

SECTION I

1.1 Introduction

The Department of Education (DOE) has published the Flash I 2008 with the main purpose of presenting different education statistics in order to facilitate the monitoring of the Education for All program (EFA) 2004-09. Its propose is also to furnish the broad national as well as ecological and district level current educational status and their brief analysis in terms of access, efficiency, quality and equity indicators of the EFA. As this is the final year of EFA 2004-09, this publication is also presented to identify the program impact of EFA on the school education system in the country. The data and analysis presented in this report serves the baseline for the implementation of School Sector Reform (SSR) Program.

The publication is mainly concentrated on providing educational information of the school activities;

- Number of schools by types of school (community and institutional),
- Student participation by gender, Dalit, Janajati and disability
- Number of teachers and their training status
- GER and NER by gender and level of education
- Student-teacher ratios,
- Student-school and teacher-school ratios,
- Delivery of free textbooks to schools within two weeks of the beginning of the school year and
- Number of schools with transitional language support at primary level.

In addition, this report has also highlighted the information relating to enrolment in;

- ECD/PPCs,
- Higher secondary education, and
- Religious schools (Madarsa, Gumba/Vihar, and Ashram/Gurukul).

The information presented in this report includes, unless stated otherwise, information from all schools running in the country: all types – community, (aided and unaided), institutional (private), and religious – and all levels – ECD/PPC, primary, lower secondary, secondary and higher secondary.

1.2 Process of preparing the report

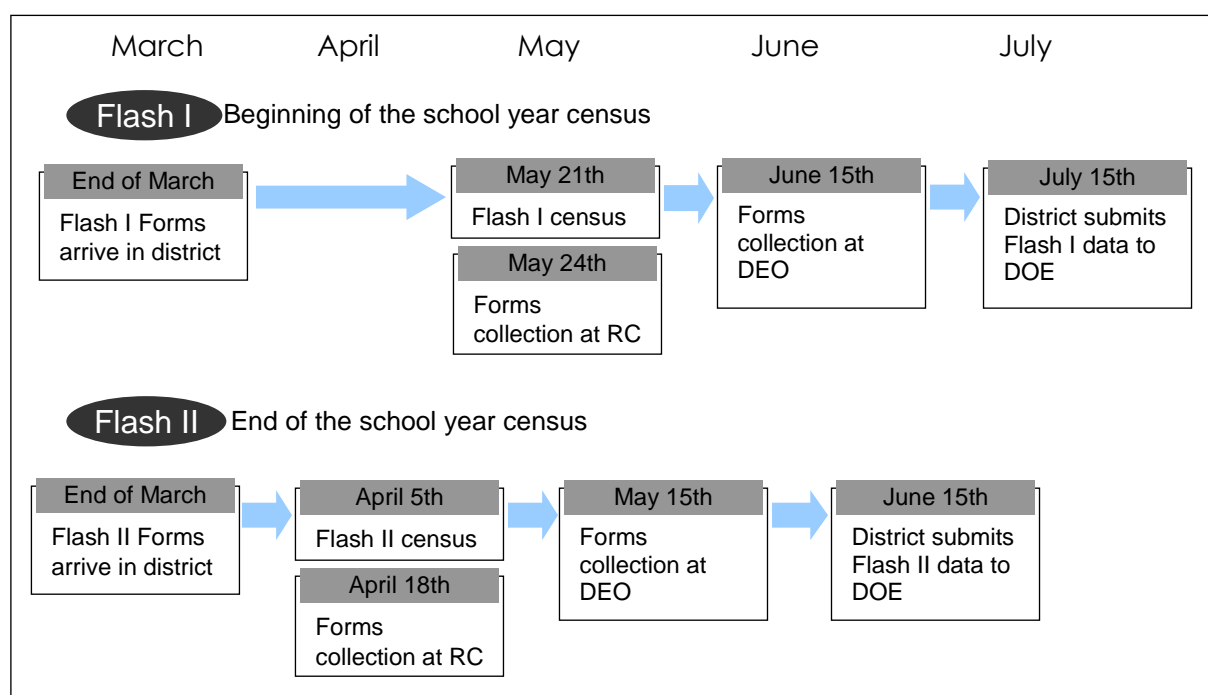
- All the activities relating to this report was co-ordinated by the EMIS Core Team headed by the Director of Planning and Monitoring Division at the DOE,
- Flash I questionnaires were updated through wide consultation with central, regional, district and sub-district level personnel,
- Feedback and 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, 2008 for the printing and distribution to schools,

- Guidelines about how to complete the Flash I questionnaires were provided to DEOs to improve the quality and accuracy of data,
- The computer software developed on the PHP (Pretext Hypertext Pre-processor) platform with the back-end support by a MySQL database was used to process the Flash data. The software enabled data entry, processing and standard output generation. There was also the provision of generating additional outputs on the basis of user requirements. Small revision was made in the last year's software in order to adjust the changes made in Flash questionnaires of this year.
- More than 70 districts were able to install the Flash Software by themselves in their own office. They entered the data into the Flash database and delivered it to DOE by email and FTP. Due to the lack of adequate physical facilities (i.e. electricity) and technical problems, 5 districts' data were entered in to neighbouring districts by the respective DEO staffs.
- Data entry into the computer began with verifying and updating school codes given to all schools by the DEOs.

1.3 Methodology

- This report is prepared based on the information gathered during the Flash I School Census covering all levels and types of schools – pre-primary to higher secondary (aided, unaided community and private or institutional schools) running in the country on the reference date of Jestha 7, 2065 (21 May, 2008).
- Information and analysis are presented mainly on the basis of ecological regions. However, district level information is also annexed for further reference.
- For the purpose of calculating enrolment rates, medium variant population projection data were obtained from the publication named Population Projection for Nepal 2001-2021, jointly published by the Central Bureau of Statistics (CBS) and Ministry of Population and Environment (MOPE) in the year 2003. This publication provides population projection data by district only on the basis of five years age and five years time interval. Hence, Sprague multiplier coefficients were used to interpolate the district level single-age population from a given five-year age group population data. After obtaining district level single age group population, compound growth rates of the respective district and age group were applied to estimate the district level population for single year (i.e. for the year 2008).
- The specified age groups for ECD/PPC, 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, level wise, a school offering grades 1-12 is counted into four levels – as primary, lower secondary, secondary and as higher secondary level school. Similarly, unit wise, this school is counted as one school offering grades 1-12.
- The Flash process was implemented as per the following prescribed timeline and schedules.

Figure1: Time line for Flash Data collection



1.4 Data reliability

In the Flash system, the responsibilities for each agency/level are well defined in order to ensure the data quality. At the school level, Head Teachers (HTs) are responsible for filling Flash I questionnaire and getting approval from School Management Committee (SMC) Chairpersons and School Supervisor/Resource Person on time. SMC Chairpersons and School Supervisors/Resource Persons are responsible for assessing and approving the completed Flash I questionnaires before submitting to the DEOs.

Several measures were taken to cross check the accuracy and consistency 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.

Department of Education has provided constant technical support to the district personnel through visits as well as through telephone and email. This has also helped an assurance to the data quality. Likewise, training and on-the-job orientation to the people who are involved in data activity have also contributed to enhance the data quality.

1.5 Lessons learnt

- As its previous versions, The Flash report I, 2008-09 has contributed in the documentation of progresses achieved in education sector during the school academic year 2007-08. The districts were able to demonstrate steady progress in timely reporting and also in verifying and validating the data by themselves. This capability enhancement was made possible with the installation of user-friendly and technically sound data base management software developed by the Department of Education.

- Nevertheless, 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.
- As a preliminary initiative for the establishment of two way data flow system the DOE has developed a comprehensive school profile and distributed to each school by DEO. Based on this experience an efficient provision of a two-way data flow and management system should be inbuilt in the Flash system.

1.6 Key findings

- Out of total 31,156 schools 30,924 are primary (99.3%), 10,636 (34.1%) are lower secondary, 6,516 (20.9%) are secondary and 1,556 (5.0%) are higher secondary level.
- Out of total 31,156 schools, 615 (2.0%) are religious schools (Madarsa, Gumba/Vihar and Ashram/Gurukul).
- On average, the school student ratios are 1:155 at primary, 1:138 at lower secondary and 1:110 at secondary levels.
- The total number of community based and school based ECD/PPCs is 20,023. In addition to this 3,636 pre-primary classes are running in the institutional schools.
- The proportion of students in grade 1 with ECD/PPC experience is 36.2%.
- The total number of students at primary level is 4,782,313; this number is increased by 8.2% from the previous school year. Of total primary enrolment, 89.7% are in community schools and 10.3% are in institutional schools.
- The total enrolment at lower secondary level is 1,466,862. Of this, 706,494 (48.2%) are girls and the total enrolment at secondary level is 715,378. Of this, 337,571 (47.2%) are girls.
- Out of total number of students at lower secondary level 86.1% are in community schools and 13.9% are in institutional schools.
- Out of total number of students at secondary level 84.3% are in community schools and 15.7% are in institutional schools.
- The total number of student at all levels of education; primary, lower secondary and secondary is 6,964,553. Of this 3,409,444 (49.0%) are girls.
- Of total enrolment at all levels, 68.7% are at primary, 21.1% are at lower secondary and 10.3% are at secondary level.
- The share of Dalit and Janajati enrolment at primary level is 20.2% and 40.3%.
- The proportion of girls at primary level is 49.5% with the Gender Parity Index 0.98.
- Out of total students at primary, lower secondary and secondary levels, 1.1%, 0.5% are 0.6% students are disabled.
- GIR and NIR in grade 1 is 147.7% and 83.1%. Compared to the last school year the GIR is almost 1.7 per cent point higher in the current school year.
- The GER and NER at primary level is 142.8 and 91.9. Both the GER and NER at primary level are higher than in the previous school year.

- The promotion and repetition rates in grade are 59.6% and 28.3%. However, from grade 2 to 5 the promotion rates are much better compared to grade 1.
- The survival rate to grade Five is 73.4% of this 72.6% for boys and 74.1% for girls.
- The GER at lower secondary and secondary levels are 80.1% and 59.5%.
- The NER at lower secondary and secondary levels are 57.3% and 36.4%.
- Total number of teacher at all three levels of school is 207,567.
- Among total 207,567 teachers, 143,574 (69.2%), are at primary 37,068 (17.9%) are at lower secondary, and 26,925 (13.0%) are at secondary level.
- The proportion of female teachers by level in all types of schools is: 38.6% at primary level, 24.7% at lower secondary level, and 15.9% at secondary level.
- The over all percentage of female teacher is 27.8% (42,052) in all levels of community schools. Of this, there are 33.2% female teachers are at primary level, 16.8% female teachers are at lower secondary level and 10.4% female teachers are at secondary level respectively.
- The proportion of Dalit teachers at primary, lower secondary and secondary levels are: 3.2%, 2.6% and 2.3% respectively.
- The proportion of Janajati teachers at primary, lower secondary and secondary levels are 22.9%, 10.9%, and 7.2% respectively.
- The percentage of fully trained teachers in all types of schools are 67.1% at primary level, 54.0% at lower secondary level and 71.3% at secondary level respectively.
- The percentage of fully trained teachers in all community schools are 71.3% at primary level, 54.8% at lower secondary level and 79.4% at secondary level respectively. At all levels more female teachers are trained than the male teachers.
- The student teacher ratios in all types of schools are: 1:33 at primary, 1:40 at lower secondary and 1:27 at secondary levels.
- The student teacher ratios (based on the reported number of teachers) in community schools are: 1:40 at primary, 1:49 at lower secondary and 1:36 at secondary level.
- The student teacher ratios (based on the approved positions of the teachers) in community schools are: 1:44 at primary, 1:58 at lower secondary and 1:39 at secondary level.
- At primary level the Maithali, Tharu, Bhojpuri, Doteli, Tamang, and Awadhi languages are widely used in primary grades.
- The total number of schools using local languages is 17,341, which is more than in the last school year 2007-08.

SECTION II

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 itself (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 different levels of school education are: 3-4 years for ECD/PPC, 5-9 years for primary, 10-12 years for lower secondary, 13-14 years for secondary and 15-16 years for higher secondary education program.

In Nepal very few schools are run with higher levels only. That is, most of the lower secondary, secondary and higher secondary schools are running with lower levels as well. Very few schools are offering only the grades 6-8 or lower secondary level and offering only the grades 9-10 or secondary level. Similarly, at the higher secondary level some schools are running only with grades 11-12.

Broadly, the schools are categorized into four types: community aided (schools which are fully supported by the government for teachers salary and other funds), community managed (schools which are fully supported by the government for teachers salary and other funds but their management responsibility is taken by the community), community unaided (schools which are either getting partial support or no support from 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/Vihar, Ashram/Gurukul, etc.

2.2 Number of schools

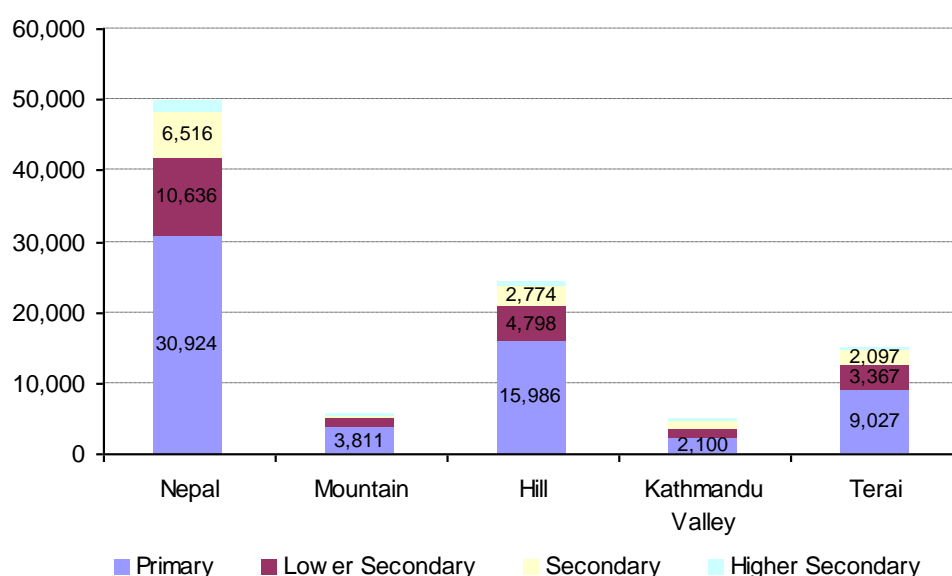
Table 2.1
Distribution of schools by eco-belts, unit and level

Eco-belts	Total School (Units)	Primary (Grades 1-5)	Lower secondary (Grades 6-8)	Secondary (Grades 9-10)	Higher secondary (Grades 11-12)
Mountain	3,839	3,811	1,030	541	120
Hill	16,084	15,986	4,798	2,774	640
Kathmandu Valley	2,121	2,100	1,441	1,104	298
Terai	9,112	9,027	3,367	2,097	498
Nepal	31,156	30,924	10,636	6,516	1,556

The Table 2.1 above and the figures 2.1 and 2.2 below present the total number of schools functioning throughout the country in the school year 2008-09. The total number of schools is 31,156. Of the total schools, 30,924 are primary, 10,636 are lower secondary, 6,516 are secondary and 1,556 are higher secondary level schools. This makes that as level count 99.3% of total schools have primary grades, 34.1% have lower secondary grades, 20.9% have secondary grades and 5.0% have higher secondary grades. The distribution of schools by

eco-belts shows that there are 3,839 schools in Mountain, 16,084 in Hill, 2,121 in Kathmandu Valley and 9,112 in Terai respectively (See Annex: D). Among the total schools, the highest number of schools are concentrated in Hill whereas the lowest is in Kathmandu Valley.

Figure 2.1
Distribution of schools (in number) by eco-belts, unit and level (1)



The Figure 2.2 below gives the distribution pattern of school levels by eco-belts.

Figure 2.2
Distribution of schools (in percentage) by eco-belts, unit and level (2)

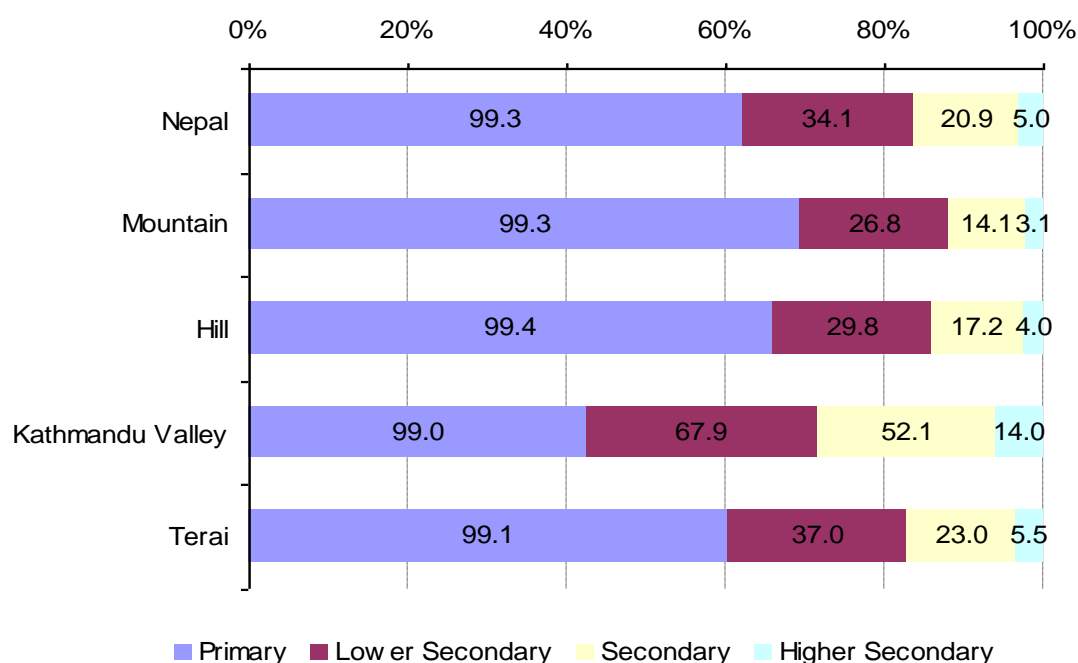


Table 2.2 below explains the distribution of schools running by grade from in the school year 2008-09. Currently, none of the schools are running with the grades 9-11 and 9-12 in

secondary level. In total 31,156 schools are running through out the country, of this 20,345 schools are primary, 4,109 schools are lower secondary and 6,702 (including 1556 higher secondary grades) are secondary schools (See Annex: II).

Table 2.2
Distribution of schools by unit (running by grades)

Grade	Number of schools	Grade	Number of schools
1	803	1-12	1040
1-2	833	6-7	1
1-3	4264	6-8	3
1-4	1540	6-9	2
1-5	12905	6-10	89
1-6	646	6-11	7
1-7	1055	6-12	90
1-8	2404	9-10	3
1-9	470	9-11	0
1-10	4582	9-12	0
1-11	238	11-12	181
Total			31156

The table 2.3 below explains the distribution of reported levels of schools excluding religious schools by types and levels in the schools census 2008-09. At primary level out of total 29,835 reported schools 19,733 are community aided, 2,712 community managed, 3,387 unaided and 4,003 are institutional schools. Similarly, at lower secondary level out of total 10,373 reported schools 4,427 are community aided, 585 community managed, 2,838 community unaided and 2,523 are institutional schools. Moreover, there are 2,707 community aided, 260 community managed, 1,426 community unaided and 1,976 are institutional schools at secondary level. Similarly, altogether 1,191 higher secondary levels were reported in the school year 2008-09 (See Annex: III).

Table 2.3
Distribution of schools by level (except religious schools)

Levels of School	Community			Institutional	Total
	Aided	Managed	Unaided		
Primary	19,733	2,712	3,387	4,003	29,835
Lower Secondary	4,427	585	2,838	2,523	10,373
Secondary	2,707	260	1,426	1,976	6,369
Higher Secondary	284	0	682	225	1,191

The table 2.4 below shows the number of religious schools by types and level. From the beginning of the school year 2006-07, the DOE has initiated to capture the information regarding the religious schools. A total of 615 religious schools are reported in the School Census 2008-09. Of them, 615 are primary, 38 are lower secondary, 12 are secondary and 2 are higher secondary levels. Mostly, the Madarsas schools are found in the Terai belt, the

Gumbas are in Hill and Mountain belts and the Ashram are found in Hill and Terai belts (See Annex: III).

Table 2.4
Distribution of religious schools by level

Religious Schools	Primary	Lower Secondary	Secondary	Higher secondary
Madarsa	526	22	5	2
Gumba/Vihar	68	3	1	0
Ashram/Gurukul	21	13	6	0
Total	615	38	12	2

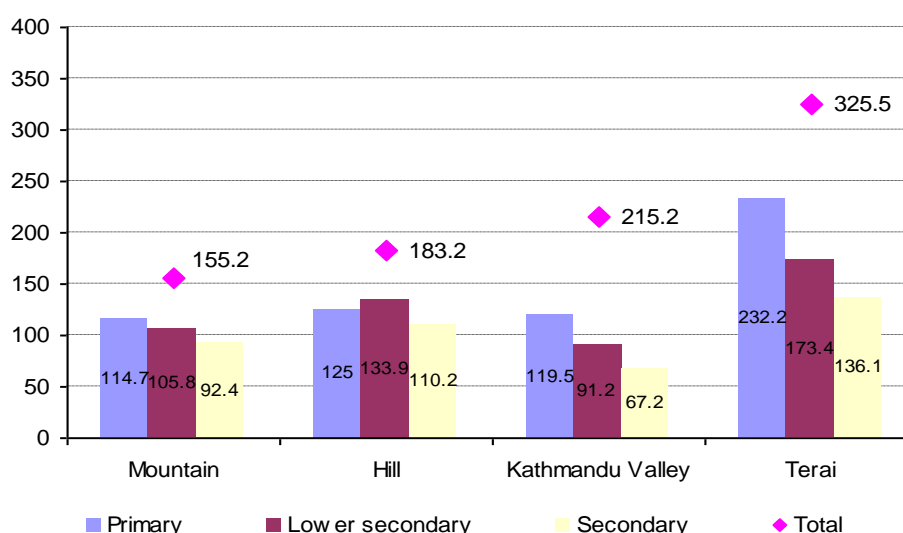
The Table 2.5 and figure 2.3 below show the school student ratio (STR) by levels and eco-belts in the school year 2008-09. The national average of primary level School Student Ratio is 154.6. That is, on an average, a primary level is serving 155 children. Similarly, the ratios at lower secondary and secondary levels are 1:138 and 1:110 respectively (See Annex: IV). The highest School Student Ratio is found in the Terai belt, which is higher than the national averages, and this is true in case of all levels. The lowest School Student Ratio is found in Mountain in case of primary level and in Kathmandu Valley in case of lower secondary and secondary levels. This shows that schools in the Terai are overcrowded and hence needs an adequate planning strategy so that all potential students could get adequate classroom and space. (See Annex: IV).

The district level analysis of School Student Ratio at primary level depicts that most of the Mountain and some Hill districts (including Bhaktapur in Kathmandu Valley) have the lowest School Student ratios, 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.

Table 2.5
School Student Ratios by eco-belt and level

Eco-belts	Total	Primary	Lower secondary	Secondary
Mountain	155.2	114.7	105.8	92.4
Hill	183.2	125.0	133.9	110.2
Kathmandu Valley	215.2	119.5	91.2	67.2
Terai	325.5	232.2	173.4	136.1
Total	223.5	154.6	137.9	109.8

Figure 2.3
School Student Ratios by eco-belts and levels



SECTION III

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

The EFA goal regarding the ECD is based on the Dakar Framework for Action for EFA - 2015. In Nepal, the ECD/PPCs is considered instrumental for the social, emotional, intellectual and physical development of children. It is also designed to accelerate the internal efficiency of basic and primary education. One of the main strategies taken to achieve the EFA goal is to consolidate and increase the number of ECD centers to ensure access for the most vulnerable and marginalized children. Various forms of ECD program include school-based ECD centers, community-based ECD centers, and privately run pre-primary classes and schools (named variously as Nursery, Kindergarten, Montessori, etc). All these are institutionalized under the single umbrella of ECD.

Out of total 23,659 ECDs/PPCs in the country, 20,023 (85%) ECDs are running as a community based ECDs and community schools based ECD/PPCs and thus the rest 15% ECD/PPCs are under the institutional management (See Annex: I). This shows that the involvement of the private (institutional) sector is quite low in providing ECD/PPCs services to the children. Compare with the 3-4 years population the current number of ECD/PPCs show low coverage of this level of education in the country. Hence, a considerable expansion and strengthening of ECD/PPCs in the country is the need of the time.

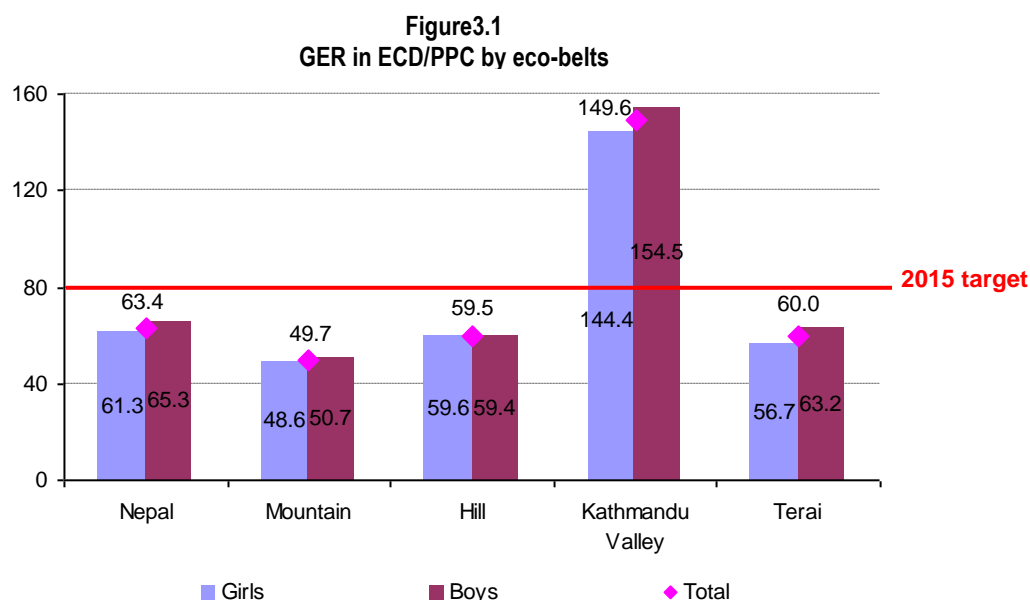
Table 3.1
The number of ECD/PPCs Centres

Eco-belts	Community	Institutional	Total
Mountain	1,824	88	1,912
Hill	8,835	1003	9,838
Kathmandu Valley	558	1069	1,627
Terai	8,806	1476	10,282
Total	20,023	3636	23,659

The country has set a target to cover the 80 percent ECD/PPCs age group children by the year 2015 and the Education for All (EFA) 2004-09 program has a target of 51% enrolment rate in ECD/PPCs by the year 2009.

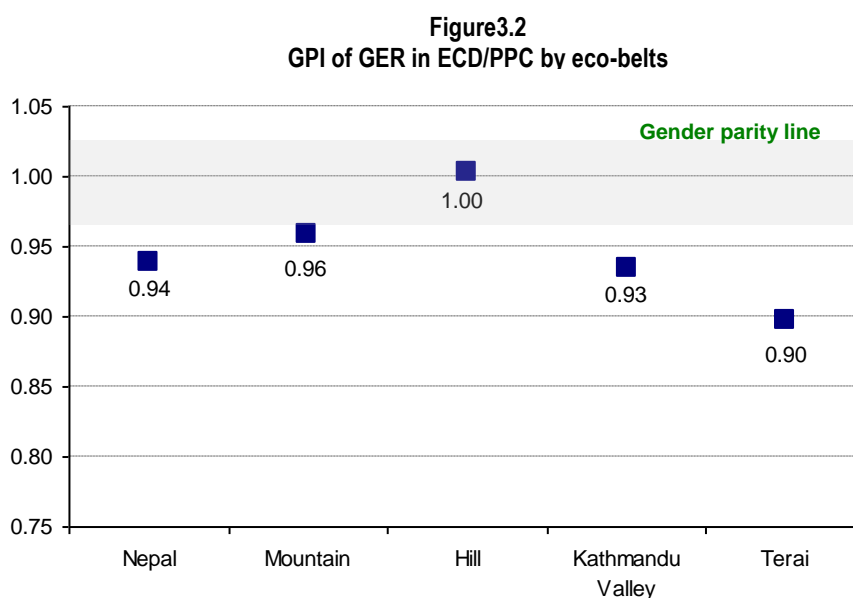
Table 3.2
3-4 years' population, total enrolment and enrolment rate in ECD/PPC by eco-belts

Eco-belts	3-4 Years Population			Number of children in ECD/PPC			Enrollment Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Mountain	49,535	51,358	100,893	24,085	26,042	50,127	48.6	50.7	49.7
Hills	244,791	263,352	508,143	145,858	156,354	302,212	59.6	59.4	59.5
Kathmandu Valley	32,390	34,722	67,112	46,777	53,629	100,406	144.4	154.5	149.6
Tarai	349,867	364,197	714,064	198,273	230,229	428,502	56.7	63.2	60.0
Total	676,583	713,629	1,390,212	414,993	466,254	881,247	61.3	65.3	63.4



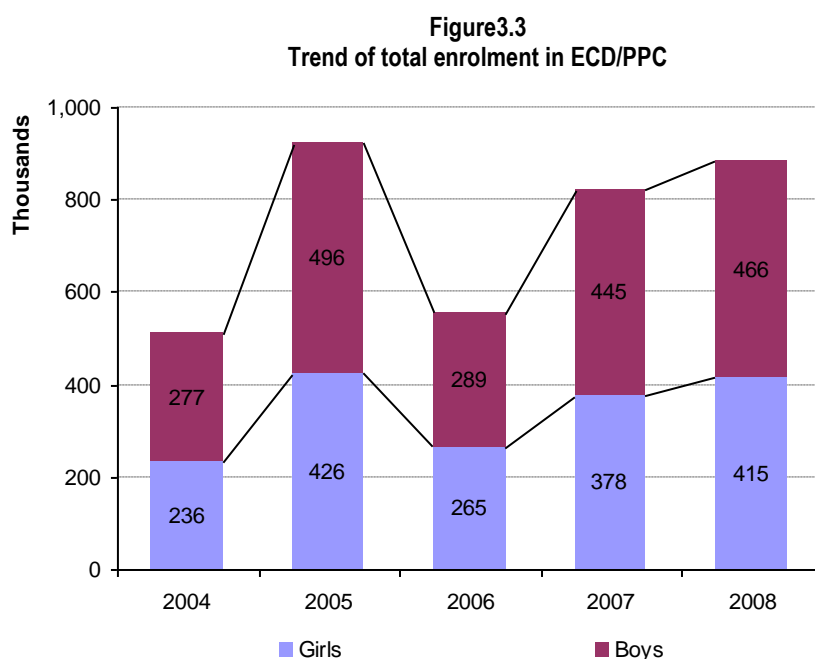
The table 3.2 and figure 3.1 above show the GER in ECD/PPCs by eco-belts and sex. It indicates that on average the country has achieved 63.4% enrolment rate (GER) in ECD/PPCs, which is higher than the set target for 2009. Despite this success, it is also true that more than one-third of the total 3-4 age group children in the country do not have access to the ECD/PPC facilities. A slight gender variation in ECD/PPCs enrolment rate (61.3% for girls and 65.3% for boys) against girls was also observed showing that the discrimination begins very early in the education system. The Mountain region shows lowest enrolment rate (49.7%) followed by Hill and Terai (See Annex: V). The highest enrolment rate is in the Kathmandu Valley (149.6%). Thus, except the Kathmandu Valley with a very high enrolment rate for ECD/PPCs, all other regions have below the national average rates. Such high enrolment rate in the Kathmandu Valley is due to heavy concentration of institutional (private) Pre-primary classes in the Valley.

The figure 3.2 shows gender parity in GER for ECD/PPCs by eco-belts. Gender Parity Index (GPI) for GER in ECD/PPCs is 0.94 for the national level which indicates difference of the value slightly in favour of boys. The Tarai belt has the lowest GPI of 0.90 whereas Hill shows the highest GPI of 1.00. That is gender discrimination is comparatively higher in the Terai region illustrating where the gender awareness program must be focused.



The figure 3.3 below shows the trends of children enrolled in ECD/PPCs in the year 2004 to 2008. The total enrolment 513 thousand in 2004 reached to 881 thousands in 2008. This is an increase of 72% in the five years. In other words, this is an increase of 18.% per annum. The average annual growth rate was slightly lower in case of girls (19.1%) compared to that of boys (19.4%).

The Figure also shows that there was a sudden jump of enrolment in ECD/PPCs in 2005 which declined immediately in the next year 2006. If we exclude 2005, the growth trend becomes more consistent.



3.2 Social composition of children enrolled in ECD/PPCs

The table 3.3 shows out of the total enrolment in ECD/PPCs 15.9% are Dalit and 38.6% are Janajati. The percentage girl in Dalit enrolment is higher than in the total and Janajati enrolment. The data, thus, shows higher gender gap is absorbed in total enrolment (See Annex: V).

Table 3.3
Number of children in ECD/PPC by social groups

Students	Number of children in ECD/PPC			Percentage share in total children	
	Total	Dalit	Juniata	Dali	Janajati
Girls	414,993	69,036	162,380	16.6	39.1
Boys	466,254	71,393	177,366	15.3	38.0
Total	881,247	140,429	339,746	15.9	38.6

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

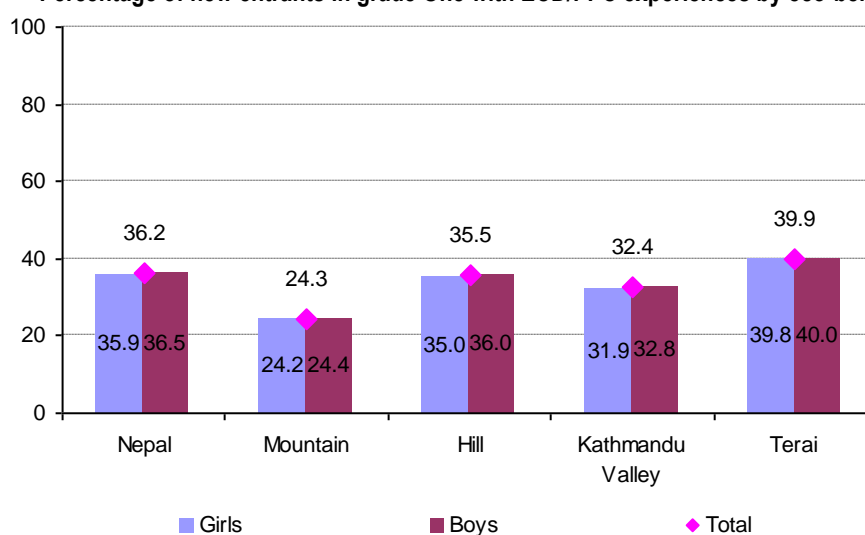
The following table 3.4 and figure 3.4 reveal that out of the total enrolment in grade one, those who experiences ECD/PPCs in the previous school year and enrolled as a new intake in current school year is accounted 36.2%, which is higher than the previous school year

(33.1%). It illustrating the limited coverage of ECD/PPCs facilities in the Mountain belt shows the lowest proportion of students with ECD/PPC experiences in grade One (24.3%) among all ecological belts. On the other hand, Terai shows the highest proportion of such children in the grade one (39.9%) (See Annex: VI). Kathmandu Valley however has only 32.4% of such students in the grade one which is below the national average.

Table 3.4
Number and Percentage of new entrants in grade One with ECD/PPC experiences by eco-belts

Eco-belts	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
Mountain	51,353	51,213	102,566	12,402	12,503	24,905	24.2	24.4	24.3
Hill	205,818	207,160	412,978	71,913	74,296	146,209	34.9	35.9	35.4
Kathmandu Valley	25,706	26,585	52,291	8,208	8,711	16,919	31.9	32.8	32.4
Terai	233,400	242,703	476,103	92,847	97,078	189,925	39.8	40.0	39.9
Total	516,277	527,661	1,043,938	185,370	192,588	377,958	35.9	36.5	36.2

Figure 3.4
Percentage of new entrants in grade One with ECD/PPC experiences by eco-belts



The district level analysis shows that out of 75 districts, 32 districts have more than the national average of the percentage of student in grade 1 with ECD/PPC experiences, of this 19 districts (Panchthar, Lamjung, Achham, Dang, Sunsari, Lalitpur, Ilam, Dhankuta, Myagdi, Chitwan, Kaski, Manang, Mustang, Dhading, Kanchanpur, Kailali, Syangja, Bardiya, Dadeldhura) have the percentage of new students in grade 1 with ECD/PPCs experience more than 45% whereas rest of the districts have the proportion of such students less than the national average.

SECTION IV

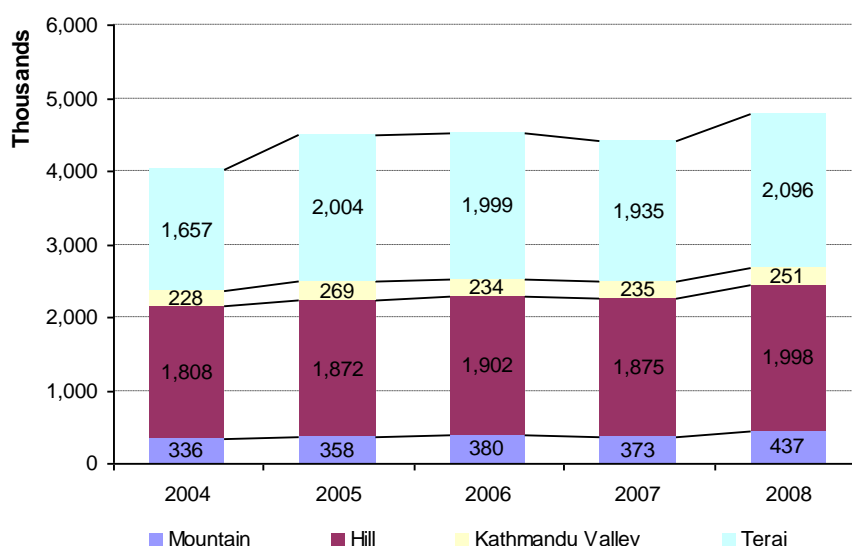
4.1 Enrolment at primary level

The table 4.1 and figure 4.1 below show the trends on enrolment at the primary level since 2004- 2008. The total enrolment 4.03 million in 2004 reached 4.78 million in 2008. This is 18.7% higher compared to the total enrolment in 2004, the first year of EFA 2004-09. The average annual growth rate during this period was 5.3%. The geographical eco-belt trend analyses of average annual growth rates show that the increasing on enrolment at the primary level has been the highest in Mountain and in Terai belts and the lowest is in Kathmandu Valley. Similarly, the trend of increasing on enrolment in Hill is remain same as in the past trends of 2003.

Table 4.1
Trend of total number of enrolment at primary level

Eco-belts	2004	2005	2006	2007	2008	Average annual growth rate 2004-08
Mountain	336,491	358,032	379,892	373,494	437,025	8.2
Hill	1,808,105	1,871,671	1,902,248	1,875,265	1,997,932	3.0
Kathmandu Valley	228,125	269,014	234,112	234,868	250,909	2.9
Terai	1,657,324	2,003,980	1,998,808	1,935,087	2,096,447	7.3
Total	4,030,045	4,502,697	4,515,059	4,418,713	4,782,313	5.3

Figure 4.1
Trend of total number of enrolment at primary level



The table 4.2 and the figures 4.2 and 4.3 below show that 43.8% of total enrolment in primary level is concentrated in Terai, 41.8% are in Hill. Similarly, the Kathmandu Valley comprises 5.2% whereas 9.1% are in Mountain belt. Of total students at primary level, nearly half (49.5%) are girls illustrating that the country has achieved gender parity in case of primary school enrolment. This is more or less true in case of ecological belts also. However, the Hill shows the highest share of girls in primary level enrolment, whereas Terai

shows the lowest share of girls (48.7%). This indicates that still there are low participations of girls in primary level enrolment in Terai and Kathmandu Valley belts (See Annex: VII).

Table 4.2
Total number of enrolment at primary level by eco-belts in 2008-09

Eco-belts	Girls	Boys	Total	% in total	% of girls' enrolment
Mountain	216,690	220,335	437,025	9.1	49.6
Hill	1,004,770	993,162	1,997,932	41.8	50.3
Kathmandu Valley	122,601	128,308	250,909	5.2	48.9
Terai	1,021,318	1,075,129	2,096,447	43.8	48.7
Total	2,365,379	2,416,934	4,782,313	100	49.5

Figure 4.2
Total number of enrolment at primary level by eco- belts

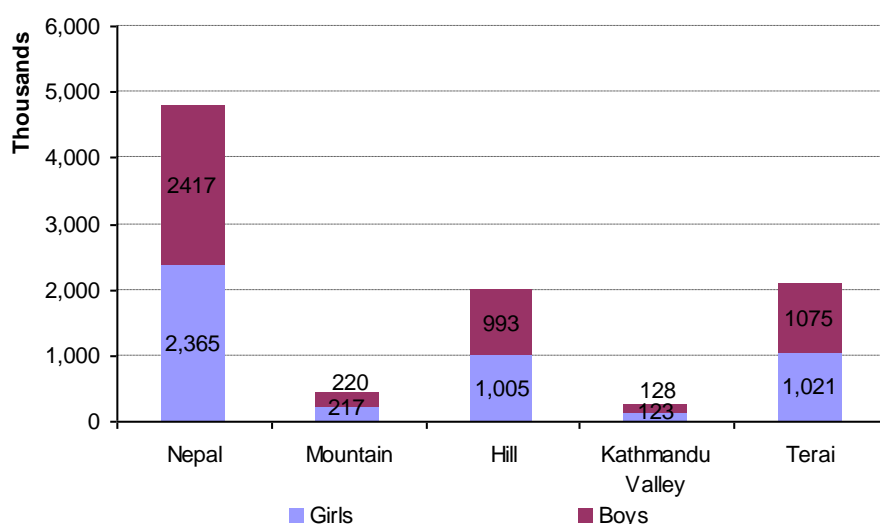
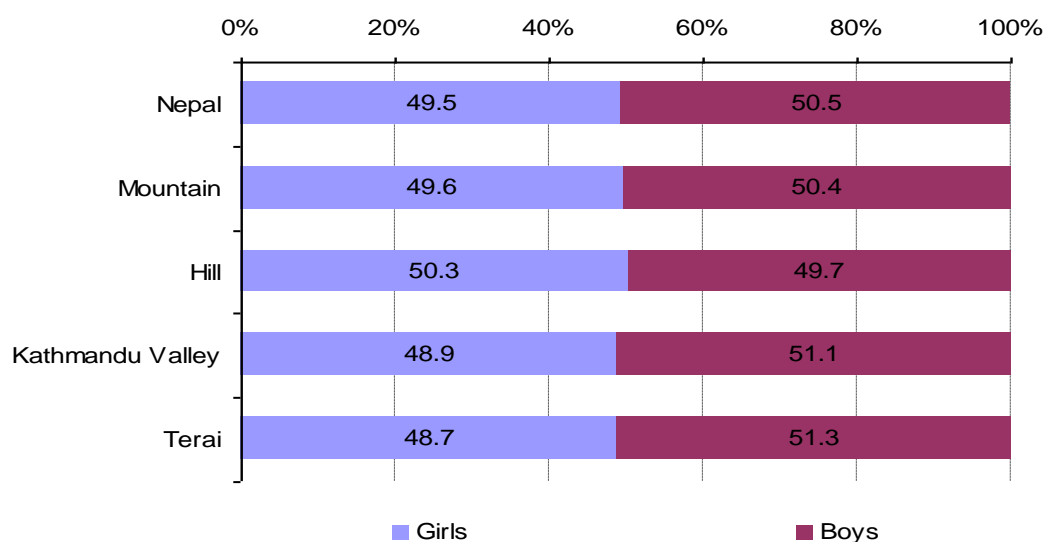


Figure 4.3
Percentage of enrolment by sex at primary level by eco- belts



The table 4.3 and the figures 4.4 and 4.5 show that almost 90% of total primary level students are in community schools and the rest 10% are in institutional schools. Unlike the situation of

gender parity at the national level, proportion of girls is still low in institutional schools (43.1%) whereas in community schools the girls proportion is 50.2%. This illustrates the existing discriminations against girls in accessing those schools (See Annex: VII, VIII & IX).

Table 4.3
Share of enrolment at primary level by type of schools

Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	2,152,556	2,135,961	4,288,517	89.7	50.2
Institutional	212,823	280,973	493,796	10.3	43.1
Total	2,365,379	2,416,934	4,782,313	100	49.5

Figure 4.4
Number of enrolment at primary level by types of schools (1)

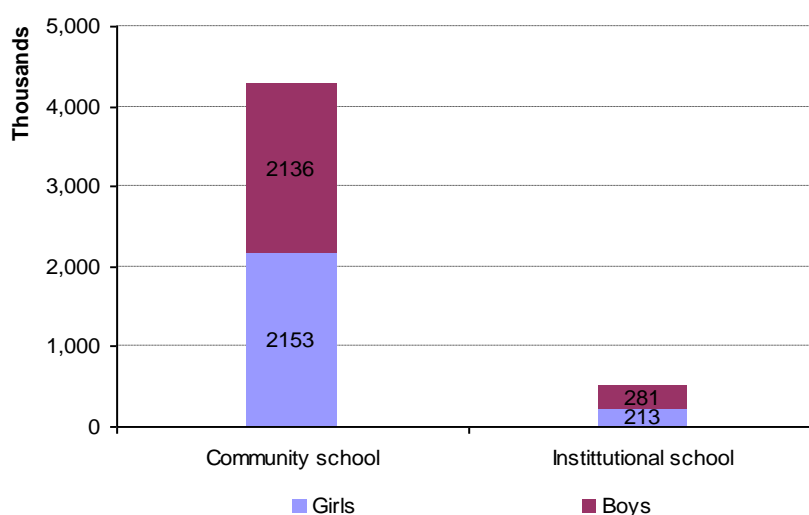
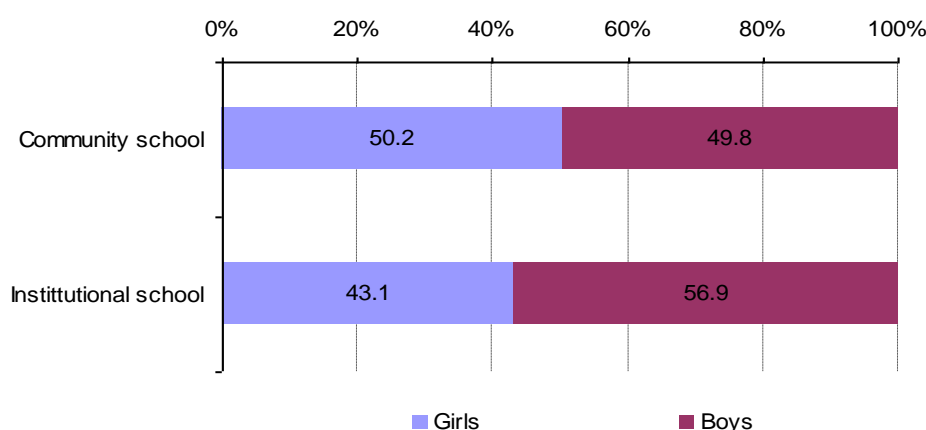


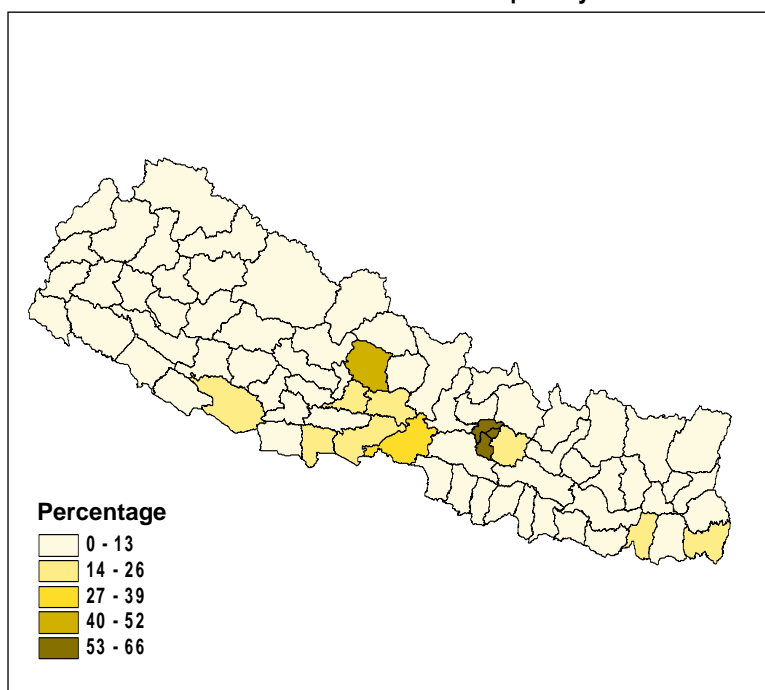
Figure 4.5
Share of enrolment at primary level by types of schools (2)



As noted just above, only 10% of total primary enrolment is in institutional schools. The Map 4.1 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, six districts – Dolpa, Humla, Jajarkot, Khotang, Salyan, and Saptari – have not reported primary level student of institutional schools (See Annexes VIII). The highest share of enrolment in institutional schools is observed in Kathmandu Valley districts (65.5%). All three districts of Kathmandu Valley –

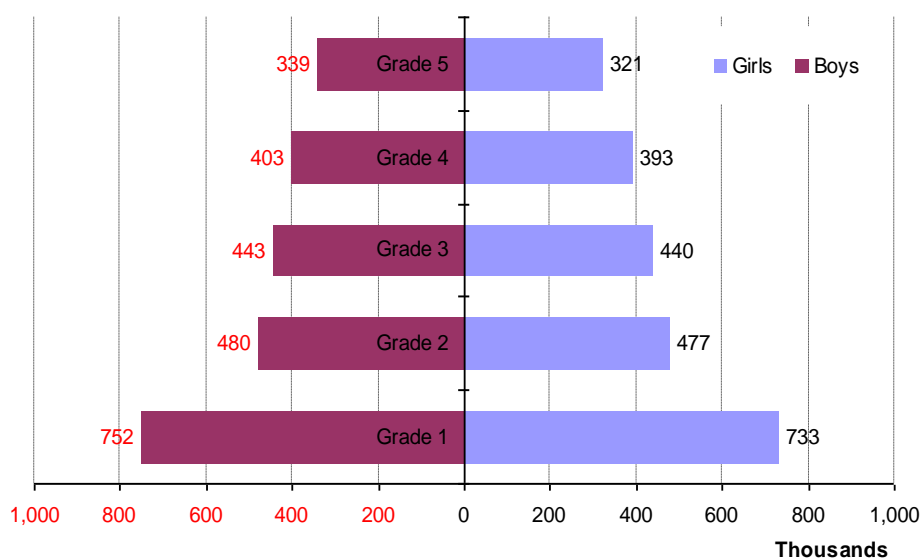
Bhaktapur, Lalitpur and Kathmandu – have more than 50% of their primary enrolment in institutional schools. The data illustrate strong attraction towards private schooling of people who live in the Valley. The data may also be representing a reality that majority of those who come to Kathmandu for the purpose of studying are also attracted towards private schools. Another reality illustrated by the data is more heavy concentration of private schools are in few selected urbanized districts like Kathmandu, Bhaktapur, Lalitpur, Kaski, Chitaur, etc.

Map 4.1
Students in institutional schools at primary level



The figure 4.6 shows that out of total enrolment in primary level nearly one-third (31.1%) is concentrated in grade One and 20.0% are in grade Two. That is, more than half of the total students are in grades One and Two and remaining little less than half are in grades three to five (grade Three – 18.5%, grade Four – 16.6%, and grade Five – 13.8%). Looking from the gender perspective the composition of grade wise enrolment is fairly balanced but with slight lower proportion of girls in the classroom. Nevertheless, the data show that gender parity has been achieved in case of primary level grades (See Annex: VII).

Figure 4.6
Grade wise composition of enrolment at primary



4.2 Enrolment at primary level by social groups

The tables 4.4 and 4.5 as well as the figures 4.7 and 4.8 below show that the enrolment of Dalit and Janajati student at primary level. At the primary level the enrolment share of Dalit is 20.2% – an increase of just one per cent point compared to the last school years' figure. The analysis by eco-belt shows the share of Dalit students in total primary enrolment is found the highest in Terai and in Hill and the lowest in Kathmandu Valley. A GPI of 0.98 at the national level shows near-achieved gender parity among Dalits but Terai and Mountain show slightly discriminatory situation against girls (See Annex: X).

Table 4.4
Dalit enrolment at primary level

Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	35,604	37,327	72,931	16.7	0.95
Hill	209,360	205,211	414,571	20.8	1.02
Kathmandu Valley	7,541	7,395	14,936	6.0	1.02
Terai	224,729	238,979	463,708	22.1	0.94
Total	477,234	488,912	966,146	20.2	0.98

Figure 4.7
Dalit and Janajati enrolment at primary level (1)

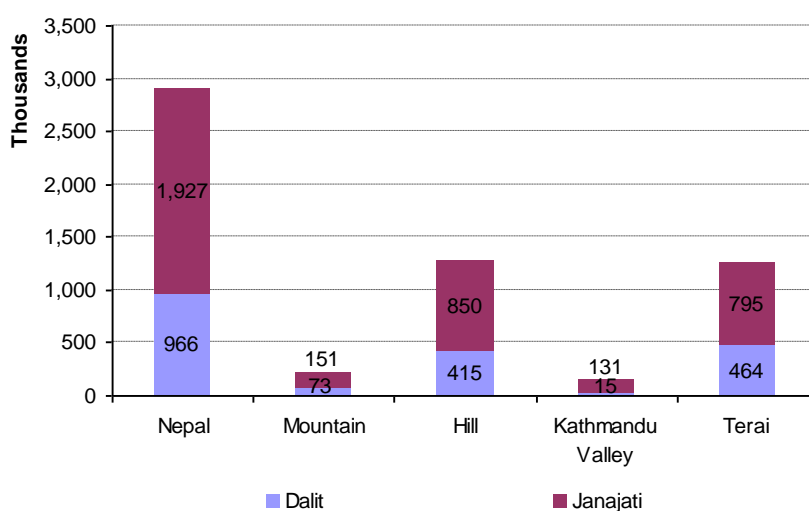
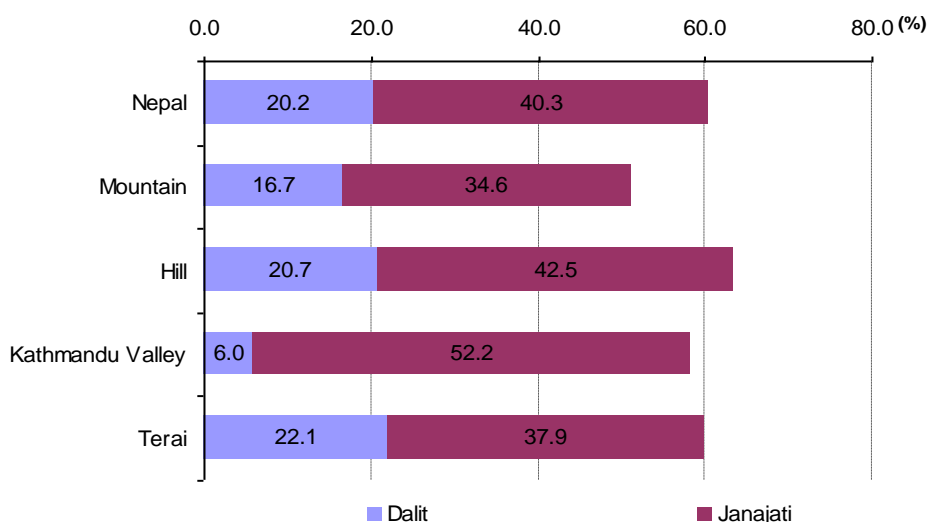


Figure 4.8
Percentage of Dalit and Janajati enrolment at primary level (2)



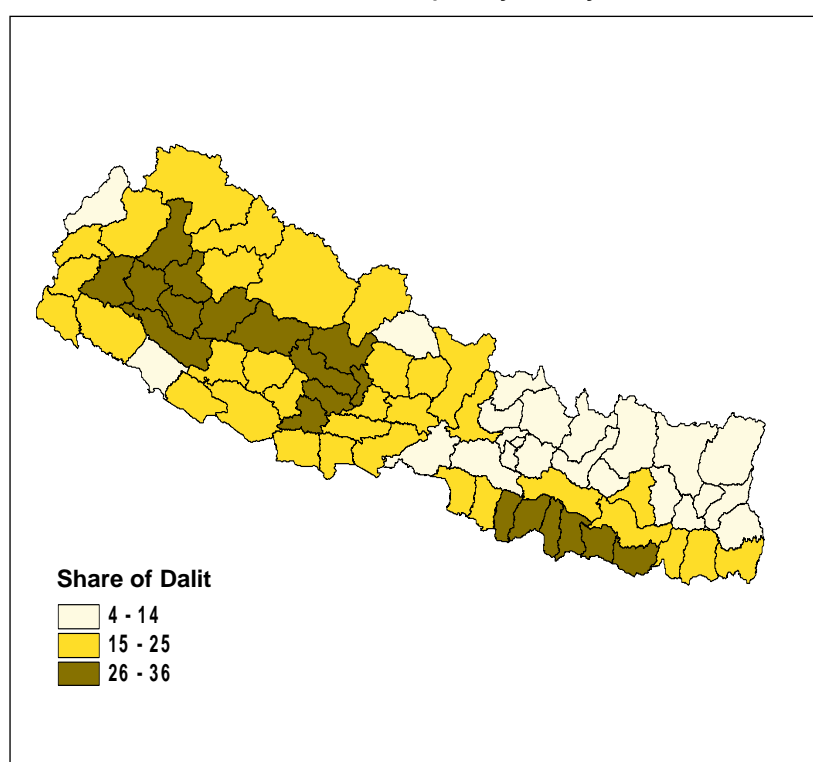
The table 4.5 shows that the share of Janajati students at the primary level is 40.3%. Compared to the last school year, though the number of student has increased, the share of Janajati student in total enrolment has remained almost same as in the last year (40.9%). Compared with the other eco-belts the highest share of Janajati students in total primary enrolment is found in Kathmandu Valley where more than half (52.2%) of total students comprise of Janajati students. The share in total primary enrolment is the lowest in Mountain. A GPI of 0.99 at the national level shows that the gender parity is almost achieved in case of Janajati enrolment. However, girls' percentage is found comparatively low in Terai and Kathmandu Valley (See Annex: XI).

Table 4.5
Janajati enrolment at primary level

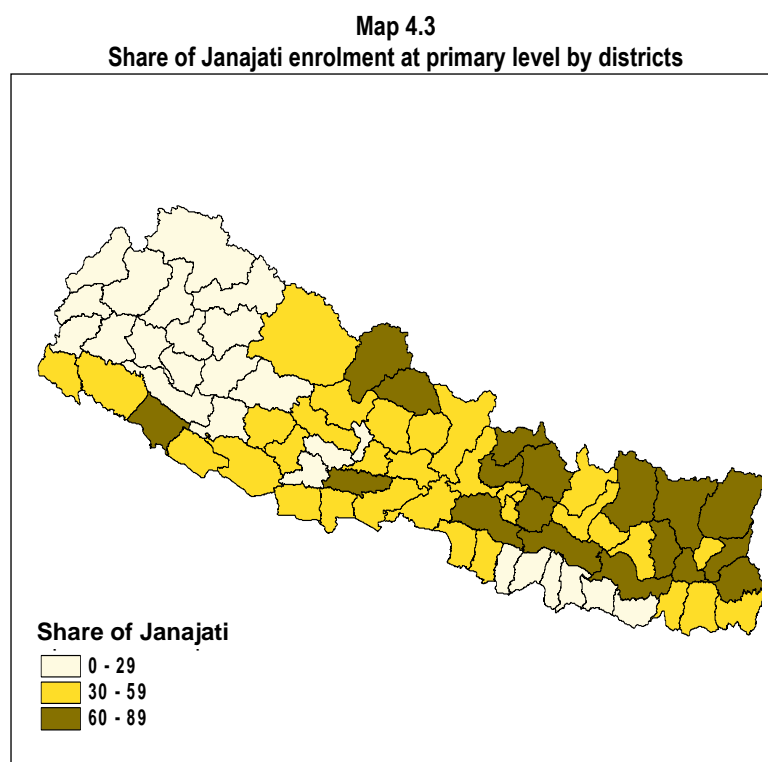
Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	75,910	75,158	151,068	34.6	1.01
Hill	425,622	424,314	849,936	42.5	1.00
Kathmandu Valley	64,736	66,136	130,872	52.2	0.98
Terai	393,738	401,464	795,202	37.9	0.98
Total	960,006	967,072	1,927,078	40.3	0.99

The Map 4.2 presents that there are wide variations in the proportion of Dalit students in districts. The districts level analysis shows out of total enrolment, 23 districts have 4%-14% of Dalit enrolment of these the districts; Rasuwa, Lalitpur, Bhaktapur, Makawanpur, Kathmandu, Ilam, Panchthar, Kabhrepalanchok, Sankhuwasabha, and Dhankuta are with less than 10% of Dalit enrolment, whereas the districts; Bajura, Dailekh, Parbat, Saptari, Baglung, Myagdi, Surkhet, Jajarkot and Achham have more than 30% of Dalit enrolment at primary level (See Annex: X).

Map 4.2
Share of Dalit enrolment at primary level by districts



The Map 4.3 shows Janajati share of enrolment at primary level by district in the school year 2008-09. There are 25 districts with less than 30% of Dalit enrolment, of this 11 districts (Bajhang, Kalikot, Baitadi, Bajura, Darchula, Jumla, Achham, Dadeldhura, Doti, Mugu and Jajarkot) with less than 10% of Janajati enrolment at primary level, whereas six districts namely, Ilam, Mustang, Panchthar, Makawanpur, Rasuwa and Manang have more than 70% Janajati enrolment at primary level (See Annex: XI).



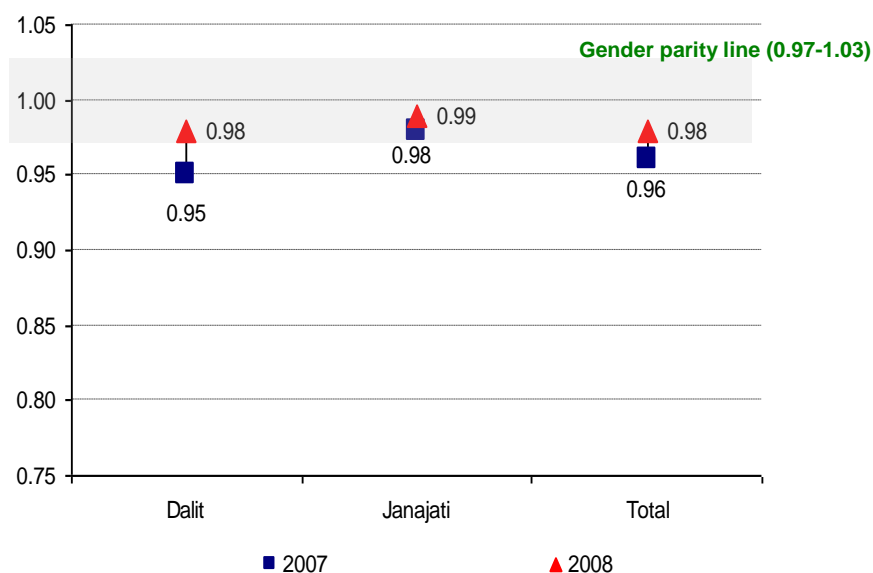
4.3 Percentage of girls and boys and gender parity indexes in enrolment at primary level by social groups

The table 4.6 and figure 4.9 below show the percentage of students by sex and the Gender Parity Index (GPI) in enrolment at primary level by social categories. It illustrates that, in the school year 2008-09 there is a little influence of caste/ethnicity in girls' enrolment. Dalit and Janajati girls' enrolment share is 49.4% and 49.8% respectively. The Table also shows gender parity at primary level has already been achieved while looked in terms of social groups as well. The data has revealed that 40 districts have the girls' enrolment proportion more than 50% in total enrolment at primary level (See Map 4.4). Majority of the districts in the Terai have a lower share (below 50%) of girls' enrolment (See Annex: VII, X & XI).

Table 4.6
Percentage of girls and GPI at primary level

Eco-belts	Total			Dali			Janajati		
	Girls	Boys	GPI	Girls	Boys	GPI	Girls	Boys	GPI
Mountain	49.6	50.4	0.98	48.8	51.2	0.95	50.2	49.8	1.01
Hill	50.3	49.7	1.01	50.5	49.5	1.02	50.1	49.9	1.00
Kathmandu Valley	48.9	51.1	0.96	50.5	49.5	1.02	49.5	50.5	0.98
Terai	48.7	51.3	0.95	48.5	51.5	0.94	49.5	50.5	0.98
Total	49.5	50.5	0.98	49.4	50.6	0.98	49.8	50.2	0.99

Figure 4.9
GPI of enrolment at primary level



The following Map 4.4 presents the district level analysis of the girls' enrolment in total enrolment at primary level. There are 23 districts with the percentage of girls' enrolment below the national average (i.e. 49.5%).

Map 4.4
Share of girls enrolment at primary level by districts



4.4 Enrolment at primary level by disabilities of students

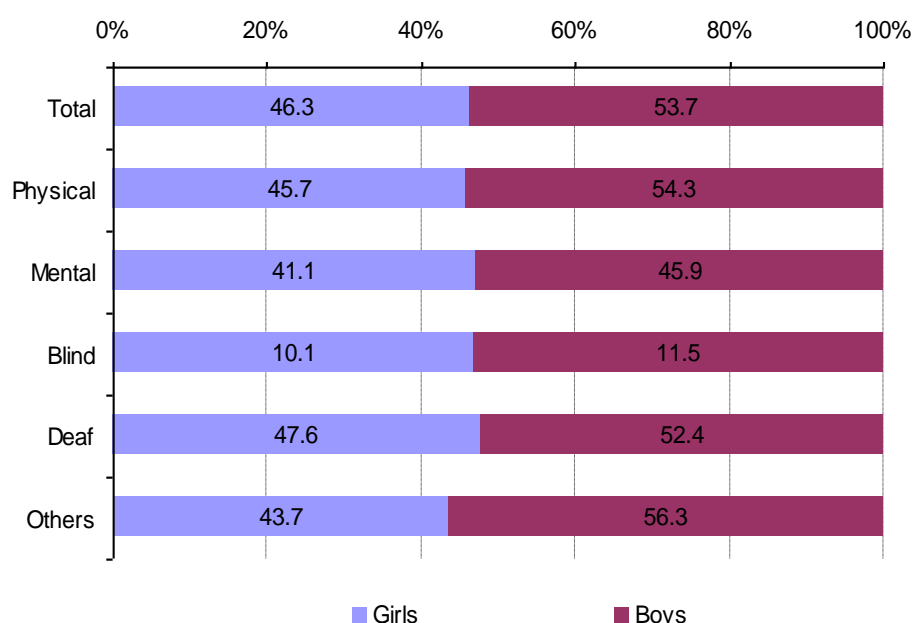
The table 4.7 and figure 4.10 below show the status of enrolment by types of disabilities at primary level. Out of total enrolment at primary level there are 1.1% of students have some form of disabilities at the national level. Out of total students with some form of disabilities

the highest percent of students are with physical (34.6%) disabilities and the lowest one is Deaf and Blind (3.4%). Similarly, student with mentally retarded are 30.1%, Deaf 16.4%, Dumb 8.1% and students in the Blind category are found 7.5% (See Annex: XII).

Table 4.7
Total number of disable students at primary level by types of disability

Types of disabilities	Girls	Boys	Total	% in total disabled enrollment
Physical	8,306	9,857	18,163	34.6
Mental	7,456	8,328	15,784	30.1
Blind	1,839	2,091	3,930	7.5
Deaf	4,084	4,503	8,587	16.4
Deaf and Blind	802	960	1,762	3.4
Dumb	1,822	2,423	4,245	8.1
Total Disabled	24,309	28,162	52,471	100.0
Percent of disabled in total enrollment	1	1.2	1.1	-

Figure 4.10
Percentage of student with types of disabilities in total number of disabled students at primary level



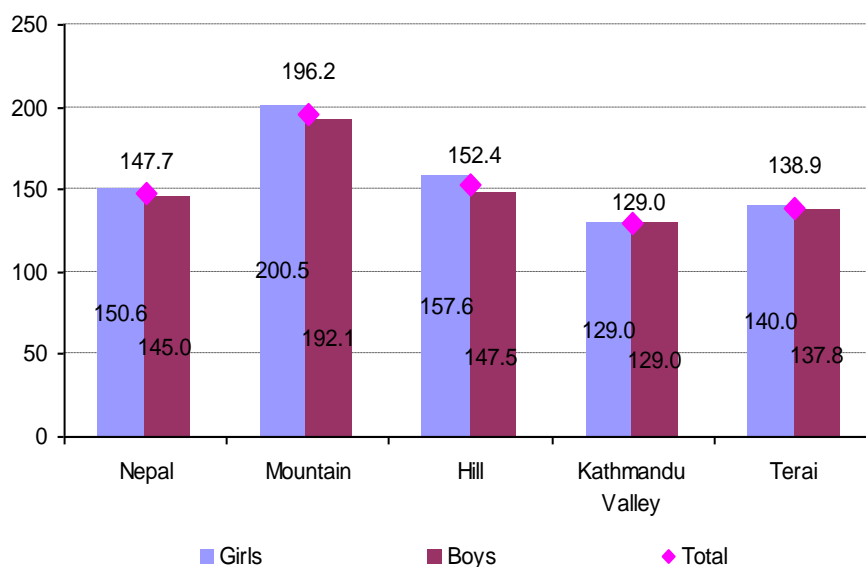
4.5 Gross and NET Intake Rates (GIR and NIR) in grade 1

The table 4.8 and the figures 4.11 and 4.12 show Gross Intake Rate (GIR) in grade one in the school year 2008-09 by eco-belt and sex. The over all GIR in grade one is 147.7, with 150.6 for girls and 145.0 for boys. Compared with the other eco-belts the Mountain belt show the highest GIR in grade one and is followed by Hill and Terai. Similarly, the Kathmandu Valley shows the lowest GIR (129%) in grade one. The district level analysis shows that 40 districts have GIR in grade one below the national average (147.7%) and 35 districts have more than 147.7% GIR in the school year 2008-09. Moreover, 9 districts have more than 200% GIR illustrating the extent of over and under aged children enrolled. Similarly, 11 districts (Manang, Saptari, Gorkha, Tanahu, Kanchanpur, Palpa, Syangja, Lalitpur, Ilam, Dang and Bardiya) have lower GIR (less than 120%) in grade one (See Annex: XIII).

Table 4.8
Gross Intake Rate (GIR) in Grade 1 in 2008-09

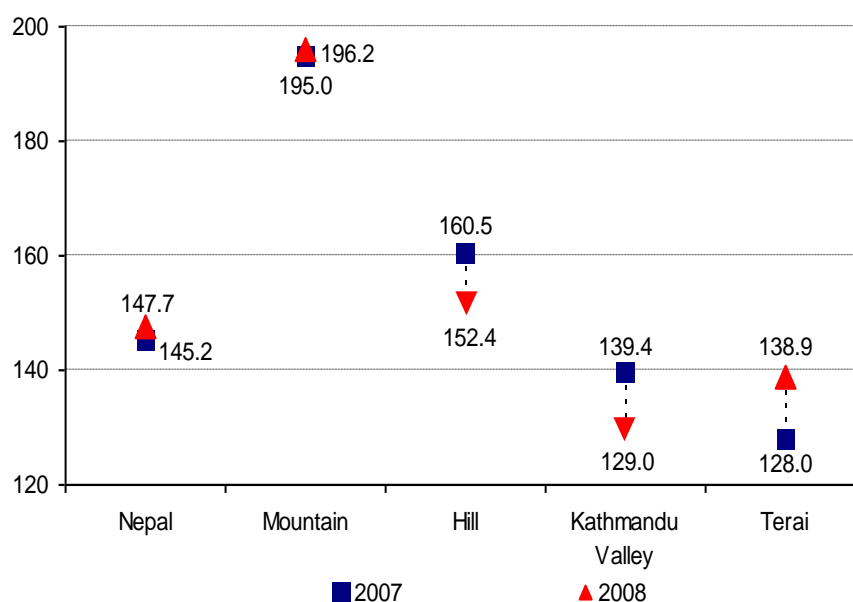
Eco-belts	Girls	Boys	Total
Mountain	200.5	192.1	196.2
Hill	157.6	147.5	152.4
Kathmandu Valley	129.0	129.0	129.0
Terai	140.0	137.8	138.9
Total	150.6	145.0	147.7

Figure 4.11
GIR in Grade 1 in 2008-09



The following figure 4.13 presents the comparison of GIR between 2007 and 2008. The figure depicts that compare to the last school year 2007-08 the GIR has increased by 2.5% points in the school year 2008-09. Similarly, the mountain and Terai belts show the increasing trends in GIR, where as the Hill and Kathmandu Valley have experienced of decreasing trends in GIR.

Figure 4.12
Comparison on GIR in 2007-08 and 2008-09 school years

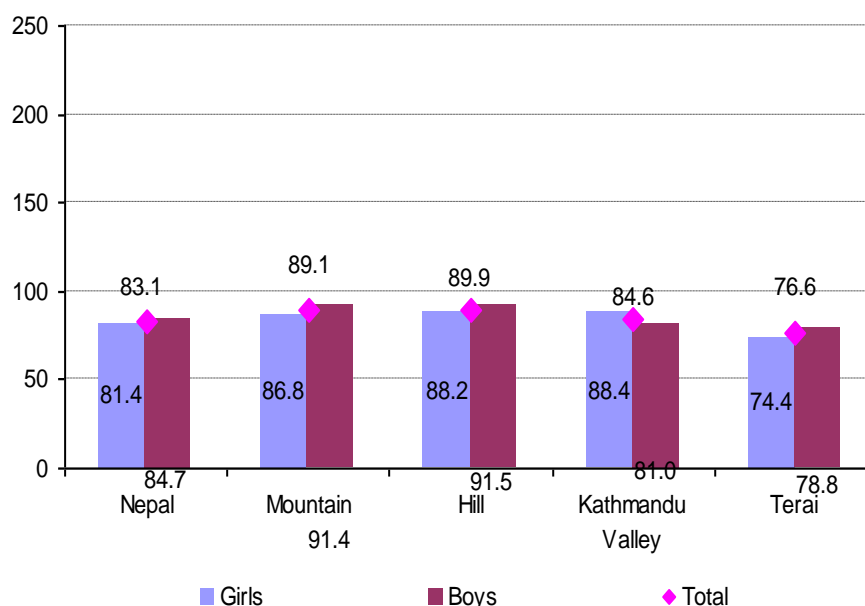


The table 4.9 and the figure 4.13 show NET Intake Rate (NIR) in grade one in the school year 2008-09 by eco-belt and sex. The over all NIR in grade one is 83.1, with 81.4 for girls and 84.7 for boys. Compared with the other eco-belts the Hilly belt show the highest NIR in grade one and is followed by Mountain and Kathmandu Valley. Similarly, the Terai belt shows the lowest NIR (76.6%) in grade one. The district level analysis shows that 24 districts have NIR in grade one below the national average (83.1%) and 51 districts have more than 83.1% NIR in the school year 2008-09. Moreover, 10 districts have more than 95% of NIR illustrating the extent of correct aged new enrolment in grade 1 in the school year 2008-09. Similarly, 2 districts (Manang and Saptari) have lower NIR (less than 60%) in grade one (See Annex: XIII).

Table 4.9
Net Intake Rate (NIR) in Grade 1 in 2008-09

Eco-belts	Girls	Boys	Total
Mountain	86.8	91.4	89.1
Hill	88.2	91.5	89.9
Kathmandu Valley	88.4	81.0	84.6
Terai	74.4	78.8	76.6
Total	81.4	84.7	83.1

Figure 4.13
Net Intake Rate (NIR) in Grade 1 in 2008-09



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

The table 4.10 and the figures 4.14 and 4.15 present the status of the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at primary level in the school year 2008-09 by eco-belt and sex. The over all GER at primary level is 142.8% with 145.6% for girls and 140.2% for boys, which are higher than the last school year for both sexes and total enrolment. These high rates show higher access in primary education. The overall NER is 91.9% suggesting almost 8.1% (266 hundred thousand) children are still out of formal primary schooling; of this the majorities are girls. The analysis by eco-belt shows Mountain belt have the highest

GER whereas the lowest GER is in Terai belt. Comparatively, the Kathmandu Valley have achieved the highest NER, whereas the Terai belt achieved the lowest NER at primary level in the school year 2008-09. Nevertheless, some of the districts in Terai have low NER at primary level (See Annex: XIII). Like in the percentage of enrolment by sex at primary level the GPI in GER and NER also show the participation of girls at primary level is almost equal to the boys' participation. It indicates that, in terms of GER and NER there is a very little gap in enrolment of girls and boys at primary level in the schools year 2008-09, which is more better than the last school year 2007-08 (See Annex XIII).

Table 4.10
Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at primary level

Eco-belts	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Mountain	183.7	179.6	181.6	93.3	95.2	94.3
Hill	168.0	155.1	161.3	95.5	96.1	95.8
Kathmandu Valley	144.6	146.0	145.3	97.6	96.8	97.2
Terai	123.9	123.1	123.5	85.4	90.5	88.1
Nepal	145.6	140.2	142.8	90.4	93.2	91.9

Figure 4.14
GER at primary level

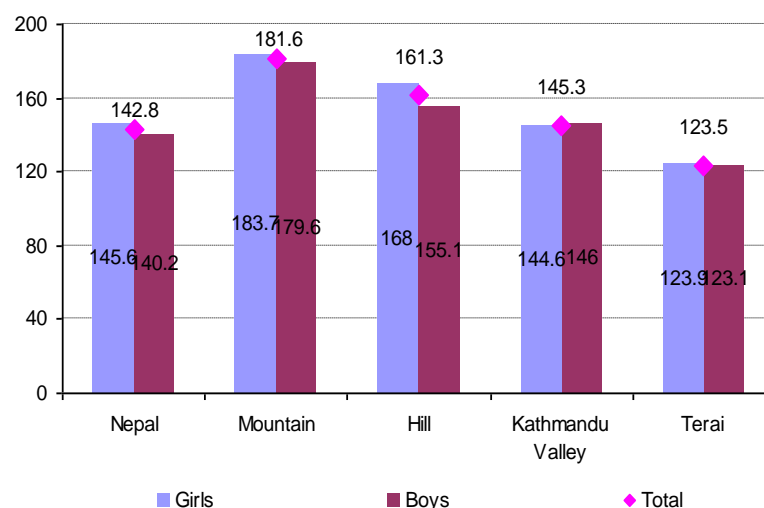
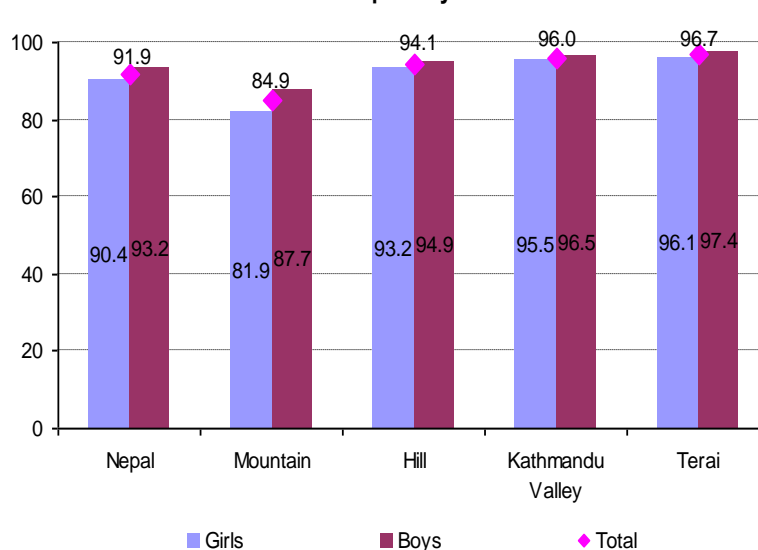


Figure 4.15
NER at primary level



The district level analysis of NER at primary level shows that 19 districts are with the NER below the national average (91.9%). Out of these 20 districts, 4 districts Manag, Mustang, Sarlahi and Saptari districts have a NER of less than 80%. It shows there is a very low participation of children at primary level in these four districts. There are 56 districts with the NER of more than the national average. This indicates that these districts have made significant progress in NER than in the last school year 2007-08 (See Annex: XIII).

4.7 Enrolment at lower secondary and secondary level

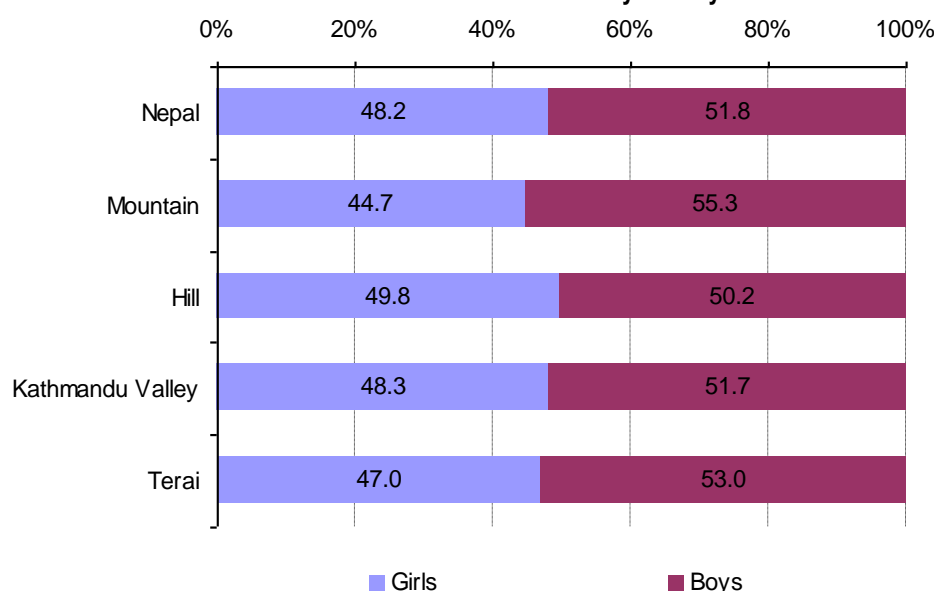
The table 4.11 and figure 4.16 show that the enrolment at lower secondary level in the school year 2008-09 by eco-belts. The total enrolment at lower secondary level is 1,466,862 which is 1.6% higher compared to the previous school year 2007-08. Out of total enrolment, 706,494 (48.2%) are girls. The proportion of girls also showed a slight increase in the previous school year 2007-08 figure (47.1%). Compared with the other eco-belts, the proportion of girls is the highest in Hill (49.8%) followed by Kathmandu Valley (48.3%) and Terai (47.0%). Mountain belt shows the lowest share (44.7%) of girls' enrolment at lower secondary level, which is just reverse to the share of girls' enrolment at primary level.

The distribution of enrolment by eco-belt shows the highest share of enrolment at lower secondary level is in the Hill (43.8%) followed by Terai with 39.8% in the total enrolment. The total share of these two eco-belts consist of about 84% in total enrolment at lower secondary level and the rest 16% are in Kathmandu Valley and Mountain belts (See Annex: XIV).

Table 4.11
Enrolment at lower secondary level by eco-belts

Eco-belts	Girls	Boys	Total	% of enrolment in total	% girls
Mountain	48,748	60,222	108,970	7.4	44.7
Hill	319,982	322,636	642,618	43.8	49.8
Kathmandu Valley	63,404	67,990	131,394	9.0	48.3
Tarai	274,360	309,520	583,880	39.8	47.0
Total	706,494	760,368	1,466,862	100.0	48.2

Figure 4.16
Enrolment at lower secondary level by eco-belts



The tables 4.12, 4.13 and the figure 4.17 present the total Dalit and Janajati enrolment and their percentage in total enrolment by eco-belts at lower secondary level in the school year 2008-09. In total 167,819 Dalit students (table 4.12) were enrolled at the lower secondary level. The share of Dalit enrolment in total enrolment is 11.4%. It shows that the share of Dalit enrolment in total enrolment is the highest in Hill and the lowest is in Kathmandu Valley. Compared with the other eco-belts the lowest GPI is found in Mountain belt, which illustrating low participation of girls in this eco-belt. Compared to the previous school year, the share of Dalit students at lower secondary level has slightly increased (See Annex: XV).

Similarly, the table 4.13 shows the Janajati students comprise 43.3% in total enrolment at the lower secondary level. The table also shows that the share of Janajati enrolment in total lower secondary enrolment is the highest (49.9%) in Kathmandu Valley and the lowest (36.2%) in Mountain belts. On average the total GPI in Janajati enrolment at the lower secondary level is 0.98. In 2008, Compared to the previous school year, the share of Janajati student in total enrolment has slightly increased at lower secondary level in the current school year (See Annexes: XVI).

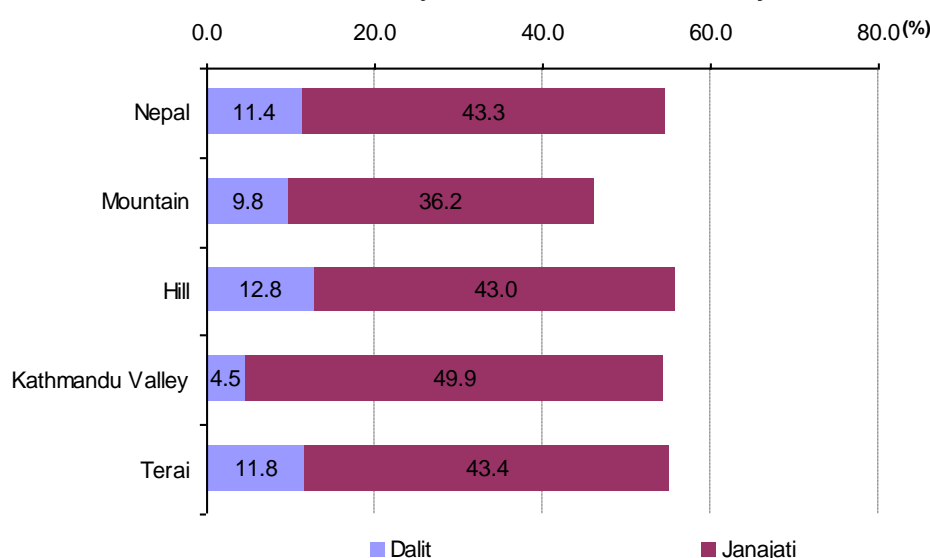
Table 4.12
Dalit enrolment at lower secondary level

Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	4,179	6,526	10,705	9.8	0.64
Hill	39,822	42,578	82,400	12.8	0.94
Kathmandu Valley	3,061	2,879	5,940	4.5	1.06
Terai	30,191	38,583	68,774	11.8	0.78
Total	77,253	90,566	167,819	11.4	0.85

Table 4.13
Janajati enrolment at lower secondary level

Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	19,320	20,154	39,474	36.2	0.96
Hill	139,404	136,891	276,295	43.0	1.02
Kathmandu Valley	32,339	33,230	65,569	49.9	0.97
Terai	123,851	129,671	253,522	43.4	0.96
Total	314,914	319,946	634,860	43.3	0.98

Figure 4.17
Dalit and Janajati enrolment at lower secondary level

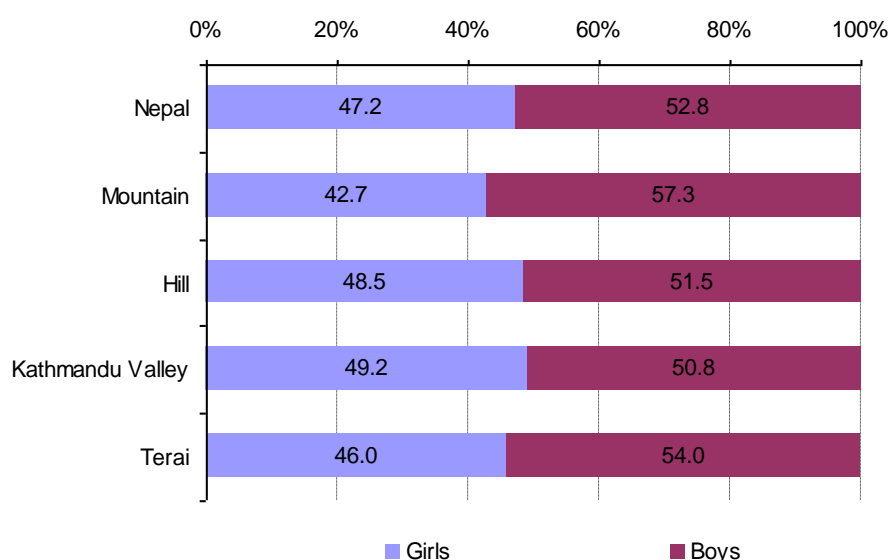


The table 4.14 and the figure 4.18 show that the total number of enrolment at secondary level by eco-belts and sex in the school year 2008-09. In total 715,378 with 337,571 girls and 377,807 boys students were enrolled at secondary level in the school year 2008-09. On an average the girls' percentage in total enrolment is 47.2%, of this there are variations on the percentage of girls by eco-belts. The highest percentage of girls' in secondary level enrolment is found in Kathmandu Valley, whereas the lowest percentage of girls' enrolment is in Mountain belt. Compare to the last school year 2007-08 the share of girls in total enrolment at secondary level has increased in all eco-belts in the school year 2008-09. Though, the share of girls' enrolment at secondary level has increased the trends of girls' enrolment by levels show that the higher the levels of education lower the share of girls' in total enrolment. The distribution of enrolment by eco-belts at secondary level shows more students are concentrated in Hill (42.7% in total enrolment) and Terai (39.9% in total enrolment) belts and quite low in the Mountain (7.0% in total enrolment) and Kathmandu Valley (10.4% in total enrolment) (See Annex: XIV).

Table 4.14
Enrolment at secondary level by eco-belts

Eco-belts	Girls	Boys	Total	% in total enrolment	% girls
Mountain	21,364	28,628	49,992	7.0	42.7
Hill	148,341	157,386	305,727	42.7	48.5
Kathmandu Valley	36,461	37,718	74,179	10.4	49.2
Terai	131,405	154,075	285,480	39.9	46.0
Total	337,571	377,807	715,378	100.0	47.2

Figure 4.18
Enrolment at secondary level by eco-belts



The districts level analysis shows that, there are 16 districts (Parbat, Jhapa, Dhading, Bhaktapur, Gulmi, Palpa, Makwanpur, Taplejung, Terhathum, Mustang, Syangja, Dhankuta, Nuwakot, Arghakhanchi, Ilam and Panchthar) with more than 50% of girls' enrolment, whereas the remaining 59 districts have less than 50% of girls' enrolment at secondary level. Two districts Mugu and Humla have less than 30% of girls' enrolment illustrating the extreme situation of inequity for girls in these districts.

The tables 4.15, 4.16 and the figure 4.19 show the share of Dalit and Janajati enrolment in total enrolment at secondary level in the school year 2008-09. On average the share of Dalit enrolment in total enrolment at the secondary level is 7.8% which is lower than the enrolment share at primary and lower secondary levels. However, compared to previous school year the share of Dalit enrolment in total secondary enrolment has increased by 1.4%. Compared to the other eco-belts, the highest share of Dalit enrolment is found in Hill and the lowest is in Kathmandu Valley. Out of 75 districts, 35 districts have less than national average of Dalit enrolment share in total enrolment at secondary level. The over all GPI in Dalit enrolment is 0.77, which illustrates a high gender disparity against girls at secondary education. The highest gender disparity is found in Mountain belt with 0.53. However, Kathmandu Valley presents a different scenario where GPI is in favor of girls (See Annex: XV).

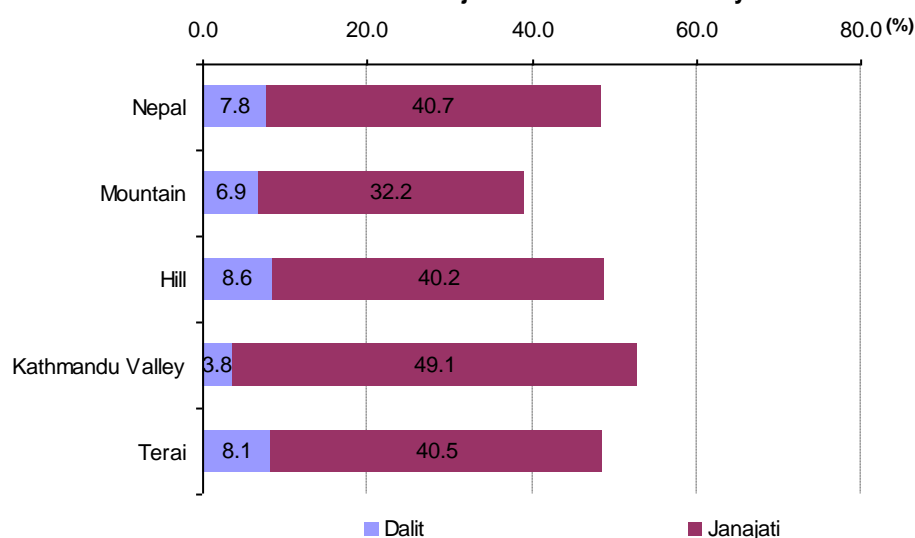
Table 4.15
Dalit enrolment at secondary level

Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	1,195	2,262	3,457	6.9	0.53
Hill	11,779	14,366	26,145	8.6	0.82
Kathmandu Valley	1,485	1,302	2,787	3.8	1.14
Terai	9,838	13,423	23,261	8.1	0.73
Total	24,297	31,353	55,650	7.8	0.77

Table 4.16
Janajati enrolment at secondary level

Eco-belts	Girls	Boys	Total	% of enrolment in total	GPI
Mountain	7,609	8,488	16,097	32.2	0.90
Hill	60,739	62,268	123,007	40.2	0.98
Kathmandu Valley	18,300	18,120	36,420	49.1	1.01
Terai	54,702	60,899	115,601	40.5	0.90
Total	141,350	149,775	291,125	40.7	0.94

Figure 4.19
Dalit and Janajati enrolment at secondary level



Likewise, the table 4.16 above presents the total 291,125 enrolment of Janajati children at secondary level, which has increased by 3.7% than the previous school year 2007-08. On

average the share of Janajati students at secondary level is 40.7%. The highest share of Janajati enrolment in total enrolment is in Kathmandu valley and the lowest is in Mountain belt respectively. The district level analysis shows that 37 districts have less than the national average of the Janajati enrolment share at the secondary level (See Annexes: XVI). On average the GPI of Janajati enrolment at the secondary level is 0.94, which is better than in the GPI for total and dalit enrolment at secondary level.

The tables 4.17 and 4.18 and the figures 4.20 and 4.21 below show the enrolment by types of schools, sex, and percentage of girls at lower secondary and secondary levels in the school year 2008-09. At lower secondary level in total 1,466,862 students were reported in Flash I 2008-09, of that 1,263,313 (86.1%) were in all types of community schools and 203,549 (13.9%) were in institutional schools. Similarly at secondary level in total 715,378 students were reported in Flash I 2008-09, of that 602,792 (84.3%) were in all types of community schools and 112,586 (15.7%) were in institutional schools. Compared to the last school year 2007-08 the share of enrolment in institutional schools are slightly increased in the current school year at both lower secondary and secondary levels. 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 (See Annexes: XIV, XVII & XVIII). 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.

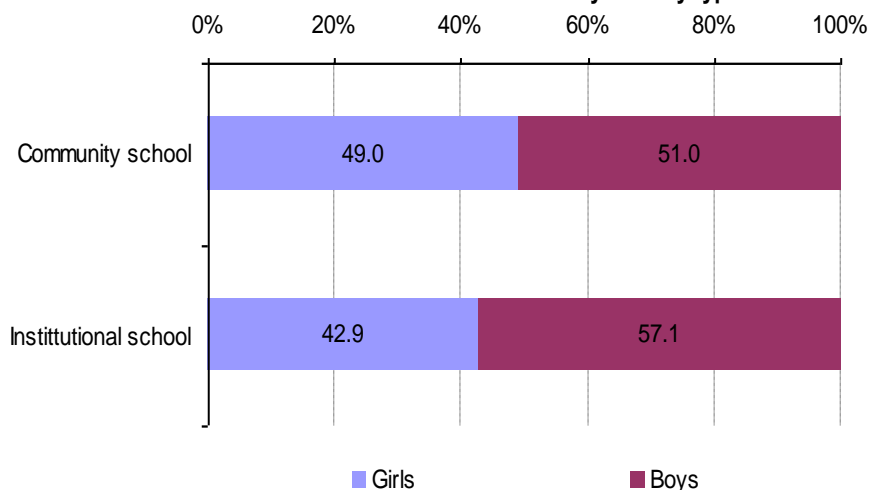
Table 4.17
Share of enrolment at lower secondary level by types of schools

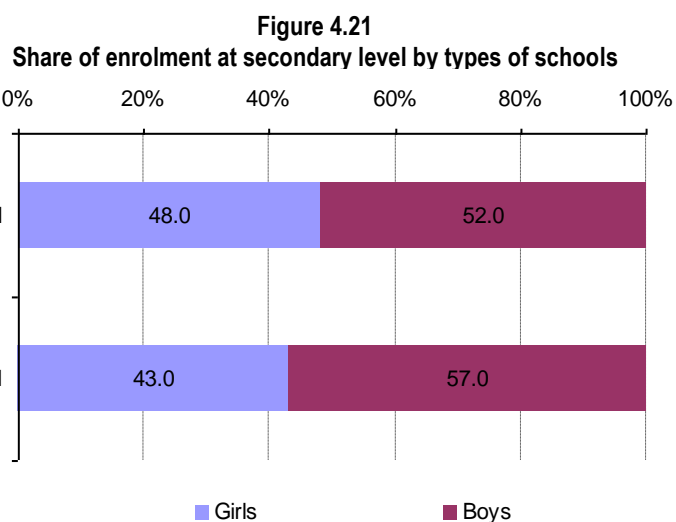
Types of schools	Girls	Boys	Total	% of enrolment in total	% of girls
All types of Community	619,249	644,064	1,263,313	86.1	49.0
Institutional	87,245	116,304	203,549	13.9	42.9
Total	706,494	760,368	1,466,862	100.0	48.2

Table 4.18
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	289,179	313,613	602,792	84.3	48.0
Institutional	48,392	64,194	112,586	15.7	43.0
Total	337,571	377,807	715,378	100.0	47.2

Figure 4.20
Share of enrolment at lower secondary level by types of schools

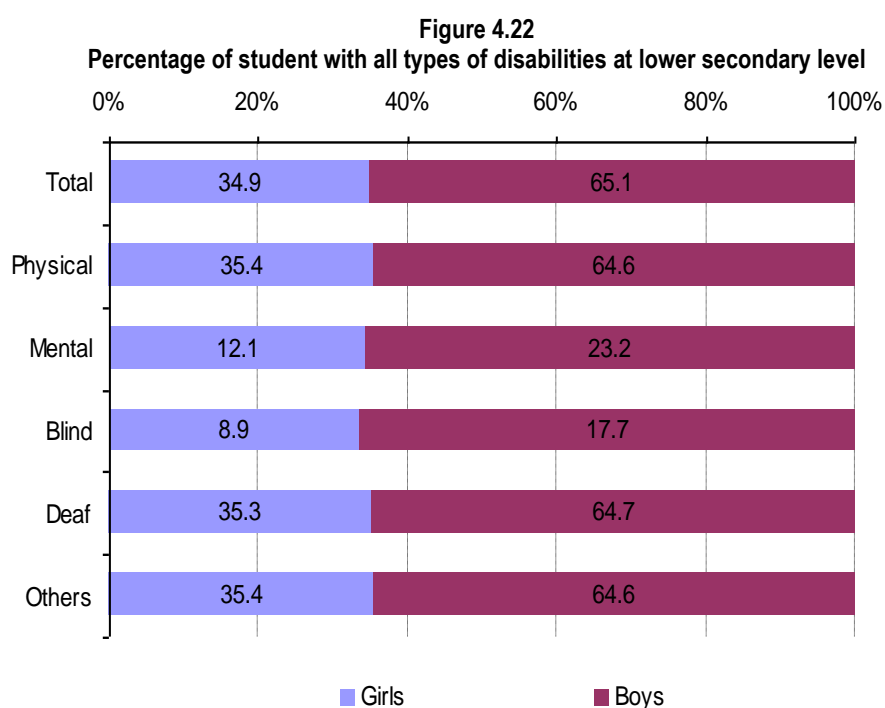


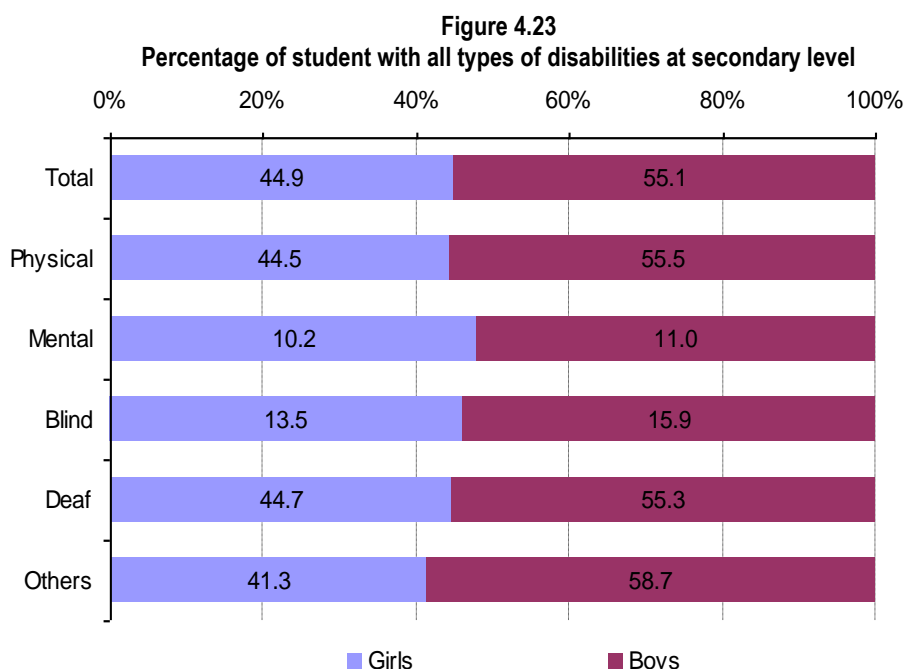


Further more, the district level analysis shows that, although the contribution of the private sector is vital in the educational development, mostly its services are concentrated in the urban and easy accessible areas of the country (See Annexes: XIV, XVII & XVIII).

Table 4.19
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 Disabled	Girls	Boys	Total	% in total Disabled
Physical	2,327	2,815	5,142	46.5	987	1,229	2,216	51.0
Mental	867	959	1,826	16.5	225	243	468	10.8
Blind	699	709	1,408	12.7	300	352	652	15.0
Deaf	697	833	1,530	13.8	262	324	586	13.5
Deaf and Blind	245	270	515	4.7	88	125	213	4.9
Dumb	277	355	632	5.7	86	122	208	4.8
Total Disabled	5,112	5,941	11,053	100.0	1,948	2,395	4,343	100.0
Percent of disabled in total enrolment	0.8	1.5	0.5	-	0.6	0.6	0.6	-





The Table 4.19 and figures 4.22 and 4.23 above show the status of disable students both at lower secondary and secondary levels in the school year 2008-09. The over all of disable students at lower secondary and secondary levels are 0.5% and 0.6% respectively. Out of total 11,053 disabled students at lower secondary level, 46.5% students are physical disability, 16.5% are mentally retarded, 12.7% are blind, 13.8% are deaf, 4.7% deaf and blind and 5.7% are dumb respectively. Similarly, out of total 4,343 disabled students at secondary level, 51.0% students are physical disability, 10.8% are mentally retarded, 15.0% are blind, 13.5% are deaf, 4.9% deaf and blind and 4.8% are dumb respectively (See Annex: XIX & XX).

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

The table 4.20 and the figures 4.24 and 4.25 below show the GER and NER at lower secondary and secondary levels in the school year 2008-09. At lower secondary level on average the GER is 80.1%, of this 79.0% GER for girls and 81.1% GER for Boys. Like wise the average NER at lower secondary level is 57.3%, of this 56.6% for girls and 58.0% for boys. The NER suggests that, based on the 10-12 age group students enrolled at lower secondary level in the school year 2008-09 more than 42.7% of lower secondary age group population is out of school in the country.

Similarly, the average GER at secondary level is 59.5% of this 57.3% for girls and 61.6% for boys. On average the NER at secondary level 36.4%, of this 35.0% NER for girls and 37.8% NER for boys in the school year 2008-09. Compared to the NER at lower secondary level the NER at secondary level shows a high number of secondary level age group population is out of school in the school year 2008-09. Thus, the analysis illustrates that the government should focus to expand the opportunities of education for all lower secondary and secondary level school going age group population in the future. The high gender gap between the girls and boys at both levels are also matter of concern illustrating problems of participation in education (See Annex: XIII). Compared to the previous school year the GER at lower secondary and secondary levels have increased by 1.3 and 3.6 per cent point respectively in

the current school year. Similarly, compared to the last school year the NER at both levels have slightly increased (See Annex: XIII).

The district level analysis shows the GER at lower secondary is fluctuated from districts to districts. There are 29 districts, where the GER is lower than the national average (80.1%) at lower secondary level. Out of these 29 districts, 10 districts, namely, Saptari, Manang, Mahottari, Rautahat, Sarlahi, Bara, Dhanusha, Siraha, Parsa, Kapilbastu have a GER of less than 50% (See Annex: XIII). The district level analysis of the GER at secondary level also shows the similar pattern as in lower secondary level. There are 37 districts where the GER at secondary level has below the national average (59.5%) in the school year 2008-09.

Table 4.20
GER and NER at lower secondary and secondary level

Level	Gross Enrolment Rate (GER)			Net Enrolment Rate (NER)		
	Girls	Boys	Total	Girls	Boys	Total
Lower Secondary	79.0	81.1	80.1	56.6	58.0	57.3
Secondary	57.3	61.6	59.5	35.0	37.8	36.4

Figure 4.24
GER at lower secondary and secondary level

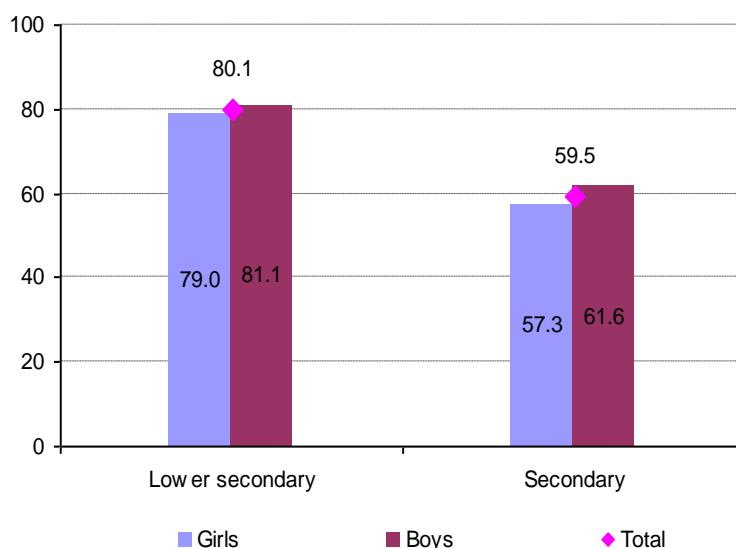
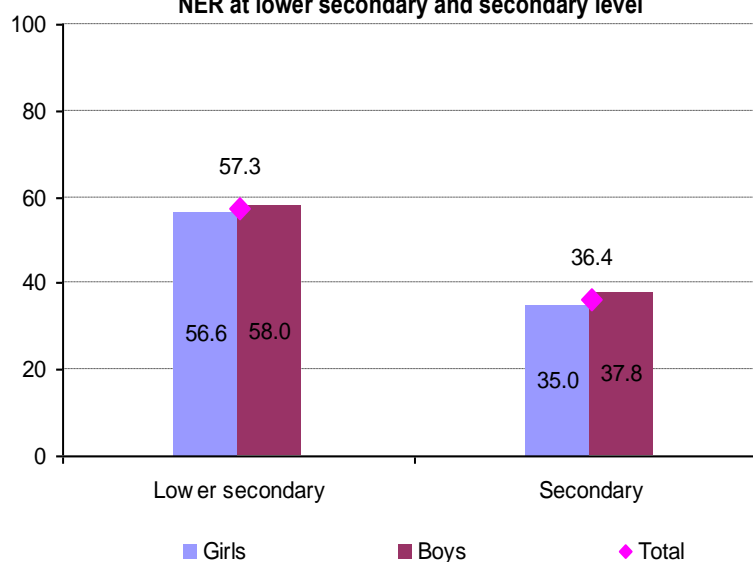


Figure 4.25
NER at lower secondary and secondary level



4.9 Internal efficiency at primary, lower secondary and secondary level

The table 4.21 and the figure 4.26 below show the flow rates of students from the school year 2007-08 to 2008-09 along the school grades at primary, lower secondary and secondary levels. These flow rates are means of assessing the internal efficiencies of the students as well as the over all education system. Out of total students enrolled in the school year 2007-08 in grade one, 59.6% are promoted to grade two, 28.3% are repeating the same grade in the next year, and 12.1% dropped out from the school education system (See Annexes XXI_A-C).

The data thus show that almost 40% of total enrolled students in grade one could not continue in grade two. This demonstrates that a high wastage in the education system. However, the promotion rates for upper grades (from grade 2 to 10) are better than in grade one. Interestingly, compared to boys the promotion rates for girls are slightly better in all grades (especially at primary level) (See Annexes XXI_A-C & XXII_A-C). This trend has been continued since previous school years. Compared to the previous school year the promotion rates in all grades have increased. The district wise flow rates of students show vary from district to district and between regions.

Table 4.21
Promotion, repetition, dropout and survival rates* in the school year 2008-09 (in percentage)

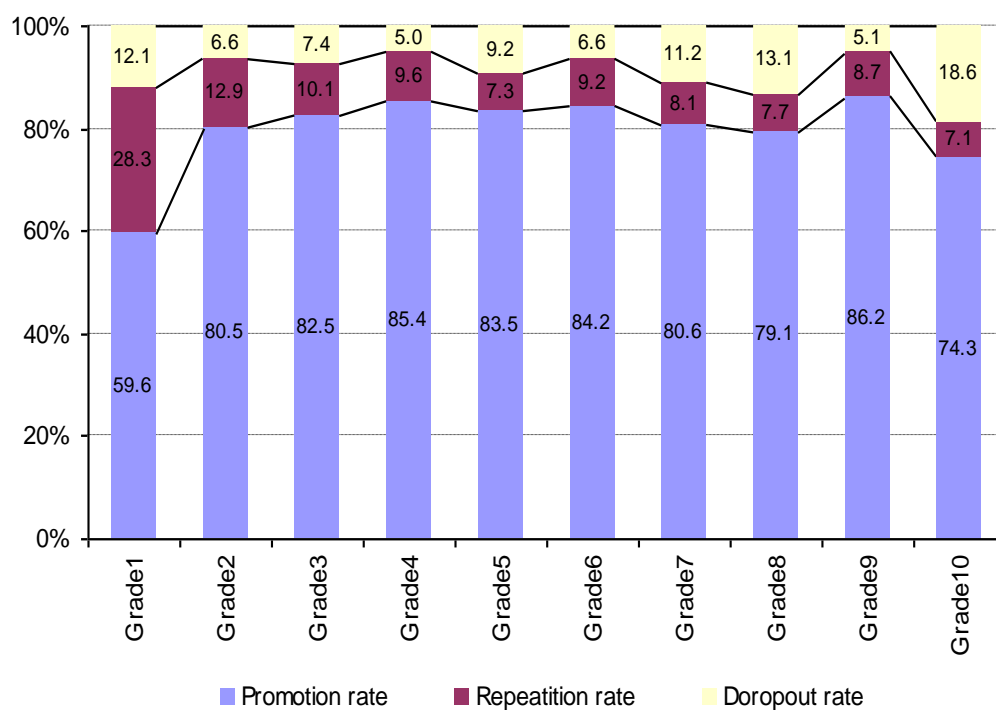
	PRD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Total	Promotion rate	59.6	80.5	82.5	85.4	83.5	84.2	80.6	79.1	86.2	74.3
	Repetition rate	28.3	12.9	10.1	9.7	7.3	9.2	8.1	7.7	8.7	7.1
	Dropout rate	12.1	6.6	7.4	5.0	9.2	6.6	11.2	13.1	5.1	18.6
	Survival Rate to grades	-	-	-	-	73.4	-	-	-	-	-
Boys	Promotion rate	58.4	79.8	81.9	84.2	83.2	84.5	78.2	86.0	86.5	74.1
	Repetition rate	28.4	12.7	9.9	9.7	7.3	8.9	7.9	7.5	8.2	6.4
	Dropout rate	13.2	7.5	8.2	6.1	9.5	6.6	13.9	6.5	5.2	19.5
	Survival Rate to grades	-	-	-	-	72.6	-	-	-	-	-
Girls	Promotion rate	60.8	81.1	83.2	86.6	83.8	83.9	83.3	71.3	85.9	74.5
	Repetition rate	28.1	13.2	10.2	9.6	7.4	9.5	8.4	8.0	9.2	7.8
	Dropout rate	11.1	5.7	6.6	3.7	8.8	6.7	8.2	20.6	4.9	17.7
	Survival Rate to grades	-	-	-	-	74.1	-	-	-	-	-

The survival rate is one of the most important indicator to identify the effectiveness of education system. The above table 4.21 also presents the survival rate to grade 5¹, which is

¹ The rate is calculated by using the reconstructive cohort model, developed by UNESCO, in the previous reports this rate was calculated by using the proxy formula, which gives higher rate than using the reconstructive cohort model. The result will be quite different if the proxy formula 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 proxy formula the over all survival rate to grade 5 would be 84.9%, of this 85.5% for girls and 84.3% for boys. 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.

calculated based on the analysis of grade wise student flow rates by using the "Reconstructive Cohort Method", developed by UNESCO. The overall survival rate to grade five is 73.4% by the school year 2008-09. As the grade wise promotion rates, the survival rate to grade 5 for girls is slightly higher than for boys.

Figure 4.26
Promotion, repetition, dropout rates (in percentage)



SECTION V

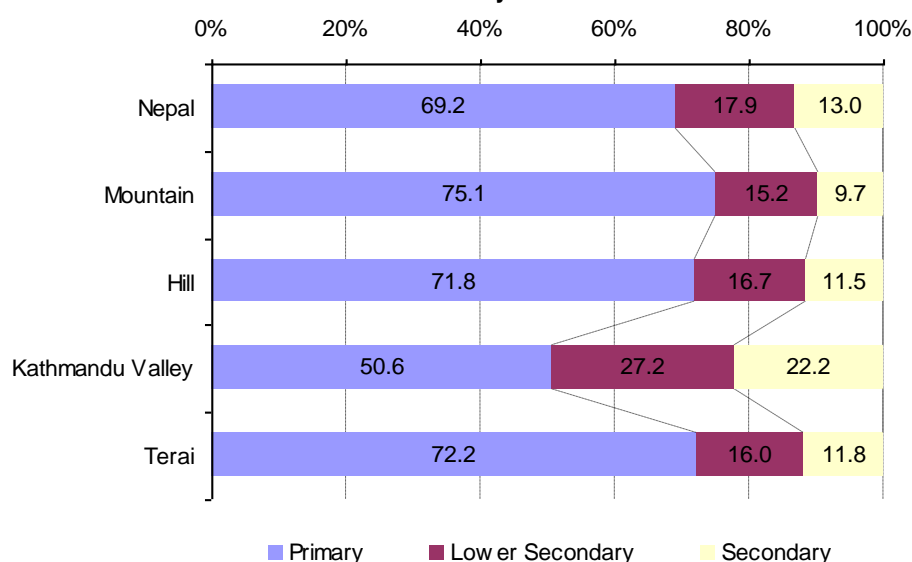
5.1 Distribution of teachers by sex and levels of education

The Table 5.1 and the figure below show the distribution of total number and percentage of teachers by levels and eco-belts based on the reporting in the school year 2008-09. All together there are 207,567 teachers at all levels of schools, of this 143,574 are at primary level, 37,068 are at lower secondary level and 26,925 are at secondary level respectively. The distributions of teachers by eco-belts show that Hilly belt has the highest number of teachers followed by Terai, Kathmandu Valley and the Mountain belt. The share of female teacher in total number of teachers is 33.2%, of this 38.6% at primary level, 24.7% at lower secondary level and 15.9% at secondary level respectively. This indicates the extent of discrimination of female participation in teaching force. Compared to other eco-belts the highest proportion of female teacher is in Kathmandu Valley and the lowest is in Mountain belt at all levels (See Annexes: XXIII_ "A & B).

Table 5.1
Distribution of teachers by eco-belt and level

Eco -belts	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	4,492	14,460	18,952	4,068	10,164	14,232	347	2,528	2,875	77	1,768	1,845
Hill	27,403	65,199	92,602	23,721	42,722	66,443	2,744	12,743	15,487	938	9,734	10,672
Kathmandu Valley	16,393	13,221	29,614	9,642	5,341	14,983	4,192	3,857	8,049	2,559	4,023	6,582
Terai	20,571	45,828	66,399	18,004	29,912	47,916	1,859	8,798	10,657	708	7,118	7,826
Total	68,859	138,708	207,567	55,435	88,139	143,574	9,142	27,926	37,068	4,282	22,643	26,925

Figure 5.1
Distribution of teachers by eco-belts and levels



The table 5.2 shows that based on the reporting there are altogether 56,492 teachers in institutional schools in the school year 2008-09. Of this, 35,121 are at primary level, 11,416 at lower secondary level and 9,955 teachers are at secondary level. Out of the total institutional teachers at all levels, 1,433 (2.5%) are in Mountain, 17,045 (30.2%) are in Hill, 20,943 (37.1%) are in Kathmandu Valley, and 17,071 (30.2%) are in Terai belts. The percentage of female teachers in the institutional schools is 47.5% (26,807) for all levels of education, of this 55.4% are at primary level, 42.2% are at lower secondary level, and 25.3%

female are at secondary level respectively. Compared to the percentage of female teachers in all types of schools and community schools the percentage of female teachers in the institutional schools is higher at all levels of education (See Annexes: XXIV_ "A & B").

Table 5.2
Distribution of teacher in institutional schools by eco-belt and level

Eco –belts	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	534	899	1,433	516	769	1,285	13	58	71	5	72	77
Hill	7,448	9,597	17,045	6,107	5,675	11,782	936	1,713	2,649	405	2,209	2,614
Kathmandu Valley	12,075	8,868	20,943	7,029	2,932	9,961	3,211	2,875	6,086	1,835	3,061	4,896
Terai	6,750	10,321	17,071	5,815	6,278	12,093	660	1,950	2,610	275	2,093	2,368
Total	26,807	29,685	56,492	19,467	15,654	35,121	4,820	6,596	11,416	2,520	7,435	9,955

The table 5.3 below shows that, based on the reporting there are altogether 151,075 teachers² in all types of community schools. Of this, 108,453 are at primary level, 25,652 are at lower secondary level and 16,970 are at secondary level respectively. Out of the total community teachers at all levels, 17,519 (11.6%) are in Mountain, 75,557 (50.0%) are in Hill, 8,671 (5.7%) are in Kathmandu Valley, and 49,328 (32.7%) are in Terai belts.

The over all percentage of female teacher is 27.8% (42,052) in all levels of community schools. Of this, there are 33.2% female teachers are at primary level, 16.8% female teachers are at lower secondary level and 10.4% female teachers are at secondary level respectively. (See Annexes: XXIV_ "A& B"). Compared with last school year 2007-08, the percentage of female teachers in the current school year 2008-09 has increased by 2.3 points percent at primary level, 3.1 points percent at lower secondary level and 2.7 points percent at secondary level. It suggests that the participation of female in teaching profession is in increasing trend.

Table 5.3
Distribution of teacher in all type's community schools by eco-belts and level

Eco -belts	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Mountain	3,958	13,561	17,519	3,552	9,395	12,947	334	2,470	2,804	72	1,696	1,768
Hill	19,955	55,602	75,557	17,614	37,047	54,661	1,808	11,030	12,838	533	7,525	8,058
Kathmandu Valley	4,318	4,353	8,671	2,613	2,409	5,022	981	982	1,963	724	962	1,686
Terai	13,821	35,507	49,328	12,189	23,634	35,823	1,199	6,848	8,047	433	5,025	5,458
Total	42,052	109,023	151,075	35,968	72,485	108,453	4,322	21,330	25,652	1,762	15,208	16,970

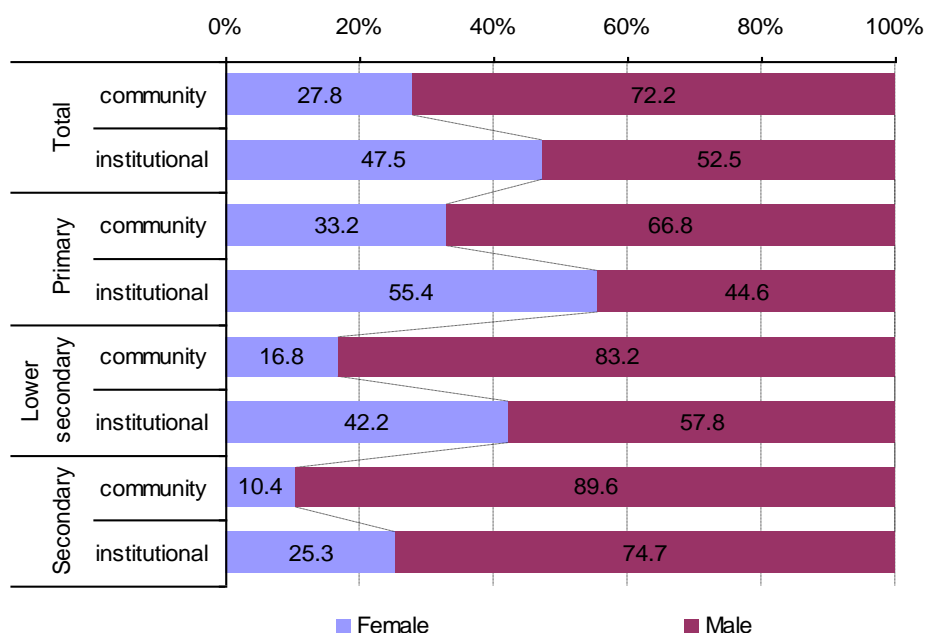
Like wise, the district level analysis on percentage distribution of female teachers in all types of community schools at primary level shows, there are 41 districts with a low percentage of female teachers compared to the national average (33.2%). There are 34 districts with more than 33.2% of female teacher at the primary level. Similarly, the districts from Far and Mid-western regions as well as the central Mountain and some of the Terai districts have the lowest percentage of female teachers at primary level.

Similarly, the figure 5.2 below presents the share of teachers by types of schools in the total

² The number of teachers are based on the reporting in the Flash I school survey 2008-09, which includes the teachers working in the government positions, teachers working in the Rahat Darbandi and teachers appointed by the local community and other agencies in the community schools.

number of teachers reported in the school year 2008-09 by level of schools.

Figure 5.2
Percentage distribution of teachers by school types



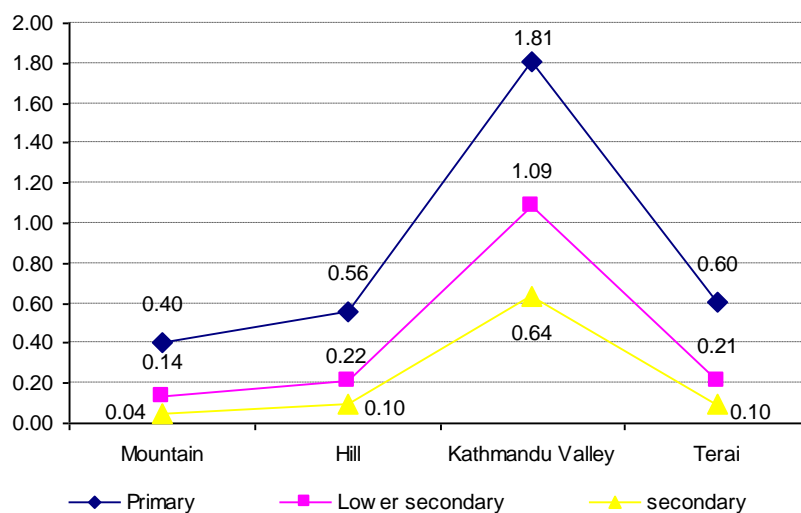
5.2 Percentage of teacher and the gender parity indexes in all types of schools by level

Gender Parity Index is one of the most important indicator to assess the level of female participation on teaching profession against male.

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

Eco – belts	Total			Primary			Lower secondary			Secondary		
	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI
Mountain	23.7	76.3	0.31	28.6	71.4	0.40	12.1	87.9	0.14	4.2	95.8	0.04
Hill	29.6	70.4	0.42	35.7	64.3	0.56	17.7	82.3	0.22	8.8	91.2	0.10
Kathman du Valley	55.4	44.6	1.24	64.4	35.6	1.81	52.1	47.9	1.09	38.9	61.1	0.64
Terai	31.0	69.0	0.45	37.6	62.4	0.60	17.4	82.6	0.21	9.0	91.0	0.10
Total	33.2	66.8	0.50	38.6	61.4	0.63	24.7	75.3	0.33	15.9	84.1	0.19

Figure 5.3
GPI on percentage of teachers by eco-belts and levels



The table 5.4 and the figure 5.3 above that the GPI for all teachers at all levels of schools is just 0.50. Similarly, the GPI 0.63, 0.33 and 0.19 are at primary, lower secondary and secondary levels suggests there are very low participation of female in the teaching profession, which needs to be developed a comprehensive plan by the government to address this discriminatory issue in the future. Compared with the other eco-belts the Kathmandu Valley has achieved fully parity at primary and lower secondary levels, whereas in the other eco-belts situation of female participation at all levels is very low (See Annexes XXIII_A & B).

5.3 Percentage of teacher by social composition

The Table 5.5 presents the percentage of teacher by social groups in the total number of teachers at the given levels. The percentages of Dalit and Janajati teachers are very low in teaching profession. The percentage of Dalit teachers at primary, lower secondary and secondary levels are: 3.2%, 2.6% and 2.3% respectively. Likewise, the percentage of Janajati teachers at primary level is 22.9%, at lower secondary level 10.9% and at the secondary it is 7.2% respectively. Compared to the last school year, except in the percentage of Janajati teacher at primary level there are not significant changes in the percentage of Dalit and Janajati teacher at all level in the current school year 2008-09 (See Annex: XXIII_ "A & B).

Table 5.5
Percentage of Dalit and Janajati teachers in total number of teachers by levels

Social group	Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Dalit	0.9	4.7	3.2	0.7	3.2	2.6	0.6	2.6	2.3
Janajati	24.7	21.8	22.9	10.2	11.1	10.9	7.1	7.2	7.2

5.4 Teacher training

The table 5.6 shows the number of teachers³ by training status and the level of education in the school year 2008-09. Out of total 207,567 teachers at all levels 135,535 are full trained, 31,524 are partially trained, and 40,508 are untrained. The figures by training status shows that, out of total teachers at primary level 96,298 are fully trained, 22,056 are partially trained and 25,220 teachers are untrained in the school year 2008-09. Similarly, at the lower secondary and secondary levels there are 20,035 and 19,202 teachers are fully trained, 5,910 and 3,558 teachers are partially trained and 11,123 and 4,165 teachers are untrained respectively (See Annex: XXV_ "A, B & C").

Table 5.6
Total number of teachers by training status

Training status	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	45,387	90,148	135,535	36,943	59,355	96,298	5,395	14,640	20,035	3,049	16,153	19,202
Partially trained	9,483	22,041	31,524	7,859	14,197	22,056	1,087	4,823	5,910	537	3,021	3,558
Untrained	13,989	26,519	40,508	10,633	14,587	25,220	2,660	8,463	11,123	696	3,469	4,165
Total	68,859	138,708	207,567	55,435	88,139	143,574	9,142	27,926	37,068	4,282	22,643	26,925

³ The numbers of teachers at all levels are based on the reporting in the Flash I survey 2008-09.

The table 5.7 below presents the percentage of training status by levels in the school year 2008-09. Out of total teachers at all levels 65.3% teachers are fully trained, of this 65.9% female and 65.0% male teachers are fully trained. At the primary level 67.1% with 66.6% female and 67.3% male teachers are fully trained. Similarly, 54.0% with 59.0% female and 52.4% male at lower secondary level and 71.3% with 71.2% female and 71.3% male teachers at secondary level are fully trained. Compare to the primary and secondary levels the percentage of trained teachers at lower secondary level is low. However, the partially trained teachers at primary, lower secondary and secondary levels are 15.4%, 15.9% and 13.2% respectively. Likewise, the rest of the teachers are untrained, which shows the highest percentage (30.0%) of teachers at lower secondary level is untrained (See Annex: XXVI_ "A, B & C").

Table 5.7
Percentage of teachers by training status (all types of school)

Training status	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	65.9	65.0	65.3	66.6	67.3	67.1	59.0	52.4	54.0	71.2	71.3	71.3
Partially trained	13.8	15.9	15.2	14.2	16.1	15.4	11.9	17.3	15.9	12.5	13.3	13.2
Untrained	20.3	19.1	19.5	19.2	16.5	17.6	29.1	30.3	30.0	16.3	15.3	15.5

The table 5.8 shows the number of teachers⁴ by training status and the level of education in the school year 2008-09 in the all types of community schools. Out of total 151,056 teachers at all levels 104,852 are full trained, 23,878 are partially trained, and 22,326 are untrained. The figures by training status shows that, out of total teachers at primary level 77,325 are fully trained, 16,744 are partially trained and 14,373 teachers are untrained in the school year 2008-09. Similarly, at the lower secondary and secondary levels there are 14,053 and 13,474 teachers are fully trained, 4,885 and 2,249 teachers are partially trained and 6,706 and 1,247 teachers are untrained respectively (See Annex: XXV_ "A, B & C").

Table 5.8
Number of community schools' teachers by training status

Training Status	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	30,539	74,313	104,852	26,316	51,009	77,325	2,763	11,290	14,053	1,460	12,014	13,474
Partially trained	6,173	17,705	23,878	5,338	11,406	16,744	661	4,224	4,885	174	2,075	2,249
Untrained	5,340	16,986	22,326	4,314	10,059	14,373	898	5,808	6,706	128	1,119	1,247
Total	42,052	109,004	151,056	35,968	72,474	108,442	4,322	21,322	25,644	1,762	15,208	16,970

The table 5.9 below presents the percentage of training status by levels in the school year 2008-09 in all types of community schools. Out of total teachers at all levels 69.4% teachers are fully trained, of this 72.6% female and 68.2% male teachers are fully trained. At the primary level 71.3% with 73.2% female and 70.4% male teachers are fully trained. Similarly, 54.8% with 63.9% female and 53.0% male at lower secondary level and 79.4% with 82.9% female and 79.0% male teachers at secondary level are fully trained. Compare to the primary and secondary levels the percentage of trained teachers at lower secondary level is very low. However, the partially trained teachers at primary, lower secondary and secondary levels are 15.4%, 19.0% and 13.3% respectively. Likewise, the rest of the teachers are untrained, which shows the highest percentage (26.2%) of teachers at lower secondary level is untrained (See

⁴ The numbers of teachers at all levels are based on the reporting in the Flash I survey 2008-09.

Annex: XXVI_ "A, B & C"). Compared with the last school year 2007-08 the percentage of fully trained teachers at all levels have increased by more than 1% point percent in the current school year 2008-09.

Table 5.9
Percentage of community schools' teachers by training status

Training status	Total			Primary			Lower secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	72.6	68.2	69.4	73.2	70.4	71.3	63.9	53.0	54.8	82.9	79.0	79.4
Partially trained	14.7	16.2	15.8	14.8	15.7	15.4	15.3	19.8	19.0	9.9	13.6	13.3
Untrained	12.7	15.6	14.8	12.0	13.9	13.3	20.8	27.2	26.2	7.3	7.4	7.3

5.5 Teacher Ratios

5.5.1 Student Teacher Ratio in all types of schools

The following table 5.10 presents the Student Teacher Ratio (STR)⁵ in all types of schools by eco-belts and level of education. On average the STR at primary level is 1:33, at lower secondary level 1:40 and at the secondary level 1:27 respectively. The highest student teacher ratio at primary level is found in Terai zone by 1:44 while it is lowest in the valley by 1:17. Similarly, at the lower secondary level the highest STR is in Terai zone by 1:55 and the lowest is in Kathmandu Valley by 1:16. Compared with the primary and lower secondary levels the lowest STR is found at secondary level in all eco-belts. The analysis shows that, more crowded classes are observed in the Terai belt at all levels (See Annex XXVII).

Table 5.10
Student Teacher Ratio in all types of schools

Eco-belts	Total	Primary	Lower secondary	Secondary
Mountain	31.4	30.7	37.9	27.1
Hill	31.8	30.1	41.5	28.6
Kathmandu Valley	15.4	16.7	16.3	11.3
Terai	44.7	43.8	54.8	36.5
Total	33.6	33.3	39.6	26.6

5.5.2 Student Teacher Ratio in community schools

The Table 5.11 shows the STR for all types of community schools based on the reported number of teachers. The average STR for all levels of community schools is 1:41. On average, the STR in community schools is 1:40 at primary, 1:49 at lower secondary, and 1:36 at secondary level. The table presents the highest STR is at lower secondary and lowest is at secondary level in all eco-belts. The data also show that the STR is highest at all levels of education in community schools compared to STR in all types of schools (Table 5.11). The analysis by eco-belts shows, the highest STR is in Terai and the lowest STR is in Mountain

⁵ The Student Teacher Ratio (STR) is calculated on the basis of reported number of students and the teachers by level in the school year 2008-09.

belt at all levels of schools. It also indicates the STR at primary level in Kathmandu Valley is comparatively lower than in the levels of schools (See Annex XXVIII).

Table 5.11
Student Teacher Ratio in all types of community schools (based on the reported number of teachers)

Eco-belts	Total	Primary	Lower secondary	Secondary
Mountain	33.4	33.1	38.2	27.7
Hill	36.3	34.2	46.4	34.9
Kathmandu Valley	20.2	18.9	25.9	17.5
Terai	53.7	53.0	63.3	44.5
Total	40.7	39.5	49.2	35.5

5.5.3 Student Teacher Ratio in community schools based on the approved position of teachers by level

The table 5.12 below shows the STR for all types of community schools based on the approved positions of teachers by level in the school year 2008-09. The STR for all levels is 1:46. On average, the STR at primary, lower secondary and secondary levels are 1:44, 1:58 and 1:39 respectively. The Terai belt shows the highest STR at all levels, whereas the lowest STR is found in the Kathmandu Valley at all levels of schools, this indicates that compared to other eco-belts more teachers are concentrated in Kathmandu Valley (See Annex XXVIII).

Table 5.12
Student Teacher Ratio in community schools (based on the approved positions of teachers by level)

Eco-belts	Total	Primary	Lower secondary	Secondary
Mountain	37.7	37.2	45.5	30.1
Hill	41.0	38.3	55.6	37.8
Kathmandu Valley	25.1	22.8	33.8	22.6
Terai	57.7	56.7	70.5	46.2
Total	45.5	43.8	57.9	38.6

The district level analysis shows there are 40 districts with the lower STR than in the national average (1:44) of this, 4 districts namely: Manang, Mustang, Bhaktapur and Dolpa have the STR less than 1:20 at primary level. Likewise, there are 10 districts (Banke, Sarlahi, Siraha, Parsa, Dhanusha, Kailali, Kapilbastu, Rautahat, Bara and Mahottari) with the STR of more than 1:60 at primary level; all these districts are from the Terai belt.

The STR at the lower secondary level shows, there are 42 districts with the lower STR than in the national average (1:58) of this, 3 districts; Manang, Mustang and Dolpa have the STR less than 1:20. Likewise, there are 33 districts are with the STR of more than national average at lower secondary level.

Similarly, at the secondary level, there are 42 districts with the STR lower than the national average (1:39) of this, same as at the lower secondary level 3 districts; Manang, Mustang and Dolpa have the STR less than 1:20. Likewise, there are 33 districts with the STR of more than national average; of this Kailali and Bardiya have the STR of more than 1:70 at secondary level (See Annex XXVIII).

SECTION VI

6.1 Availability of free textbooks at primary level

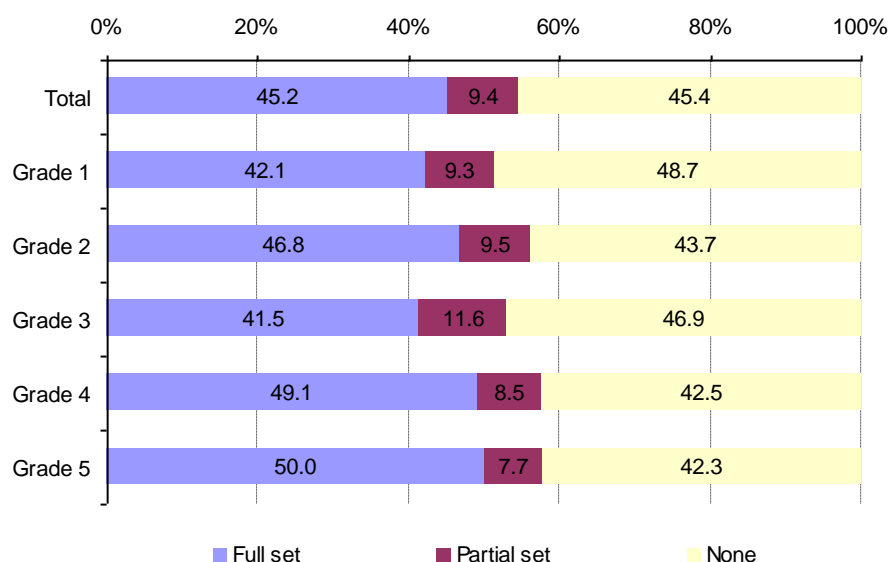
Textbooks are the main instructional materials for the real classroom teaching learning activities. The government is responsible to deliver the textbooks within the second week of each new school year. The following table 6.1 and figure 6.1 present the availability of textbooks within the second week of the school year 2008-09 at primary level. Out of the total enrolled students at primary level in the country 45.2% students have received the full set of textbooks, whereas 9.4% students have received a partial set of textbooks within the second week of the first month of the school year 2008-09 (i.e. 2065/1/15).

Compared with the previous school year, the percentage of students received a full set of textbooks is lower in the current school year 2008-09. The analysis shows that still 45.4% students could not receive even a single textbook by the reference date of 2065/01/15. The highest percentage of students (50.0%) with a full set of textbooks is in grade 5, whereas in other grades below 50% students have received a full set of textbooks by the reference date of 2065/01/15. This indicates that the government should make an effective mechanism at all responsible levels to deliver the full set of textbooks in time for the betterment of teaching learning activities at all schools (See Annex: XXIX).

Table 6.1
Availability of free textbooks in primary level by grade

Grades	Total students enrolled 2008-09	Number of students receiving free textbooks within the second week of academic session, 2008-09					
		Full set	%	Partial set	%	None	%
1	1485395	624683	42.1	138080	9.3	722632	48.6
2	957323	447975	46.8	90872	9.5	418476	43.7
3	883229	366082	41.4	102819	11.6	414328	46.9
4	796074	390773	49.1	67248	8.4	338053	42.5
5	660292	329854	50.0	51068	7.7	279370	42.3
Total	4782313	2159367	45.2	450087	9.4	2172859	45.4

Figure 6.1
Availability of free textbooks in primary level by grade



Furthermore, the district level analysis shows there are 37 districts with the less than 50% students received a full set of textbooks in time. Similarly, 4 districts (Jumla, Manang, Dhankuta and Mustang) reported that more than 70% students have received a full set of textbooks in time.

6.2 Number of schools with transitional language support at primary level

Nepal is a multilingual country where groups of people speak many different languages as their mother tongues in daily practice. The table 6.2 below shows 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 22 local languages, which have been used as the medium of instruction in the classroom teaching learning activities at primary level. Out of total 31,156 schools in the school year 2008-09, the following local languages were used as the medium of instruction in 17,341 (55.7%) schools in the teaching learning activities at primary level. The analysis shows that the local languages were predominantly used in the early grades at the primary level. Among the following reported local languages, the Maithali, Tamang, Bhojपुरी, Awadhi, Doteli and Tharu languages were used widely in the Terai and Far-Western hilly districts.

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	27	19	15	14	16	91	0.52
Maithali	694	668	624	508	131	2,625	15.14
Tamang	679	448	310	148	117	1,702	9.81
Bhojपुरी	552	512	464	358	335	2,221	12.81
Awadhi	355	345	315	252	235	1,502	8.66
Doteli	529	470	424	311	280	2,014	11.61
Tharu	613	540	456	372	332	2,313	13.34
Magar	248	182	118	67	58	673	3.88
Bajika	106	95	86	72	72	431	2.49
Sherpa	77	43	25	16	13	174	1.00
Urdu	135	120	112	80	62	509	2.94
English	3	4	4	4	5	20	0.12
Majhi	5	5	5	2	3	20	0.12
Nepali	98	89	97	120	108	512	2.95
Danuwar	3	3	3	2	2	13	0.07
Sunuwar	6	3	1	0	0	10	0.06
Limbu	222	175	144	104	82	727	4.19
Tibetan	36	30	24	18	12	120	0.69
Bote	27	24	20	9	7	87	0.50
Mewahang	3	4	4	4	5	20	0.12
Santhali	11	10	8	8	7	44	0.25
Others	377	293	225	149	469	1,513	8.72
Total	4,806	4,082	3,484	2,618	2,351	17,341	100.00