Flash I, 2006	25.2	30.6	14.0	7.4
Flash I, 2005	21.0	25.0	12.0	7.0
Flash I, 2004	19.3	23.4	10.1	6.0

Chart 5.2: Percentage of female teachers in all types of community schools in 2004-2007



Moreover, the district level analysis for percentage distribution of female teachers in all types of community primary schools shows there are 42 districts with a low percentage of female teachers compared to the national average (30.9%) at primary level. Likewise, the districts from Far and Mid-western regions as well as the central Mountain and some of the Tarai districts have the lowest percentage of female teachers at primary level. There are 33 districts with more than 30.9% of female teacher at the primary level.

Similarly, the distribution of female teachers at lower secondary and secondary levels also varies from district to district. Compared to the national average, altogether 52 districts have lower percentage of female teacher at lower secondary level, whereas rest of the 23 district have higher percentage of female teacher than the national average (13.7%) in all types of

community lower secondary schools. the districts, namely: Dadeldhura, Bajura, Kalikot, Bajhang, Rautahat, Baitadi, Doti, Mugu, Rukum and Achham have less than 5% of female teacher at lower secondary level.

Likewise, compared to the national average there are 55 districts with the lower percentage of female teacher at secondary level; whereas 20 districts have higher percentage of female teacher at secondary level than the national average. The districts namely; Achham, Dadeldhura, Humla, Manang, Mustang, Rukum and Saptari did not report even a single female teacher in the school year 2007-08 (See Annexes: XXI_"A,B,&C").

5.3 Percentage of teacher by social composition and disability

The following table 5.6 presents the percentage of teacher by social groups at primary, lower secondary and secondary level respectively in the total number of teachers by level. The analysis shows that the percentage of Dalit and Janajati teacher in the teaching profession is very low. The following table shows the percentage of Dalit teachers at primary level is 4% whereas it is 3.4% at lower secondary and only 3% at secondary level. Likewise, the percentage of Janajati teachers at primary level is 15.1% whereas it is 11.4% at lower secondary and only 9.3% at secondary level. This shows the percentage of Dalit teacher at all level is higher, whereas the percentage of Janajati teacher is lower at all level than the previous school year 2006-07 (Annex: XXVIII_"A,B,&C").

The following table also presents the percentage of teachers with all types of disability by level. Out of the total reported number of teachers at primary, lower secondary and secondary level the percentage of disabled teachers are 1.0%, 0.9% and 0.7% respectively. More teachers with a disability are teaching in primary level as compared to lower secondary and secondary levels (See Annex: XXII).

Table 5.6: Percentage of Dalit, Janajati, Others and Disable teachers in total reported teachers by types of schools and level

Teacher	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Dalit	1.2	5.5	4.0	1.3	3.9	3.4	1.1	3.3	3.0
Janajati	13.9	15.8	15.1	14.0	10.8	11.4	12.7	8.9	9.3
Others	84.9	78.7	80.9	84.7	85.3	85.2	86.2	87.8	87.6
Disable	0.6	1.3	1.0	1.0	0.9	0.9	0.5	0.8	0.7
Total	100	100	100	100	100	100	100	100	100

5.4 Teacher Training

Table 5.7: Total number of teachers by level, sex and training status

Training Status	Primary			Lower Secondary			Secondary			Total		
	F	M	T	F	M	T	F	M	T	F	M	T
Trained	27,250	50,380	77,630	2,957	11,649	14,606	1,660	12,818	14,478	31,867	74,847	106,714
Partially trained	6,196	12,564	18,760	684	3,951	4,635	298	2,400	2,698	7,178	18,915	26,093
Untrained	8,029	12,427	20,456	1,541	7,120	8,662	446	3,052	3,498	10,016	22,599	32,616
Total	41,475	75,371	116,846	5,182	22,721	27,903	2,404	18,270	20,674	49,061	116,362	165,423

The table 5.7 above shows the total number of reported teachers with the types of training by level. Out of the total teacher at primary, lower secondary and secondary level there are 77,630 (66.4%); 14,606 (52.3%) and 14,478 (70.0%) teachers are fully trained, 18,760 (16.1%); 4,635

(16.6%) and 2,698 (13.1%) teachers are partially trained and 20,456 (17.5%); 8,662 (31.0%) and 3,498 (16.9%) teachers are untrained at primary, lower secondary and secondary level respectively (See Annex: XXIII).

The table 5.8 below shows the percentage of teachers with the training status at primary lower secondary and secondary level in the school year 2007-08. There are 66.4% teachers with 65.7% female and 66.8% male teachers fully trained at primary level. Similarly, 16.1% with 14.9% female and 16.7% male teachers are partially trained and 17.5% teachers with 19.4% female and 16.5% male teachers are untrained at primary level.

In total 52.3% teachers including 57.1% female and 51.3% male teachers are fully trained at lower secondary level and at the secondary level 70.0% are fully trained of which 69.1% female and 70.2% male teachers fully trained. Compared to the last school year, the percentage of trained teacher is higher in the current school year at all level of school education. The analysis shows that the highest percentage of untrained teacher is at lower secondary level. Similarly, compared to the primary and secondary levels the percentage of partially trained teacher is highest at lower secondary level (Annex: XXV).

Table 5.8: Percentage of teachers by level, sex and training status (all types of school)

Training Status	Primary			Lower Secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	65.7	66.8	66.4	57.1	51.3	52.3	69.1	70.2	70.0
Partially Trained	14.9	16.7	16.1	13.2	17.4	16.6	12.4	13.1	13.1
Un-Trained	19.4	16.5	17.5	29.7	31.3	31.0	18.6	16.7	16.9

The table 5.9 and 5.10 below show the training status of all types of community school teachers by sex and level of education. Out of total reported number of 165,423 reported numbers of teachers, 129,888 (78.5%) teachers are in community schools. Overall, 89,001 (68.5%) teachers are fully trained, 20,996 (16.2%) are partially trained and 19,891 (15.3%) teachers are untrained in the all level of community schools.

Table 5.9: 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	21,304	45,906	67,210	1,758	9,142	10,900	861	10,030	10,891	23,923	65,078	89,001
Partially trained	4,242	10,743	14,985	490	3,588	4,078	125	1,808	1,933	4,857	16,140	20,996
Untrained	3,976	9,283	13,259	546	4,930	5,477	92	1,063	1,155	4,614	15,276	19,891
Total	29,522	65,932	95,454	2,794	17,661	20,455	1,078	12,901	13,979	33,394	96,494	129,888

Table 5.10: Percentage of community schools' teachers by level, sex and training status

Training Status	Primary			Lower Secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	72.2	69.6	70.4	62.9	51.8	53.3	79.9	77.7	77.9
Partially trained	14.4	16.3	15.7	17.5	20.3	19.9	11.6	14.0	13.8
Untrained	13.5	14.1	13.9	19.6	27.9	26.8	8.5	8.2	8.3

Similarly, the table 5.10 above shows the percentage of training status in all types of community schools' teachers by level of education. In total 70.4% teachers with 72.2% female and 69.6% male teachers at primary level, 53.3% with 62.9% female and 51.8% male teachers at lower secondary level and 77.9% with 79.9% female and 77.7% male teachers at secondary level are fully trained in the school year 2007-08. Similarly, in total 15.7% teachers at primary level, 19.9% teachers at lower secondary level and 13.8% teachers at secondary level are partially trained, whereas out of the total teachers in the community schools, 13.9% teachers at primary level, 26.8% teachers at lower secondary level and 8.3% teachers at secondary level are untrained in the school year 2007-08. Overall, compared to the last academic year the percentage of trained teachers at all level of school education in the current school year is observed slightly higher (Annex: XXIV & XXVI).

Likewise, compared to the training status of community schools teachers, the percentage of total trained teachers in institutional schools is lower at all levels.

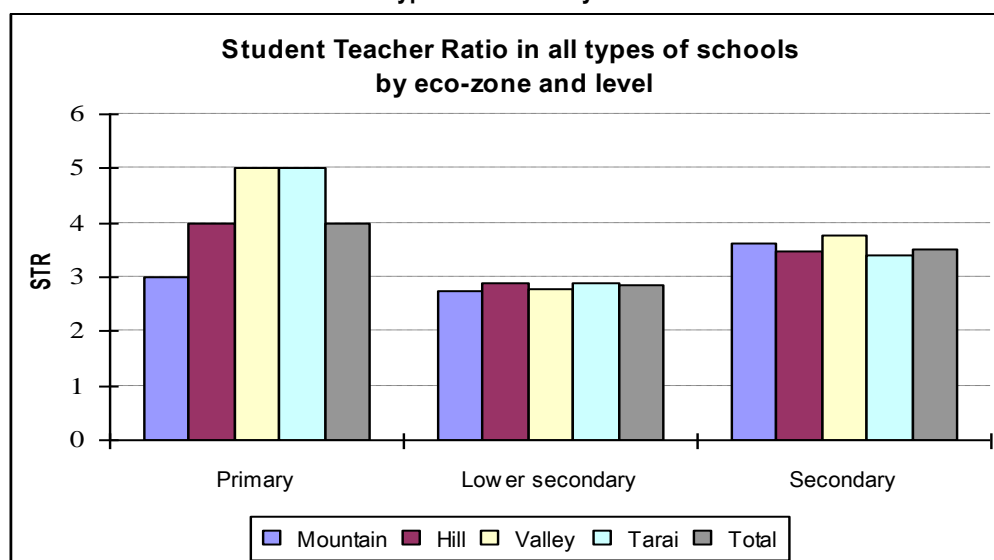
5.5 Teacher Ratios

5.5.1 School Teacher Ratio in all types of schools

Table 5.11: School teacher ratio in all types of schools by eco-zone and level

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	5	3	3	4
Hill	5	4	3	3
Valley	9	5	3	4
Tarai	6	5	3	3
Total	6	4	3	4

Chart 5.3: School Teacher Ratio in all types of schools by eco-zone and level



The table 5.11 and chart 5.3 above indicate the School Teacher Ratio⁷ by ecological zone and level of education in all types of schools. On average the School Teacher Ratios are found by 1:4 at primary level, 1:3 at lower secondary level and 1:4 at secondary level respectively in the

⁷ The School Teacher Ratio is calculated on the basis of total number of recorded school and reported number of teaches in all types of schools in the school year 2007-08.

school year 2007-08. Comparatively the lowest School Teacher Ratio at primary level is in Mountain zone and the highest is in Terai and Valley zone, whereas at the lower secondary level the School Teacher Ratios are found same in all eco-zones. Similarly, the lowest School Teacher Ratios were found in Hill and Terai eco-zone at secondary level (See Annex XXVIII).

5.5.3 Student Teacher Ratio in all types of schools

The following table 5.12 presents the Student Teacher Ratio (STR)⁸ in all types of schools by eco-zone and level of education. On average the STR at primary level is 1:38, at lower secondary level 1:52 and at the secondary level 1:32 respectively. The highest student teacher ratio at primary level is found in Terai zone by 1:51 while it is lowest in the valley by 1:30. Similarly, at the lower secondary level the highest STR is in Terai zone by 1:67 and the lowest is in Valley zone by 1:36. Compared with the primary and lower secondary levels the lowest STR is found at secondary level in all eco-zone. The analysis shows that, more crowded classes are observed in the Terai zone at all levels (See Annex XXVIII).

Table 5.12: Student teacher ratio in all types of schools by eco-zone and level

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	31	30	38	24
Hill	36	34	48	31
Valley	25	22	36	20
Terai	53	51	67	44
Total	39	38	52	32

5.5.4 Student Teacher Ratio in community schools

The table 5.13 and the chart 5.4 below show the Student Teacher Ratios⁹ (STR) in the community schools by level and eco-zone. The STR in community schools is calculated on the basis of total number of students in community schools and the total number of recorded teachers in the community schools by level. On average the STR in community schools is 1:42 at primary level, 1:69 at lower secondary level and 1:42 at secondary level in the school year 2007-08. It indicates that the highest STR is found at lower secondary level by 1:69, whereas the STR at both primary and secondary level is found by 1:42 in the community schools. and the lowest more than 45.2 students are taught by a teacher in a particular class in the community schools.

The analysis shows the highest STR is in Terai region at all levels whereas except at primary level the lowest STR is in Mountain region at both lower secondary levels. It also indicates the STR at primary level in Valley is comparatively low than in the other region and level of education. Similarly, the district level analysis shows there are 40 districts with the lower STR than in the national average (1:42) of this, 3 districts namely: Manang, Mustang and Bhaktapur districts have the STR less than 1:15 at primary level. Likewise, there are 34 districts with the STR of more than national average; of this 19 districts mostly from the Terai region and some districts from the Hilly region have the STR of more than 1:45 at primary level.

⁸ The Student Teacher Ratio (STR) is calculated on the basis of reported number of students and the teachers by level in the school year 2007-08.

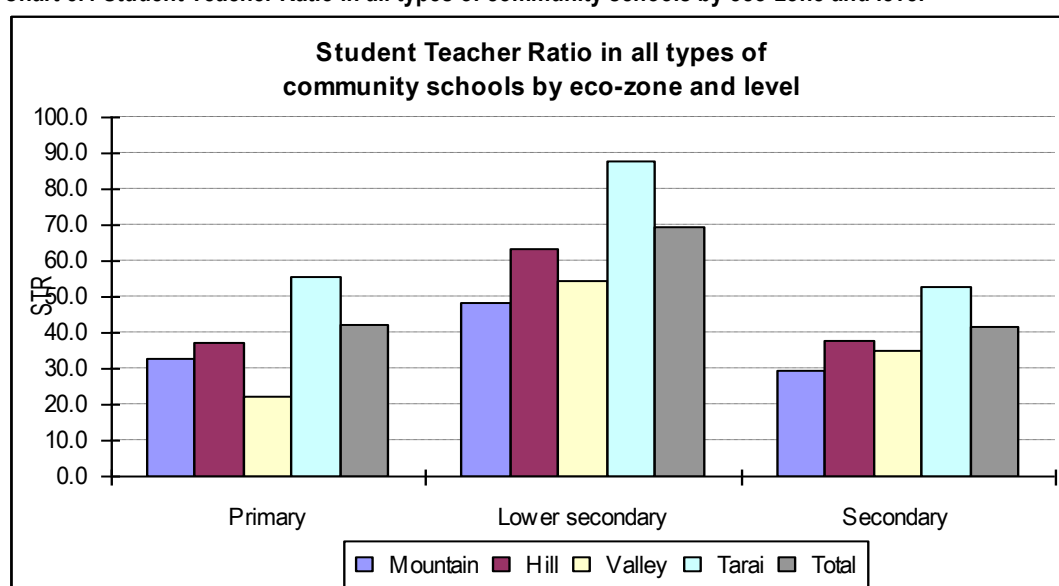
⁹ The Student Teacher Ratio (STR) is calculated on the basis of recorded number of teachers in the community schools and the reported number of students in community schools by level in the school year 2007-08.

At the lower secondary level, the district level analysis shows there are 45 districts with the lower STR than in the national average (1:69) of this, 4 districts namely: Manang, Mustang, Humla and Dolpa districts have the STR less than 1:25. Likewise, there are 29 districts with the STR of more than national average; of this 19 districts have the STR of more than 1:80 at lower secondary level. At the secondary level, there are 45 districts with the lower STR than in the national average (1:42) of this, 7 districts namely: Manang, Mustang, Humla, Dolpa, Mugu, Bajura and Rasuwa districts have the STR less than 1:25. Likewise, there are 30 districts with the STR of more than national average; of this 15 districts have the STR of more than 1:50 at secondary level. (See Annex XXVIII).

Table 5.13: Student Teacher Ratio in all types of community schools by eco-zone and level¹⁰

Eco zone	Total	Primary	Lower secondary	Secondary
Mountain	35	33	49	29
Hill	41	37	64	38
Valley	31	22	54	35
Tarai	60	56	88	53
Total	46	42	69	42

Chart 5.4 Student Teacher Ratio in all types of community schools by eco-zone and level



¹⁰ 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

Textbooks are the main instructional materials for the real classroom teaching learning activities. The government is responsible to deliver the textbooks within the second week of each new school year. The following table 6.1 presents the availability of textbooks within the second week of the school year 2007-08 at primary level. Out of the total enrolled students at primary level in the country 58.4% students have received the full set of textbooks, whereas 4.7% students have received a partial set of textbooks within the second week of the first month of the school year 2007-08 (i.e. 2064/1/15).

Compared with the previous school year, the percentage of students received a full set of textbooks is higher in the current school year 2007-08. The analysis shows that still 36.9% students could not receive even a single textbook in time. The grade wise status of students received a full set of textbooks in time shows 67.8% students in grade 3 have received the full set of textbooks in time, which is the highest percentage than in the other grades, whereas only 51.6% students in grade 1 have received the full set of textbooks in time. This indicates that the government should make an effective mechanism to deliver the full set of textbooks in time for the betterment of teaching learning activities at all community primary schools. (See Annex: XXIX).

Furthermore, the district level analysis shows there are 21 districts with the less than 50% students received a full set of textbooks in time. Similarly, 14 districts reported that more than 80% students have received a full set of textbooks in time.

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	1,504,917	776,396	51.6	65,955	4.4	662,566	44.0
2	1,000,271	569,152	56.9	45,225	4.5	385,894	38.6
3	755,796	512,464	67.8	34,581	4.6	208,749	27.6
4	661,929	420,272	63.5	34,403	5.2	207,254	31.3
5	592,147	357,590	60.4	31,640	5.3	202,916	34.3
Total	4,515,060	2,635,874	58.4	211,804	4.7	1,667,379	36.9

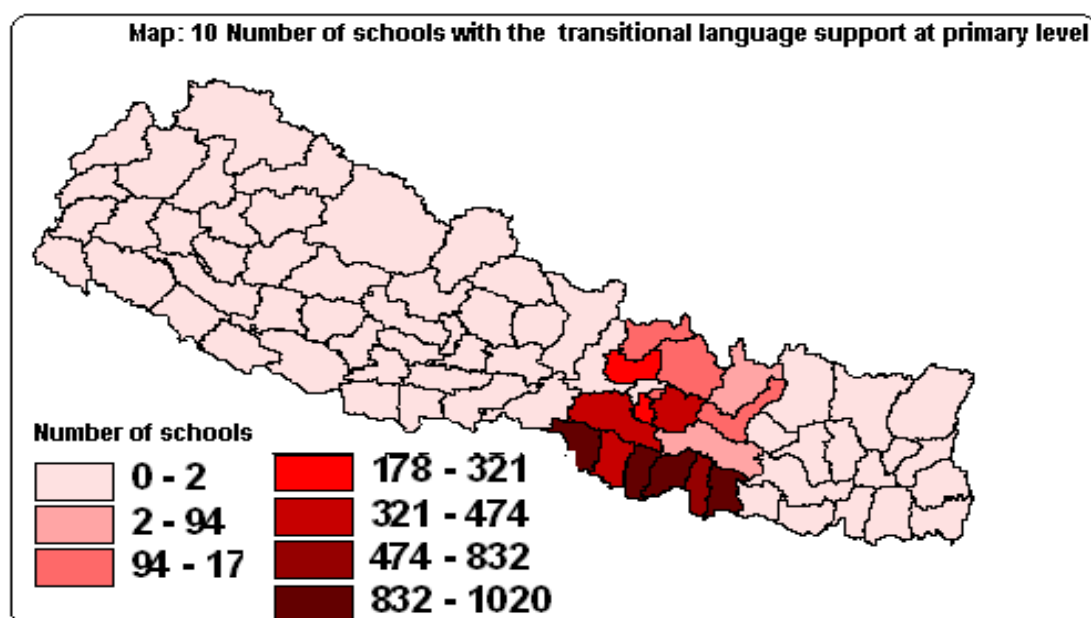
6.2 Number of schools with transitional language support at primary level

The table 6.2 and the map: 10 below show the number of schools at primary level with the local language that used in the teaching learning process as a transitional language to make better interpretation of the subject matters for those students who do not have the Nepali language as a mother tongue at primary level. In total there are 18 local languages, which have been used as the medium of instruction in the classroom teaching learning activities at primary level. Out of total 28,304 reported schools in the school year 2007-08, the following local languages were used as the medium of instruction in 7,550 (26.7%) schools in the teaching learning activities at primary level. The analysis shows that the local languages were predominantly used in the first grade of the primary schools. Among the following reported

local languages, the Maithali language has used in many schools as the medium of instruction in primary classes (See Annex XXX).

Table 6.2: Number of schools with transitional language support

Languages	Primary level grades						% of Language used in total
	1	2	3	4	5	Total	
Newari	67	47	37	27	26	204	2.7
Maithali	508	499	477	415	394	2,293	30.4
Tamang	792	535	349	148	117	1,941	25.7
Bhojपुरी	476	467	440	388	379	2,150	28.5
Awadhi	5	5	5	5	5	25	0.3
Hindi	8	9	8	6	7	38	0.5
Tharu	11	10	10	10	8	49	0.6
Magar	5	4	4	3	2	18	0.2
Bajika	114	107	100	91	90	502	6.6
Sherpa	2	0	0	0	0	2	0.0
Urdu	1	1	2	2	2	8	0.1
English	2	2	2	2	2	10	0.1
Manjhi	3	2	2	1	1	9	0.1
Nepali	48	48	56	52	50	254	3.4
Danuwar	1	1	0	0	0	2	0.0
Sunuwar	3	2	0	0	0	5	0.1
Thami	3	1	1	1	0	6	0.1
Tibetan	1	1	1	0	1	4	0.1
Pahari	1	1	1	0	0	3	0.0
Mewahang	2	2	2	2	2	10	0.1
Tilung	1	1	0	0	0	2	0.0
Magahi	5	3	3	2	2	15	0.2
Total	2,059	1,748	1,500	1,155	1,088	7,550	100.0



Similarly, the following table 6.3 shows the number of schools by the local languages, which used as the medium of an instruction in the classroom teaching learning activities at primary level. It presents the most widely used local languages are the Maithali, Tamang, Bhojpuri, Bajika, Awadhi, Hindi, Tharu and Magar in the teaching learning process as the instructional medium at primary level. The district wise details of the use of local language in the classroom teaching learning process are presented in the following table.

Total 6.3 Number of school with local languages used in the primary level by districts

Code / Name	Newari	Maithali	Tamang	Bhojpuri	Awadhi	Hindi	Tharu	Magar	Bajika	Sherpa	Urdu	English	Manjhi	Nepali	Danuwar	Sunuwar	Thami	Tibetan	Pahari	Mewahang	Tilung	Magahi	Total
Chitwan	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Kathmandu	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Sindhuli	0	0	37	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
Dolakha	3	0	91	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	94
Ramechhap	4	0	85	0	0	0	0	5	0	2	0	0	9	0	0	5	5	0	0	0	0	9	124
Bhaktapur	11 7	0	20	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	146
Sindhupalcho k	10	0	157	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	167
Rasuwa	0	0	178	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	178
Lalitpur	49	0	131	0	0	0	0	0	0	0	0	0	0	57	0	0	0	5	3	0	0	0	245
Nuwakot	3	0	318	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	321
Bara	0	0	0	402	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	414
Kavrepalanch ok	18	0	444	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	462
Makwanpur	0	0	447	0	0	0	0	0	0	0	0	5	0	17	0	0	0	0	0	5	0	0	474
Mahottari	0	791	0	3	0	3	4	10	0	0	0	0	0	21	0	0	0	0	0	0	0	0	832
Rautahat	0	37	2	463	5	9	5	0	43 7	0	5	0	0	39	0	0	0	0	0	0	0	0	1,002
Dhanusha	0	984	0	0	0	0	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0	4	1,012
Parsa	0	5	6	100 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,016
Sarlahi	0	476	24	277	20	26	30	0	65	0	3	5	0	87	2	0	0	0	0	5	0	0	1,020
Total	20 6	229 3	194 1	215 0	25	38	49	18	50 2	2	8	1 0	9	25 4	2	5	5	5	3	10	2	13	7,550