

SECTION I

1.1 Introduction

The Department of Education (DOE) has published the Flash I 2009 report with a view to presenting different education statistics to facilitating the planning and monitoring activities of the Education for All (EFA) 2004-09 program. The data and analyses presented in this report provide the final evaluation of the EFA 2004-09. Its purpose is also to furnish a national, ecological and district- level current educational status with their brief analyses in terms of access, efficiency, quality and equity indicators of the EFA. Lastly, this report contains the data, which would be valuable to establish the baseline information on School Sector Reform Plan (SSRP) 2009-015 indicators.

This publication is the eleventh report in the series of Flash reports produced by the DOE.

The publication focused, largely, on providing educational information of the following main areas of the school education;

- Early Childhood Development (ECD) and Pre-primary Classes (PPCs),
- Number of schools by types of schools (community, institutional and religious),
- Student participation by gender, Dalit, Janajati, disadvantaged Janajati with their castes, ethnicity and disabilities,
- Number of teachers and their training status by types of schools,
- GIR/NIR in Grade One and GER/NER by gender and levels of education,
- Internal efficiency by grade, gender and level,
- Student-teacher ratios by level,
- Student-school and teacher-school ratios by level,
- 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.

The publication also attempted to offer information on Basic Education, i.e. grades 1-8 and Secondary Education, i.e. grades 9-12 to address the SSRP indicators. In addition, this report has also presented the information on the enrolment of:

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

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

1.2 Process of preparing the report

- All the activities relating to this report were co-ordinated by DOE's Education Management Information System (EMIS) Core Team headed by the Director of Planning and Monitoring Division.

- Flash I questionnaires were updated through wide consultations 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 District Education Offices (DEOs) in the last week of February 2009 for its printing and distribution to schools.
- Guidelines about how to complete the Flash I questionnaires were provided to DEOs to ensure 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 updated and used to process the Flash data. The software enabled data entry, processing and standard output generation. There is also now a provision to generate additional output tables on the basis of specific user requirements. Small revisions were made in last year's software to accommodate due changes made in this year's Flash questionnaire.
- This year more than 70 districts were able to install the Flash Software by themselves in their own office. They entered the data into their local Flash database and delivered it to the DOE by email or FTP (File Transfer Protocol). Due to the lack of adequate physical facilities (i.e. electricity), human resources at DEOs and technical problems, 5 districts provided the information via neighbouring districts.
- Data entry into the computer began with verifying and updating school codes given to all schools by the DEOs.

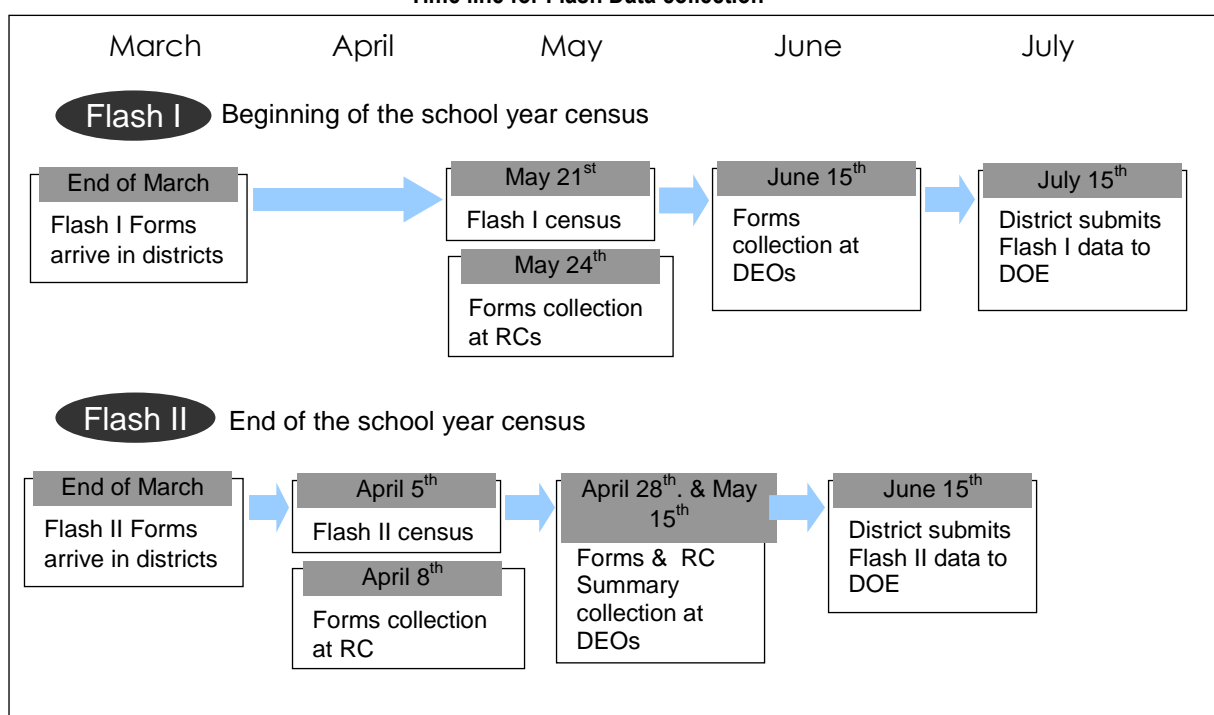
1.3 Methodology

- This report has been prepared based on the information gathered during the Flash I School Census covering all levels and types of schools – pre-primary to higher secondary (community aided, community unaided, private or institutional schools and religious schools) running in the country on the reference date of Jestha 7, 2066 (21 May, 2009). However, out of total 32,130 schools with all levels, 30,751 (96%) schools reported their information in the Flash I census 2009, and for the rest non-reported schools in the Flash I 2009 census their information was taken from the previous school census database and prepared a complete database.
- Information and analyses are presented, mainly, on the basis of ecological regions- Mountain, Hills, Tarai, and a separate fourth category valley summarises information for three districts (Kathmandu, Lalitpur and Bhaktapur. The detailed of the district level information is provided in annexes for further references.
- For the purpose of calculating enrolment rates, medium variant population projection data were obtained from the Population Projection for Nepal 2001-2021 publication, jointly published by the Central Bureau of Statistics (CBS) and Ministry of Population and Environment (MOPE) 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 2009-010).

- The specified age groups for students in ECD/PPC, primary, lower secondary, basic, secondary, higher secondary and secondary levels are 3-4, 5-9, 10-12, 5-12, 13-14, 15-16 and 13-16 years respectively.
- Schools are counted according to the level/levels of education they offer and as a unit by the total grades they offer. For example, level-wise, a higher secondary school offering grades 1-12 is counted as having four levels of education – as primary, lower secondary, secondary and higher secondary level respectively.
- 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 a high and uniform data quality. At the school level, Head Teachers (HTs) are responsible for filling out the Flash I questionnaire and getting its approval from School Management Committee (SMC) Chairpersons and School Supervisors/Resource Persons on time. Likewise, SMC Chairpersons and School Supervisors/Resource Persons are responsible for assessing and approving the completed Flash I questionnaire before it is submitted to the DEO.

Also, several measures are taken to cross check the accuracy and consistency of the data. In order to minimizing the reporting errors and preventing inconsistency in data entry, necessary validation rules have been incorporated into the Flash data entry software.

Next, DOE has been providing continuous technical support to the district personnel through visits as well as through telephones and emails, which, to a large extent, has helped improving the data quality. In addition, trainings and on-the-job orientations to the DEO personnel involved in data processing activities have been implemented to ensure reliable data.

1.5 Lessons learnt

- 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 database management software developed by the DOE.
- Nevertheless, the capacity of schools, RCs and DEOs needs to be further strengthened in 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 EMIS system, the DOE has developed a School Profile and a District Profile, and distributed the former to each school within last two years. The DOE has also developed a time-series Flash Database CD-ROMs [2063-2065] and distributed these to all relevant MOE institutions as well as Village Development Committees (VDCs) and District Development Committees (DDCs). Preliminary discussions with INGOs on these new EMIS tools have revealed an interest from their side to increase their support to EMIS and the Flash system.

1.6 Key findings

- The total number of community-based and school-based ECD/PPCs is 29,089 of which 4,316 pre-primary classes are running in institutional schools and the rest 24,773 are running in the community schools and as a community based ECD.
- The average Gross Enrolment Rate (GER) in ECD/PPCs is 66.2% with 64.8 for girls and 67.5 for boys.
- The proportion of students in grade 1 with ECD/PPC experience is 49.9%, with 50.0% girls and 49.8% boys.
- Out of the total 32,130 schools 31,655 are primary, 11,341 are lower secondary, 31,835 basic, 6,928 are secondary, 2,512 higher secondary and 7,221 secondary (grade 9-12) level.
- Out of the total 32,130 schools, 665 are religious schools (Madarasa, Gumba/Vihar and Ashram/Gurukul).
- On average, the school student ratios are 1:155 at primary, 1:141 at lower secondary, 1:204 at basic (grade 1-8), 1:114 at secondary, 1:112 at higher secondary and 1:148 at secondary (grade 9-12) levels.
- The total number of students at primary, lower secondary and basic level is 4,900,663; 1,604,422; and 6,505,085 respectively; these numbers are an increase by 2.5% at

primary and 9.4% at lower secondary level from the previous school year. Of total primary, lower secondary and basic enrolment, 86.8%; 85.2% and 86.4% are in community schools and 13.2%; 14.8% and 13.6% are in institutional schools. This shows that the institutional schools serve around 14% of children in basic education.

- The total number of students at secondary, higher secondary and secondary (grade 9-12) level is 790,348; 280,447 and 1,070,795 respectively; of total secondary, higher secondary and secondary (grade 9-12) enrolment, 83.1%; 82.6% and 82.9% are in community schools and 16.9%; 17.4% and 17.1% are in institutional schools. This reveals that the institutional schools serve around 17% students in secondary education.
- Of the total enrolment at school, girls' enrolment constitutes almost 50% at all levels i. e. 50.1% at primary level, 49.0% at lower secondary level, 49.8% at basic level, 48.1% at secondary level, 51.3 at higher secondary level and 48.9% at secondary (grade 9-12) level.
- Of the total enrolment of 7,575,880 students in school education, more than two third are at primary level i.e. 64.7% are at primary, 21.2% are at lower secondary, 85.9% are at basic, 10.4% are at secondary, 3.7% at higher secondary and 14.1% students are at secondary level.
- Of the total enrolment 7,575,880 students at all levels, 49.7% are girl students.
- In comparison to their share in the total population at around 12%, the share of Dalit enrolment is 20.0% at primary level, 12.6% at lower secondary, 8.6% at secondary and 4.2% at higher secondary level.
- In comparison to their share in the total population at around 40%, the share of Janajati enrolment is 38.6% at primary level, 41.7% at lower secondary, 39.5% at secondary and 22.3% at higher secondary level.
- Total number of student enrolment by endangered and extremely disadvantaged Janajati (22 ethnic groups) is 88,689 at primary level, 19,357 at lower secondary level and 8,319 at secondary level.
- Out of the total students at primary, lower secondary, basic, secondary, higher secondary and secondary levels, 1.1%, 0.9%, 1.1%, 0.7%, 0.3% and 0.6% are students with different kinds of disabilities.
- GIR and NIR in grade one is 144.0% and 86.4%. Compared to the previous school year the GIR is decreased by 3.7 per cent points and the NIR is increased by 3.3 per cent points in the current school year.
- The GER at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 141.4%, 88.7%, 123.3%, 65.7%, 23.6% and 44.7%. The GER at primary has decreased as compared to the previous school year.
- The NER at primary, lower secondary, basic, secondary, higher secondary and secondary levels are 93.7% 63.2%, 83.2%, 40.8%, 6.8% and 23.9%. The NER at all levels has increased as compared to the previous school year.
- The gender parity in school education has enormously improved. The GPI in NER at primary, lower secondary, basic, secondary, higher secondary and secondary levels is 0.99; 0.98; 0.99; 0.98; 1.01 and 0.98 respectively.
- The promotion and repetition rates in grade 1 are 63.5% and 26.5%. The promotion rates in the upper grades are better as compared to the grade 1.

- The overall survival rate to grade five is 77.9%, with 77.8% for boys and 79.8% for girls.
- The proportion of female teachers by level in all types of schools is: 39.6% at primary level, 24.7% at lower secondary level, 36.5% at basic level, 15.6% at secondary level, 4.7% at higher secondary level and 12% at secondary level.
- The proportion of female teachers by level in all types of community schools is: 34.5% at primary level, 17.3% at lower secondary level, 31.2% at basic level, 10.5% at secondary level, 3.2% at higher secondary level and 7.8% at secondary level.
- The proportion of Dalit teachers at primary, lower secondary, basic, secondary, higher secondary and secondary levels are: 3.4%, 2.0%, 3.1%, 2.0%, 0.7% and 1.6% respectively.
- The proportion of Janajati teachers at primary, lower secondary, basic, secondary, higher secondary and secondary levels are: 23.4%, 12.4%, 21.1%, 9.5%, 6.2% and 8.4% respectively.
- The percentage of fully-trained teachers in all types of schools is 73.7% at primary level, 57.2% at lower secondary level, 70.2% at basic level, 79.7% at secondary level, 57.3% at higher secondary level and 72.3% at secondary level respectively.
- The percentage of fully-trained teachers in all community schools is 79.0% at primary level, 58.3% at lower secondary level, 75.0% at basic level, 84.8% at secondary level, 55.6% at higher secondary level and 73.9% at secondary level respectively. Except at secondary level (grade 9-10) the percentage of trained female teachers is more than the male teachers.
- The student-teacher ratios by all types of schools are 32:1 at primary, 40:1 at lower secondary, 34:1 at basic, 27:1 at secondary, 20:1 higher secondary and 25:1 at secondary level respectively.
- The student-teacher ratios (based on the approved positions of the teachers) in community schools are 42:1 at primary, 53:1 at lower secondary, 44:1 at basic, 46:1 and at the secondary level it is 34:1 respectively.
- The average percentage of students who received the full sets of textbooks within the second week of the academic session 2009-010 was 57.6% at primary, 43.3% at lower secondary and 22.8% at secondary level.
- At the primary level Maithali, Tamang, Tharu, Bhojpuri, Doteli, Awadhi, Magar, and Limbu languages are the most widely used local languages of the total 19 different languages reported.
- The total number of primary grades using local languages is 16,064.

SECTION II

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

The EFA goal regarding the Early Childhood Development (ECD) activities is in line with the Dakar Framework for Action for EFA (2001-15). The ECD/PPC is regarded instrumental for the social, emotional, intellectual and physical development of children. As such it helps to improve the internal efficiency of basic and primary education. One of the main strategies taken to achieve the EFA goal is to increase the number of ECD centers to ensure access for the most vulnerable and marginalized children. The various forms of ECD/PPCs institutions include school-based ECD centers, community-based ECD centers and privately managed pre-primary classes. Schools give different names to these classes as Nursery, Kindergarten, Montessori, etc).

Table 2.1 and figure 2.1 below show that out of the total 29,089 ECD/PPCs in the country, 24,773 (85.2%) ECDs are running as community-based ECDs and community schools based ECD/PPCs. Thus, the rest (14.8%) of the ECD/PPCs are run under institutional schools (See Annex: I). Although the data shows a low involvement of the private (institutional) sector in providing ECD/PPC services, the number of private centers has increased by 19% as compared to the number (3,636) in the last school year. Out of the total 1,431,153 children of 3-4 years age group 947,278 children are catered by 29,089 ECD/PPCs (Table 2.2). The present ratio of 3-4 years population and the existing number of ECD/PPCs is 1:49 indicating a need for a considerable expansion and strengthening of the ECD/PPC centers in the country to ensuring all targeted age groups children for offering ECD/PPC services. The district-level data show the need of expansion of ECD/PPCs in 25 districts, which have high ECD/PPCs/population ratios (more than 1:49) of 3-4 years population, especially in the Terai and some Mountain and Hill districts (See Annex: I).

Table 2.1
Total number of ECD/PPCs by types and eco-belts

Eco-belts	Community	Institutional	Total
Mountain	2,362	189	2,551
Hill	11,119	1,420	12,539
Kathmandu Valley	635	1,075	1,710
Terai	10,657	1,632	12,289
Total	24,773	4,316	29,089

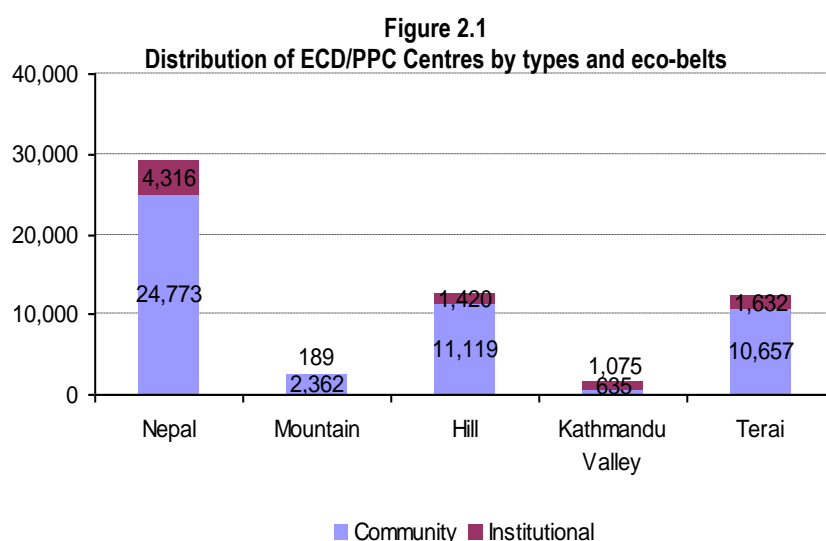


Figure 2.2 below shows the percentages of ECD/PPC Centres by eco-belts in the total number of ECD/PPCs. It shows that the institutional ECD/PPC centres are concentrated mostly in Kathmandu Valley (62.9%) while the community-based/community school-based ones are dominant in Mountain (92.6%), Hill (88.7%) and Terai (86.7%) eco-belts.

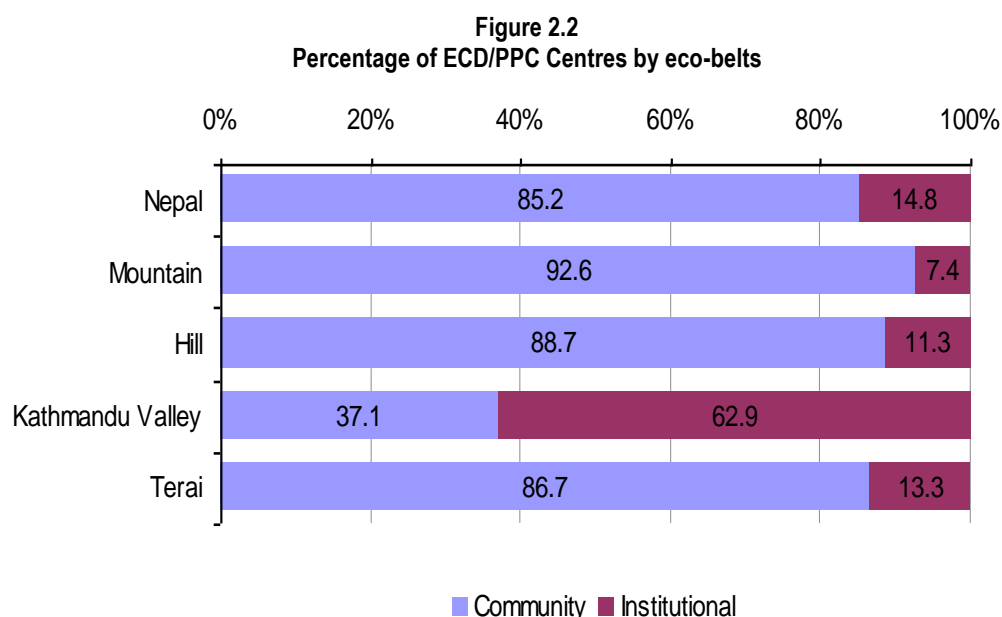


Table 2.2 below shows the total number of 3-4 years age group population, total number of enrolment in ECD/PPC and the GER in ECD/PPCs by eco-belts and sex, in addition, the figures 2.3 and 2.4 below further elaborate them. As the table indicates, on average, the country has achieved 66.2% GER and thus, the country has already achieved and even gone beyond the set target 64% of the SSRP for 2013-14. Despite this success, it is also true that nearly one-third of the total 3-4 age group children in the country still do not have access to ECD/PPC facilities.

A slight gender difference in ECD/PPC enrolment rate (64.8% for girls and 67.5% for boys) against girls is observed. The Mountain region shows the lowest enrolment rate (56.9%) followed by Hill (62.3%) and Terai (63.7%) eco-belts (See Annex: I). The highest enrolment rate is in the Kathmandu Valley (127.1%) as a result of more institutional (private) ECD/PPC centers being run in the Valley. In addition, the PPCs run by private institutions include mostly the three-year's program (Nursery classes, Lower K.G. and Upper K.G.), whereas the ECDs run by the community and community schools include one-year program. This explains why the Kathmandu Valley has the highest GER among the stated eco-belts.

Table 2.2
3-4 years' population, total enrolments and enrolment rates in ECD/PPCs 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	52,475	53,760	106,235	29,580	30,905	60,485	56.4	57.5	56.9
Hill	262,310	283,268	545,578	164,570	175,089	339,659	62.7	61.8	62.3
Kathmandu Valley	38,850	40,701	79,551	47,949	53,132	101,081	123.4	130.5	127.1
Terai	342,458	357,331	699,789	208,773	237,280	446,053	61.0	66.4	63.7
Total	696,092	735,060	1,431,153	450,872	496,406	947,278	64.8	67.5	66.2

Figure 2.3 below depicts the trends of total enrolments by gender in the years 2004 to 2009. The total enrolment in 2004 was 513,000 and reached 947,278 in 2009. Thus, it has increased by 84.6% over these five years. In other words, this is an increase of 16.9% per annum. When analyzed from gender perspective, the average annual growth rate of girls (18.2 %) was slightly higher than that of boys (15.8%). The figure shows a sudden jump of enrolment in ECD/PPCs in 2005 and a sharp decline in 2006. However, since 2006 the enrolment trend has been one of encouraging steady growth.

Figure 2.3
Trend of total number of enrolments in ECD/PPCs

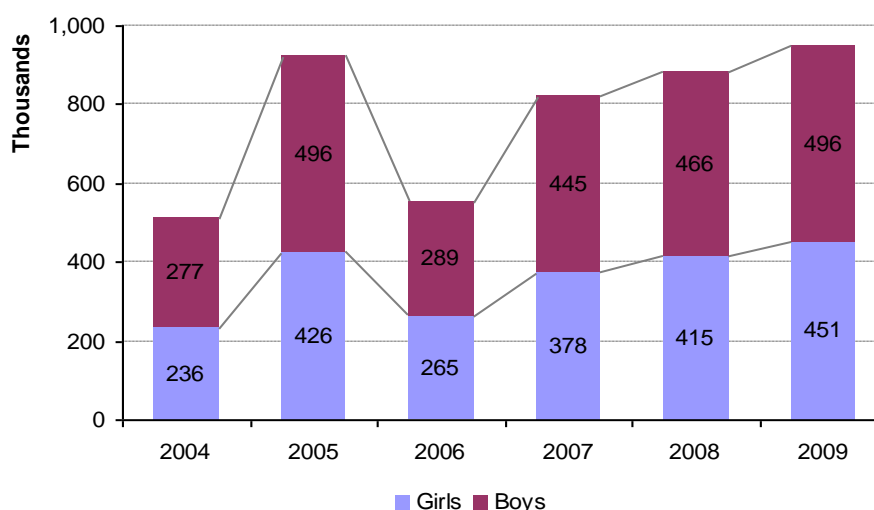
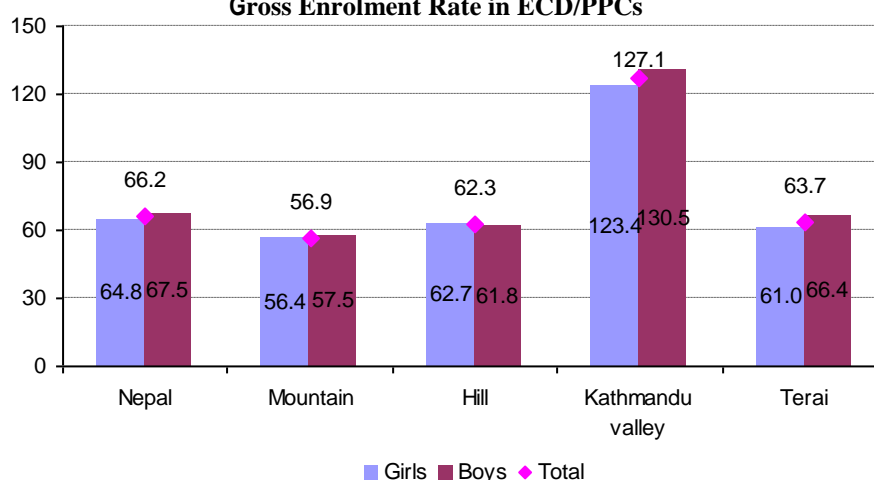


Figure 2.4 below reveals the GER by eco-belts. It shows the fact that the highest enrolment rate is in the Kathmandu Valley (127.1%) and the lowest in the Mountain eco-belt (56.9%). The Hill and the Terai eco-belts have 62.3% and 63.7% GER respectively. An analysis of GER into ECD/PPCs by district shows that there are 37 districts with a low GER (compared to the 66.2% national average) (See Annex: I).

Figure 2.4
Gross Enrolment Rate in ECD/PPCs



2.2 Dalit and Janajati children enrolled in ECD/PPCs

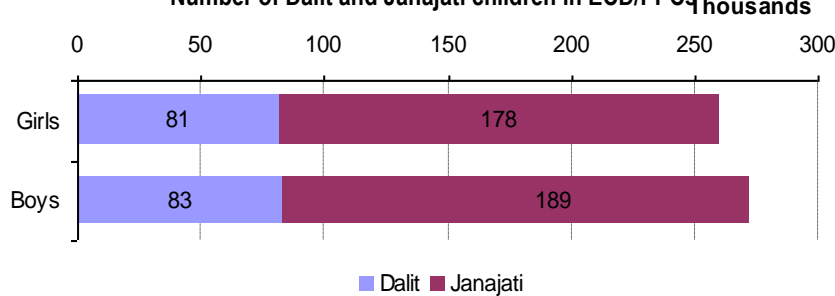
Table 2.3 below shows that out of the total enrolment of 947 thousands in 2009 in ECDs/PPCs 17.4% are Dalit and 38.8% are Janajati. Among the Dalit students enrolled, 18.1% are girls and 16.8% are boys. Likewise, for the Janajati 39.5% are girls and 38.2% are

boys in the total enrolment. The GPI for ECD/PPC in total, Dalit and Janajati enrolment are 0.91, 0.98 and 0.94 respectively, which shows a higher level of participation of Dalit girls in comparison to the total and Janajati girls. Hence, the data suggests that the gender situation is approaching to parity among the Dalit children but there is still a gap among the Janajati children and the overall enrolment (See Annex: I). Figure 2.5 below presents the number of children in ECD/PPCs by social groups, with the proportion of Dalit and Janajati children.

Table 2.3
Number of Dalit and Janajati children in ECD/PPCs

Students	Number of children in ECD/PPC			Percentage share in total children	
	Total	Dalit	Janajati	Dalit	Janajati
Girls	450,872	81,451	178,189	18.1	39.5
Boys	496,406	83,171	189,430	16.8	38.2
Total	947,278	164,622	367,619	17.4	38.8

Figure 2.5
Number of Dalit and Janajati children in ECD/PPCs



2.3 Percentage of new entrants in Grade One with ECD/PPC experiences

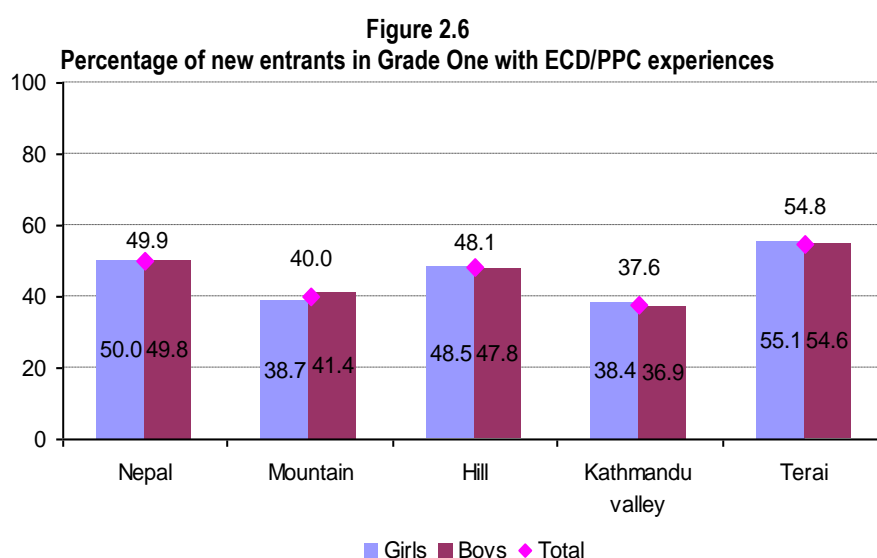
The following Table 2.4 and figure 2.6 present that the new children with ECD/PPC experiences in Grade One is 49.9%, which is higher than the previous school year (36.2%). Among the eco-belts the Terai belt shows the highest intake (54.8%) of new children in grade one with the ECD/PPCs experiences. Also, the variation in terms of the GER in ECD/PPCs and the percentage of new children in grade one with ECD/PPCs experiences in the Kathmandu Valley shows the highest GER and the lowest proportion of children with ECD/PPC experiences in Grade One (37.6%). Both the Mountain and Hilly eco-belts show, the new students in Grade One with ECD/PPC experiences below the national average (See Annex: II).

Table 2.4
Number and Percentage of new entrants in Grade One with ECD/PPC experiences by eco-belts

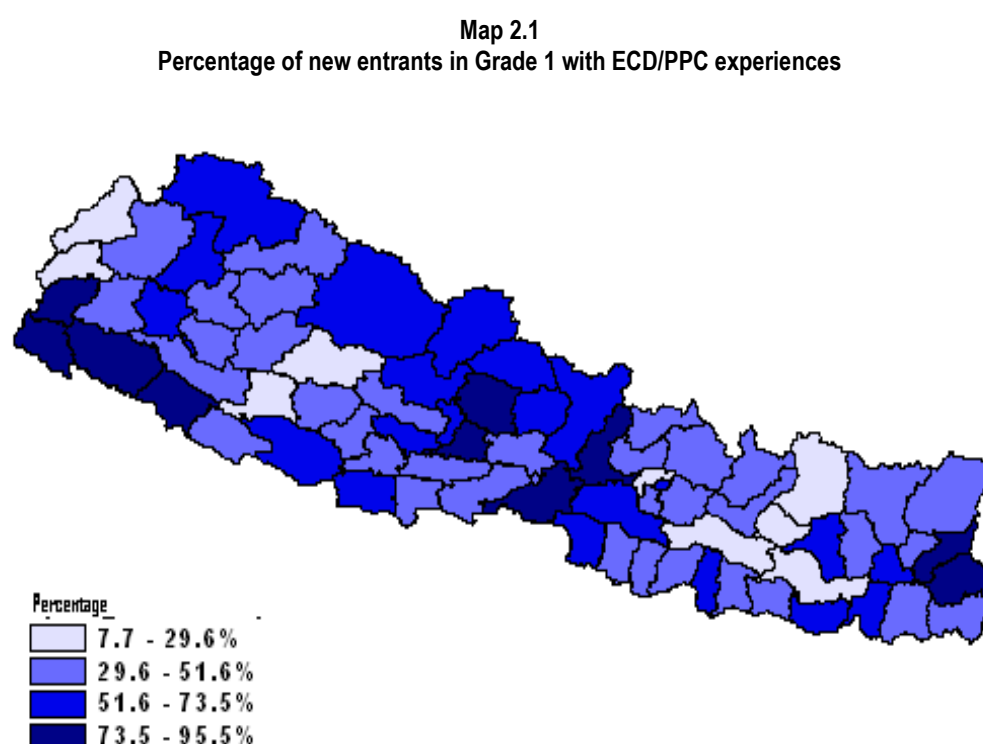
Eco-belts	New enrolment in Grade One			New enrolment in Grade One with ECD/PPC experiences			% of new students in Grade One with ECD/PPC experiences		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Mountain	49,119	44,450	93,569	18,995	18,404	37,399	38.7	41.4	40.0
Hill	206,941	205,323	412,264	100,304	98,130	198,434	48.5	47.8	48.1
Kathmandu Valley	25,148	26,122	51,270	9,665	9,629	19,294	38.4	36.9	37.6
Terai	227,059	233,289	460,348	125,009	127,301	252,310	55.1	54.6	54.8
Total	508,267	509,184	1,017,451	253,973	253,464	507,437	50.0	49.8	49.9

Since there are more Pre-primary classes run by the private institutions e.g., Nursery, L.K.G, and U.K.G. in the Kathmandu Valley, which help increase the GER, whereas the children in Grade One get enrolled only from the UKG, which causes low enrolment in Grade One with ECD/PPC experiences in Grade One in the Kathmandu Valley.

The increasing trends, overall, of ECD/PPC experiences in Grade One might have contributed to reduce the repetition rates (i.e. from 29.4% in 2007 to 28.3% in 2008 and 26.5% in 2009), dropout rates (i.e. from 16.1% in 2007 to 12.1% in 2008 and 9.9% in 2009) and increased the retention rates for grade one.



The map 2.1 below presents the district wise status of new children in grade one with ECD/PPCs experiences in the school year 2009-010. In total, there are 31 districts with high rates of children with ECD/PPC experiences in grade one, whereas 44 districts are below the national average.



SECTION III

3.1 School education

The school education system in the country consists of primary, lower secondary, secondary and higher secondary education. Primary schools provide grade one to five years of education, whereas lower secondary schools provide further three years of education. Secondary schools offer two more years of education, while higher secondary schools also offer two more years of education after SLC. As described previously, early childhood development (ECD)/pre-primary classes (PPCs) are offered as preparation for grade one.

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.

From 2009 the government of Nepal has begun to implement the School Sector Reform Programme (SSRP), which aims at restructuring school education with basic education (consisting of grades 1-8) and secondary education (consisting of grades 9-12).

The majority of schools in the country include primary level (grade 1-5), i.e. most of the lower secondary, secondary and higher secondary schools operate primary level. Very few of them offer only grades 6-8 (lower secondary level) or only the grades 9-10 (secondary level). At the higher secondary level it is more common that some schools offer only grades 11-12.

Broadly, schools are categorized into four types: community-aided (schools, which are fully supported by the government for teachers' salary and other expenses), community-managed (schools, which are fully supported by the government for teachers salary and other funds but their management responsibility lies with 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 Madarasa, Gumba/Vihar and Ashram/Gurukul that have received support from the government when they have been mainstreamed into the formal education system by registering with the DEO and following the Education Act and Regulation.

3.2 Basic Education

As the School Sector Reform Programme (2009-015) has institutionalized the education sector structure with a basic (grade 1-8) level and secondary (grade 9-12) level, the information in the following sections will reflect this new education structure.

3.2.1 Number of schools

The Table 3.1 and the figures 3.1 and 3.2 below present the total number of primary and lower secondary schools by unit and levels registered at DEOs throughout the country in the school year 2009-010. Of the total 32,130 schools, 31,655 are primary and 11,341 are lower secondary and 31,835 are basic levels of schools. The distribution of schools by eco-belts shows that there are 3,954 schools in Mountain, 16,557 are in Hill, 2,213 are in the Kathmandu Valley and 9,406 are in Terai belt respectively (See Annex: III_A).

Among the eco-belts, the highest number of schools is in Hill and the lowest number is in the Kathmandu Valley. Likewise, there are 31,835 basic levels with Grades 1-8 in the country out of which 3,947 levels are in Mountain, 16,506 levels are in Hill, 2,093 levels are in Kathmandu Valley and 9,289 levels are in Terai belt respectively.

Table 3.1
Number of schools by eco-belts (in unit and levels)

Eco-belts	Total School (Units)	Primary level (Grades 1-5)	Lower secondary level (Grades 6-8)	Basic level (Grades 1-8)
Mountain	3,954	3,920	1,118	3,947
Hill	16,557	16,423	5,285	16,506
Kathmandu Valley	2,213	2,076	1,507	2,093
Terai	9,406	9,236	3,431	9,289
Nepal	32,130	31,655	11,341	31,835

Figure 3.1
Number of schools by eco-belts (in level)

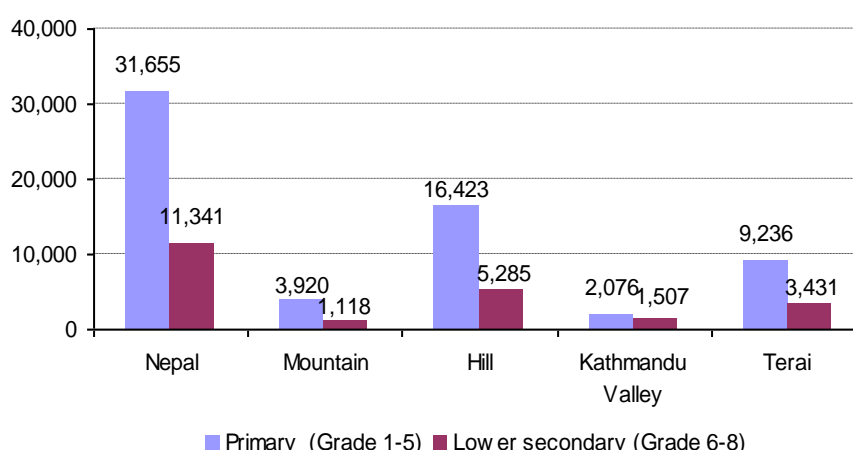


Figure 3.2
Percentage distribution of schools by eco-belts (in level)

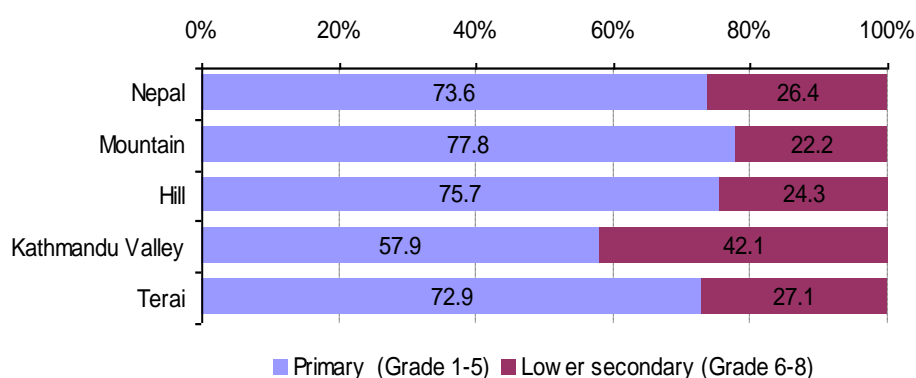


Table 3.2 below shows the distribution of schools running by grades in the school year 2009-010. Out of the total 24,909 schools in the basic level (grade 1-8), the majority of schools (12,762 schools) are running with grades of 1-5 (primary level). At the primary level, there are small schools with only grade 1, 1-2, 1-3 and 1-4. At the lower secondary level, the majority of schools are running with grade 1-8; however, there is a significant number of

schools with grades 1-7 and less number of school with grades 6-7 and 6-8 (See Annex: III_A).

Table 3.2
Number of schools by units (running by grades)

Grade	Number of schools
1	800
1-2	1,122
1-3	4,243
1-4	1,567
1-5	12,762
1-6	764
1-7	1,139
1-8	2,505
6-7	2
6-8	5
Total	24,909

The table 3.3, and figure 3.3 below explain the number of schools, excluding the religious schools, by types and levels in the school year 2009-010. At primary level, out of the total 31,002 school levels, 26,375 are community and 4,627 are institutional school levels. Similarly, at lower secondary level, out of the total 11,305 school levels, 8,413 are community and 2,892 are institutional school levels. Likewise, among 31,170 basic education levels 26,494 are under community and 4,676 are under the institutional management (See Annex: III_A-C).

Table 3.3
Number of schools by levels (Excluding religious schools)

Levels of School	Community	Institutional	Total
Primary(1-5) level	26,375	4,627	31,002
Lower Secondary(6-8) level	8,413	2,892	11,305
Basic(1-8) level	26,494	4,676	31,170

Figure 3.3
Percentage distribution of schools by level



Table 3.4 below shows the number of religious primary and lower secondary schools by types, unit and levels. Since 2006-07 the DOE has included information on religious schools

as per the policy of mainstreaming these schools into the education sector. Out of the total 665 reported religious schools in the Flash I 2009 school census, 653 primary levels, 36 lower secondary levels, and 665 basic education levels were reported. The Madararas are mainly located in Terai, the Gumbas in Hill and Mountain, and the Ashram in Hill and Terai belts (See Annex: IV_A-C).

Table 3.4
Distribution of religious schools by unit and levels

Religious Schools	Total number of schools (in Unit)	Number of school by level		
		Primary	Lower Secondary	Basic
Madarasa	571	571	15	571
Gumba/Vihar	52	52	3	52
Ashram/Gurukul	42	30	18	42
Total	665	653	36	665

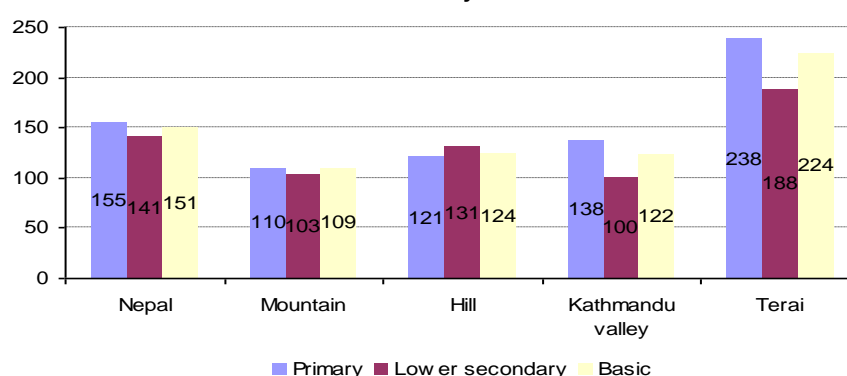
Table 3.5 and figure 3.4 below show the School Student Ratio (SSR)¹ by levels and eco-belts at primary, lower secondary and basic levels. This indicator presents the extent of schools' capacity to accommodate the students. The national average of School Student Ratio at primary level is 1:155. That is, on average, a primary level school is serving 155 children. Similarly, the School Student Ratio at lower secondary is 1:141 and at basic education level it is 1:204 (See Annex: V).

Table 3.5
School Student Ratios by eco-belts and levels

Eco-belts	Primary	Lower secondary	Basic
Mountain	110	103	139
Hill	121	131	163
Kathmandu Valley	138	100	208
Terai	237	188	306
Total	155	141	204

The highest School Student Ratios are found in the Terai at all levels. It is the only eco-belt which has higher rates than the national average at 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 level (See Annex: V).

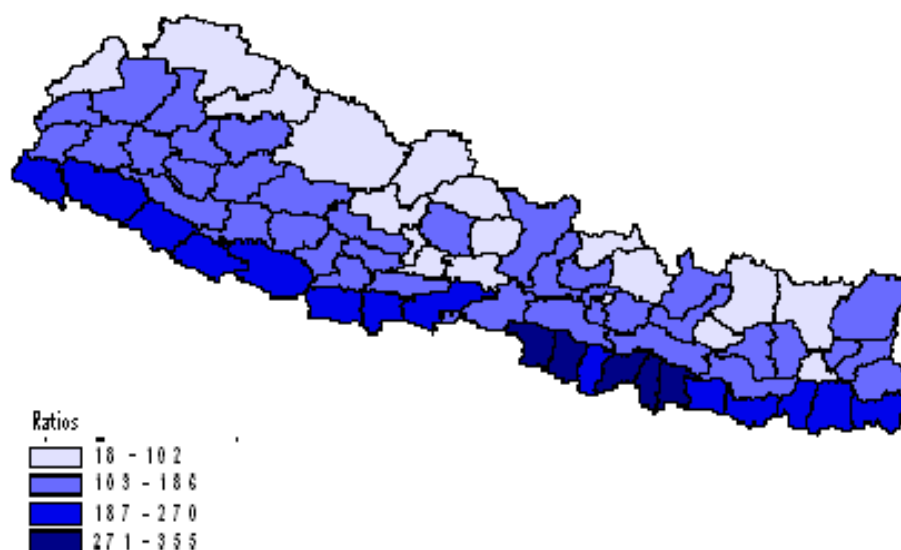
Figure 3.4
School Student Ratios by eco-belts and levels



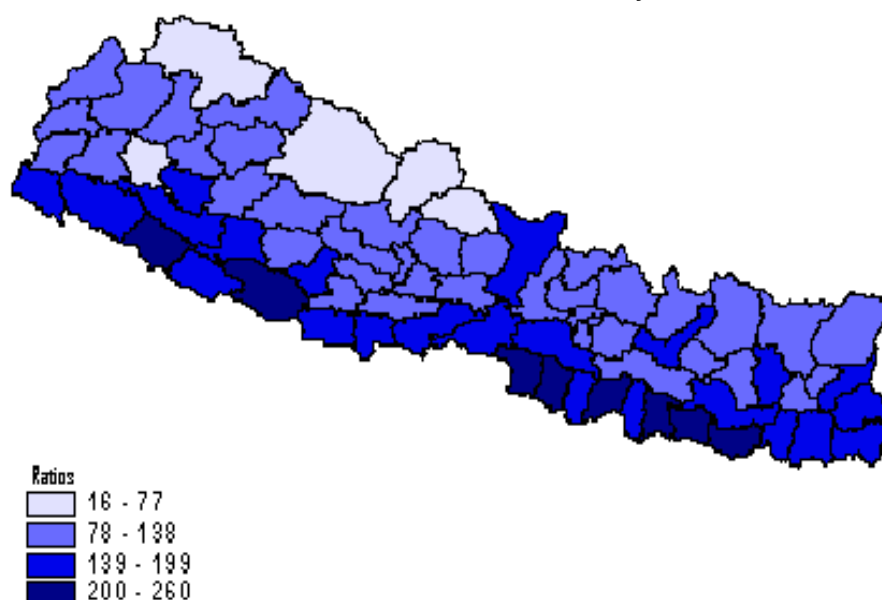
¹ This indicator is calculated by taking the total number of schools by level and total number of students in the respective school level.

The maps 3.1 and 3.2 below present the details of districts' status on School Student Ratios (See Annex: V).

Map 3.1
School Student Ratios at primary level



Map 3.2
School Student Ratios at lower secondary level



3.2.2 Enrolment

This section deals with the enrolment of students at primary, lower secondary and basic education levels.

(1) Total number of enrolments at primary, lower secondary and basic levels

The table 3.6 and figure 3.5 below show the trends of total enrolment at the primary, lower secondary and basic levels since the school year 2004. The over all enrolment at primary

level in the school year 2009 reached 4.90 million from 4.03 million in the school year 2004. This is a 22% increase as compared to the total enrolment in 2004, the first year of EFA 2004-09 plan. The average annual growth rate in enrolment at primary level is 4.0% in this period.

Similarly, the enrolment at lower secondary level reached 1.60 million in the school year 2009 from 1.44 million in the school year 2004. This is, again, an 11% increase as compared to the total enrolment in 2004. The average annual growth rate in enrolment is 2.1% in this period. Likewise, the increment at basic education level in 2009 is 19% when compared to the figure in 2004 and the average growth rate during this period was 3.5%. Interestingly, the average annual growth rates for girls are higher than the average annual growth rates of boys at both primary (by 4.0%) and lower secondary (by 2.1%) levels.

Compared to the previous school year, there are 45 districts with an increment of enrolment at primary level. Out of the remaining 30 districts, 3 districts (Achham, Sindhupalchok and Rautahat) report a decreased enrolment by more than 22% at primary level. Similarly, there are 65 districts with an increment of enrolment at lower secondary level and again the same 3 districts (Achham, Sindhupalchok and Rautahat) report a decreased enrolment by more than 18% at lower secondary level. The increment on enrolment at lower secondary level indicates a high transition from primary to lower secondary level. At the basic level, the trend of enrolment has absorbed similar pattern as in the primary and lower secondary level.

Table 3.6
Trends of total number of enrolments at primary, lower secondary and basic levels

Level	2004	2005	2006	2007	2008	2009	Average annual growth rate
Primary(1-5)	4,030,045	4,502,697	4,515,059	4,418,713	4,782,313	4,900,663	4.0
Lower secondary(6-8)	1,444,997	1,374,796	1,301,134	1,443,515	1,466,862	1,604,422	2.1
Basic(1-8)	5,475,042	5,877,493	5,816,193	5,862,228	6,249,175	6,505,085	3.5

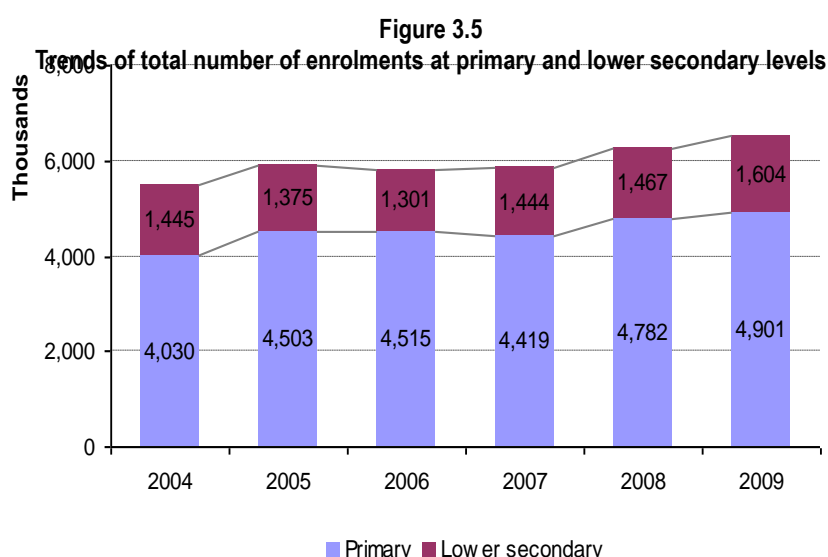


Table 3.7 shows that gender equality in terms of enrolment is almost a reality as the enrolment share of girls is 50.1% at primary level, 49.0% at lower secondary level and 49.8% at basic level. These encouraging data shows a considerable improvement on the share of

girls enrolment than the share of girls in the last school year (i.e. 49.5% at primary level, 48.2% at lower secondary level and 49.2% at basic level).

Table 3.7
Total number of enrolments at primary, lower secondary and basic levels by sex in 2009-010

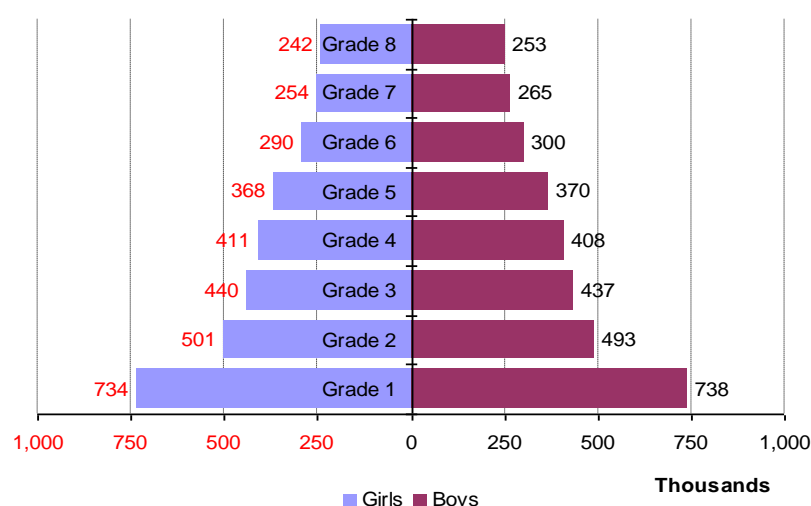
Level	Girls	Boys	Total	% of girls' enrolment
Primary(1-5)	2,453,935	2,446,728	4,900,663	50.1
Lower secondary(6-8)	786,359	818,063	1,604,422	49.0
Basic(1-8)	3,240,294	3,264,791	6,505,085	49.8

Table 3.8 and figure 3.6 below show the grade-wise composition of enrolment at primary, lower secondary and basic levels. The grade-wise enrolment at primary level depicts that the trends of highest share in grade 1 in total enrolment is continuing. But there are beginning signs that the difference of shares within the primary level's grades is narrowing down (i.e. 33.8% in grade 1 and 14.4% in grade 5 in 2004-05 to 30% in grade 1 and 15% in grade 5 in this year). The continuous progress on grade-wise higher promotion and lower repetition- and drop-out rates seems to contribute to narrow the gaps in the share of enrolment in all grades for primary level.

Table: 3.8
Grade wise composition of enrolment at basic level

	Girls	Boys	Total	Share of girls by grade and level	Grade wise share in total enrolment at primary and lower secondary levels	Grade wise share in total enrolment of Basic level
Grade 1	733,660	738,353	1,472,013	49.8	30.0	22.6
Grade 2	500,711	493,205	993,916	50.4	20.3	15.3
Grade 3	440,048	436,557	876,605	50.2	17.9	13.5
Grade 4	411,034	408,223	819,257	50.2	16.7	12.6
Grade 5	368,482	370,390	738,872	49.9	15.1	11.4
Grade 1-5	2,453,935	2,446,728	4,900,663	50.1	100.0	75.3
Grade 6	290,203	300,351	590,554	49.1	36.8	9.1
Grade 7	254,305	264,653	518,958	49.0	32.3	8.0
Grade 8	241,851	253,059	494,910	48.9	30.8	7.6
Grade 6-8	786,359	818,063	1,604,422	49.0	100.0	24.7
Total (Grade 1-8)	3,240,294	3,264,791	6,505,085	49.8	0.0	100.0

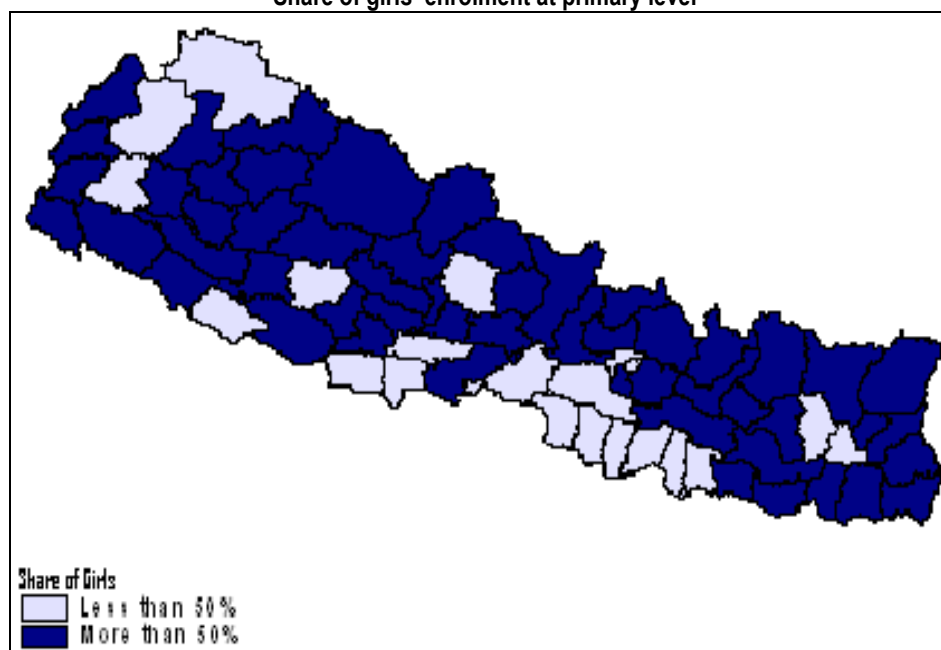
Figure 3.6
Grade wise composition of enrolments at basic level



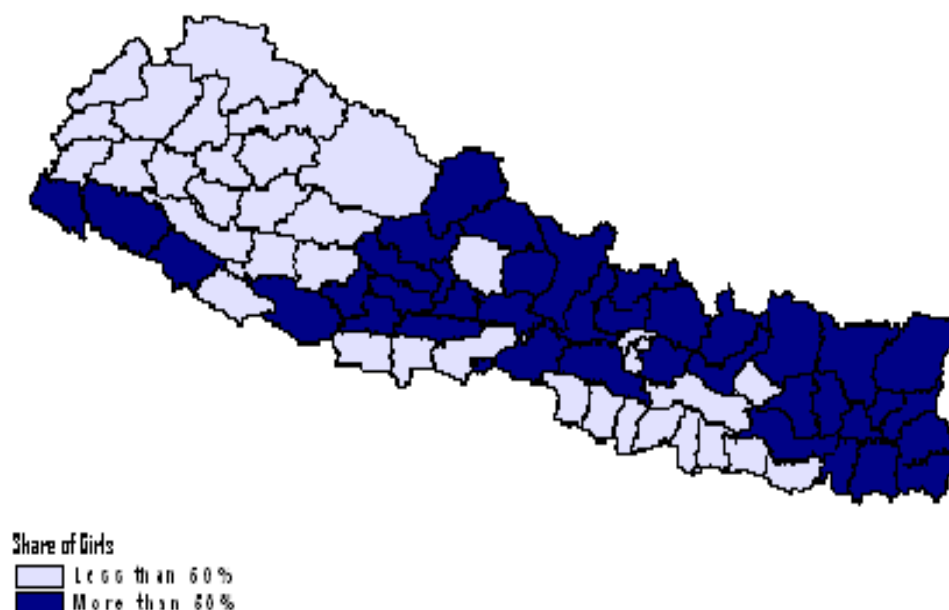
Out of total enrolment in basic level (Grades 1-8) more than one fifth (22.6%) of students is in grade one and 15.3% in grade two. Likewise, 11.4% and 7.6% of students are in grades five and eight respectively, i.e. more than one third of the total number of students are in grades one and two. From a gender perspective the composition of grade-wise enrolments is fairly balanced overall and the data shows that gender parity has been achieved in the case of primary level grades (See Annex: VI & XXIX).

The maps 3.3 and 3.4 below present the share of girls at primary and lower secondary levels by districts.

Map 3.3
Share of girls' enrolment at primary level



Map 3.4
Share of girl's enrolment at lower secondary level



The table 3.9, 3.10 and the figure 3.7 below show the number of students and their share by types of schools. It presents that almost 87% of total primary level children are in community

schools and the remaining 13% in institutional schools. Unlike the overall situation of gender parity, the proportion of girls is lower (11.3%) in institutional schools as compared to the proportion of boys (15.0%), suggesting matters of concerns. For all types of community schools the situation is the opposite; in all levels girls have a higher enrolment rate than boys.

At the primary level the share of enrolment in institutional schools is higher by 3% as compared to the last school year (See Annex: VII, VIII & XXXII & XXXIII).

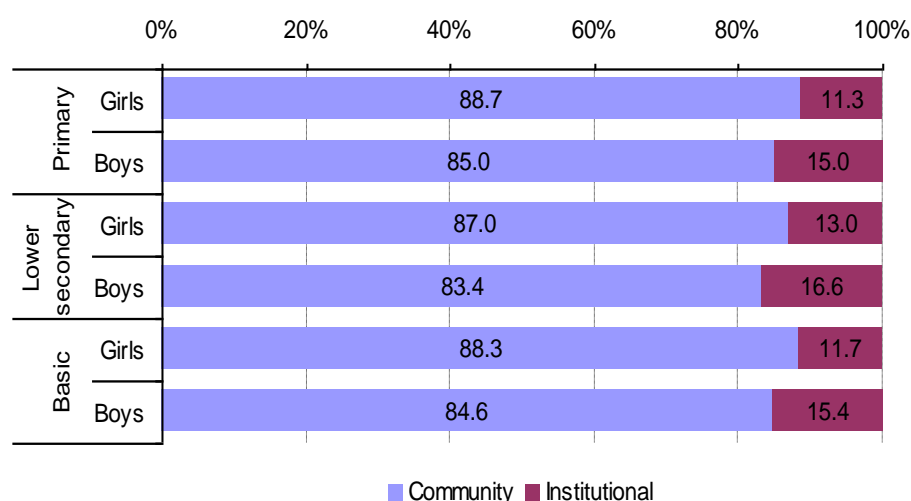
Table 3.9
Number of students' enrolment by types of schools

Types of schools	Primary (1-5)			Lower secondary (1-8)			Basic (1-8)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All types of Community	2,176,436	2,079,574	4,256,010	684,038	682,310	1,366,348	2,860,474	2,761,884	5,622,358
Institutional	277,499	367,154	644,653	102,321	135,753	238,074	379,820	502,907	882,727
Total	2,453,935	2,446,728	4,900,663	786,359	818,063	1,604,422	3,240,294	3,264,791	6,505,085

Table 3.10
Shares of enrolments by types of schools

Types of schools	Primary (1-5)			Lower secondary (1-8)			Basic (1-8)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All types of Community	88.7	85.0	86.8	87.0	83.4	85.2	88.3	84.6	86.4
Institutional	11.3	15.0	13.2	13.0	16.6	14.8	11.7	15.4	13.6

Figure 3.7
Shares of enrolments by types of schools



(2) Dalit and Janajati enrolments at primary, lower secondary and basic levels

Tables 3.11 and 3.12 together with figure 3.8 below show the enrolment of Dalit and Janajati students at primary, lower secondary and basic levels. In comparison to their share in the total population at around 12%, at primary level the enrolment share of Dalit is 20%, whereas the shares at lower secondary and basic levels are 12.6% and 18.2% respectively. When compared to last year's status of shares, a slight decrease of 0.2% at primary level and an increase of 1.2% at lower secondary level are noted (See Annex: IX & XXX). Similarly, table 3.11 depicts the shares of Janajati students by levels. Compared with their share in the total

population at around 40%, though the number has continued to increase, the share at primary level has slightly decreased (from 40.3% to 38.6%). Likewise, there has been a slight decrease at lower secondary level as well (from 43.3% to 41.7%) in spite of the increase in the absolute number. The share at basic level is 39.3% (See Annex: X & XXXI).

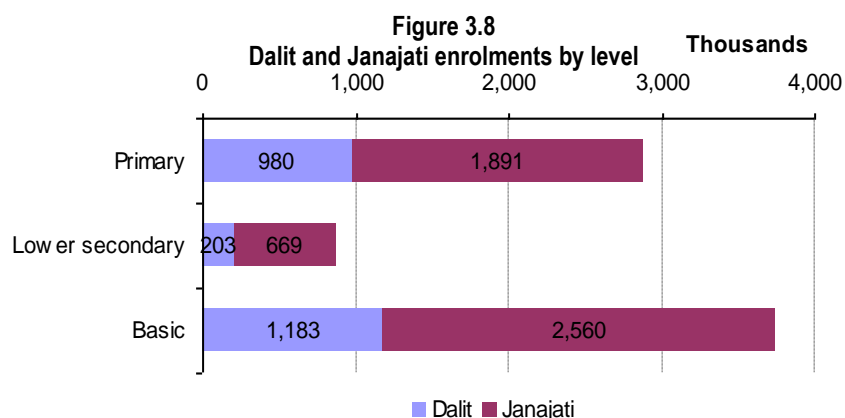
Table 3.11
Dalit enrolments at primary, lower secondary and basic level

Level	Girls	Boys	Total	% of enrolment in total
Primary(1-5)	492,095	487,880	979,975	20.0
Lower secondary(6-8)	96,409	106,286	202,695	12.6
Basic(1-8)	588,504	594,166	1,182,670	18.2

Table 3.12
Janajati enrolments at primary, lower secondary and basic level

Level	Girls	Boys	Total	% of enrolment in total
Primary(1-5)	951,430	939,422	1,890,852	38.6
Lower secondary(6-8)	337,471	331,377	668,848	41.7
Basic(1-8)	1,288,901	1,270,799	2,559,700	39.3

Figure 3.8 below illustrates the status of enrolment by Dalit and Janajati students in total enrolment at primary, lower secondary and basic levels in the school year 2009-010.



(3) Percentage of girls and boys and gender parity indexes in enrolment at primary, lower secondary and basic levels by social groups.

The Gender Parity Index (GPI) explains the ratio of female to male enrolment and measures progress towards gender equity in enrolment in the education system by grade and level. It also assesses the learning opportunities available to girls compared to those available to boys. A GPI of 1 indicates parity between sexes, while a GPI between 0 and 1 means a disparity in favor of boys/men and a GPI greater than 1 indicates a disparity in favor of girls/women. For gender parity to exist, the GPI value should be within the range of 0.97 and 1.03.

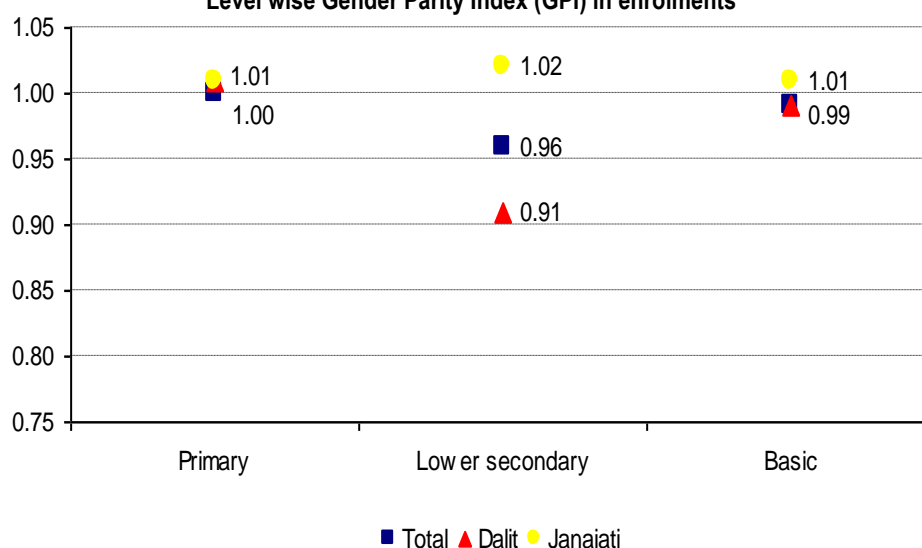
Table 3.13 and figure 3.9 below gives the percentage of students by sex and the GPI in enrolments at primary, lower secondary and basic levels of total, Dalit and Janajati students based on the 2009-010 school census. The shares of enrolment of total, Dalit and Janajati girls are 50.1%, 50.2% and 50.3% at primary level, whereas they are 49.0%, 47.6% and 50.5% at lower secondary, and 49.8%, 49.8% and 50.4% at basic levels.

Except at lower secondary level the gender parity has been achieved for overall enrolment (1.00 at primary level, 0.96 at lower secondary level and 0.99 at basic level). It is the same results in Dalit enrolment; whereas, the GPI in Janajati enrolment has achieved at all levels. The GPI for Dalit students has increased from 0.98 in 2008 to 1.01 in 2009 at primary level and, again, from 0.85 to 0.91 at lower secondary. It is 0.99 for basic education level (grade 1-8). The same positive trend is noted for Janajati students as well (0.99 in 2008 to 1.01 in 2009 at primary and 0.98 in 2008 to 1.02 in 2009 at lower secondary). The GPI for basic level in Janajati enrolment is 1.01.

Table 3.13
Percentages of students by sex and Gender Parity Index (GPI)

Level	Total			Dalit			Janajati		
	Girls	Boys	GPI	Girls	Boys	GPI	Girls	Boys	GPI
Primary(1-5)	50.1	49.9	1.00	50.2	49.8	1.01	50.3	49.7	1.01
Lower secondary(6-8)	49.0	51.0	0.96	47.6	52.4	0.91	50.5	49.5	1.02
Basic(1-8)	49.8	50.2	0.99	49.8	50.2	0.99	50.4	49.6	1.01

Figure 3.9
Level wise Gender Parity Index (GPI) in enrolments



(4) Enrolment at primary, lower secondary and basic levels by disadvantaged Janajati and disabilities of students

Table 3.14 and 3.15 below show the status of Janajati students by ethnicity at primary, lower secondary and basic level. Based on the categorizations of 59 Janajati groups into 5 categories by the Nepal Adibasi Janajati Maha Sangha in 2003 (2060), the DOE has initiated to capture the enrolment data of 22 castes, which are under the endangered and extremely-deprived categories (See Annex: XI_A-B & XXXIV_A-B).

In total from these 22 castes, there are 88,689 children at primary level, 19,357 children at lower secondary level and 108,046 children at basic level registered at schools in the current school year. The 88,689 children constitute about 2% of the total primary level enrolment. Interestingly, the share of girls (50.7%) is higher than the share of boys in primary education.

However, for lower secondary education the share of girls (48.3%) is lower than the share of boys.

Table 3.14
Number of enrolment by endangered and extremely disadvantaged Janajati castes at primary level

Janajati Casts	Girls	Boys	Total	% in total enrolment	Janajati Casts	Girls	Boys	Total	% in total enrolment
Bankaria	14	8	22	0.00	Majhi	9,095	8,642	17,737	0.36
Baramu	773	771	1,544	0.03	Meche	311	275	586	0.01
Bote	1,524	1,487	3,011	0.06	Mushibadiya	25	22	47	0.00
Chepang	7,537	7,890	15,427	0.31	Raji	422	399	821	0.02
Danuwar	5,656	5,223	10,879	0.22	Raute	27	31	58	0.00
Dhanuk	5,034	4,941	9,975	0.20	Satar	5,143	5,238	10,381	0.21
Hayu	456	418	874	0.02	Singsa	122	103	225	0.00
Jhagad	4,209	3,790	7,999	0.16	Siyar	505	467	972	0.02
Kisan	757	850	1,607	0.03	Surel	28	22	50	0.00
Kusunda	311	304	615	0.01	Thami	2,599	2,435	5,034	0.10
Lopcha	261	273	534	0.01	Thunam	128	163	291	0.01
Total of 22 Janajati casts								88,689	1.81

Table 3.15

Janajati Casts	Girls	Boys	Total	% in total enrolment	Janajati Casts	Girls	Boys	Total	% in total enrolment
Bankaria	4	3	7	0.00	Majhi	1,937	2,176	4,113	0.26
Baramu	337	335	672	0.04	Meche	203	149	352	0.02
Bote	418	406	824	0.05	Mushibadiya	6	7	13	0.00
Chepang	795	874	1,669	0.10	Raji	58	87	145	0.01
Danuwar	1,792	1,891	3,683	0.23	Raute	0	0	0	0.00
Dhanuk	886	1,119	2,005	0.12	Satar	958	1,197	2,155	0.13
Hayu	100	96	196	0.01	Singsa	3	1	4	0.00
Jhagad	1,004	890	1,894	0.12	Siyar	69	72	141	0.01
Kisan	131	112	243	0.02	Surel	21	17	38	0.00
Kusunda	3	4	7	0.00	Thami	490	461	951	0.06
Lopcha	96	46	142	0.01	Thunam	41	62	103	0.01
Total of 22 Janajati casts								19,357	1.21

Table 3.16 below shows the status of children with disabilities at primary, lower secondary and basic levels in the school year 2009-010. The overall enrolment percentages of children with a disability in total enrolment at primary, lower secondary and basic levels are 1.1%, 0.9% and 1.1% respectively. Of them (53,681 in total) at primary level, 0.4%, 0.3%, 0.2%, 0.1%, 0.04%, and 0.1% have a physical, mental, deaf, blind, deaf and blind, and vocal and speech-related disability respectively. In the same way, out of the total 14,625 students with a disability at lower secondary level, 0.4%, 0.2%, 0.1% 0.1%, 0.05% and 0.1% has a physical,

mental, deaf, blind, deaf and blind, and vocal and speech-related disability respectively. Similarly, out of the total 68,306 students at basic level with a disability, 0.4%, 0.3%, 0.2%, 0.1%, 0.04% and 0.1% have a physical, mental, deaf, blind, deaf and blind, and vocal and speech-related disability respectively (See Annex: XII_A & XII_B).

Table 3.16
Total number of students with the types of disabilities and levels

Level		Types of disabilities						
		Physical	Mental	Deaf	Blind	Deaf and Blind	Vocal and speech related disabilities	Total Disabled
Primary	Girls	8,399	7,654	3,902	2,002	974	2,006	24,937
	Boys	9,940	8,350	4,441	2,260	1,064	2,689	28,744
	Total	18,339	16,004	8,343	4,262	2,038	4,695	53,681
	% in total enrollment	0.4	0.3	0.2	0.1	0.04	0.1	1.1
Lower secondary	Girls	3,019	1,244	981	860	341	344	6,789
	Boys	3,468	1,350	1,193	881	405	539	7,836
	Total	6,487	2,594	2,174	1,741	746	883	14,625
	% in total enrollment	0.4	0.2	0.1	0.1	0.05	0.1	0.9
Basic	Girls	11,418	8,898	4,883	2,862	1,315	2,350	31,726
	Boys	13,408	9,700	5,634	3,141	1,469	3,228	36,580
	Total	24,826	18,598	10,517	6,003	2,784	5,578	68,306
	% in total enrollment	0.4	0.3	0.2	0.1	0.04	0.1	1.1

(5) Gross Intake Rate (GIR) and Net Intake Rate (NIR) in Grade One

The Gross Intake Rate (GIR) is an indicator relating to the enrolment in the first grade at primary level. It explains the total number of new entrants in grade one, regardless of age, expressed as a percentage of the population of five year age old children (the official primary school-entrance age). It indicates the capacity of the education system to provide access to grade one for the population of five-year aged children.

Likewise, NIR is an indicator related to new entrants in grade one who are five years of age, expressed as a percentage of the population of the same age. It shows the level of access to primary education of the eligible population of primary school-entrance age.

The tables 3.17, 3.18 and figure 3.10 below show the total number of new enrolment in grade I, 5 year's age group projected population and GIR in grade one in the school year 2009-010 by eco-belts and gender. Based on the total number of new enrolment in grade 1 and the total number of 5 years' group population the overall GIR for grade one is 144.0% with 148.2% for girls and 139.9% for boys. Compared with the other eco-belts, Mountain belt shows the highest GIR followed by Hill and Terai, whereas the Kathmandu Valley shows the lowest GIR (126.5%). The overall GIR 144% is lower than the last school year by 3.7%. However, it is still high and this indicates a late entrance of children into grade one. This is highly likely to be affecting the overall internal efficiency of primary education.

There are 41 districts which have achieved a GIR less than national average, while 33 districts mostly from the Hill and Mountain eco-belts, including 5 Karnali-zone districts, have the highest rates of GIR. The age-wise enrolment shows that 8.6% students are less than 5

years out of the total 1,017,451 new enrolments in grade one. This might also contribute to the relative high repetition rate in grade one. It is worth noting that the districts which have high GIRs also have relatively low percentages of new entrance in grade one with ECD/PPCs experience (See Annex: XIII).

Table 3.17
Total number of new enrolment in grade 1 and the 5 years age group projected population , 2009-010

Eco-belts	Total number of new enrolment in grade 1			5 years age group total projected population		
	Girls	Boys	Total	Girls	Boys	Total
Mountain	47,119	42,450	89,569	25,617	26,667	52,281
Hill	206,941	205,323	412,264	130,560	140,295	270,853
Kathmandu Valley	25,148	26,122	51,270	19,929	20,604	40,532
Terai	229,059	235,289	464,348	166,809	176,267	343,075
Total	508,267	509,184	1,017,451	342,915	363,833	706,741

Table 3.18
Gross Intake Rate (GIR) in Grade one, 2009-010

Eco-belts	Girls	Boys	Total
Mountain	183.9	159.2	171.3
Hill	158.5	146.4	152.2
Kathmandu Valley	126.2	126.8	126.5
Terai	137.3	133.5	135.3
Total	148.2	139.9	144.0

Figure 3.10
Gross Intake Rate (GIR) in Grade one, 2009-010

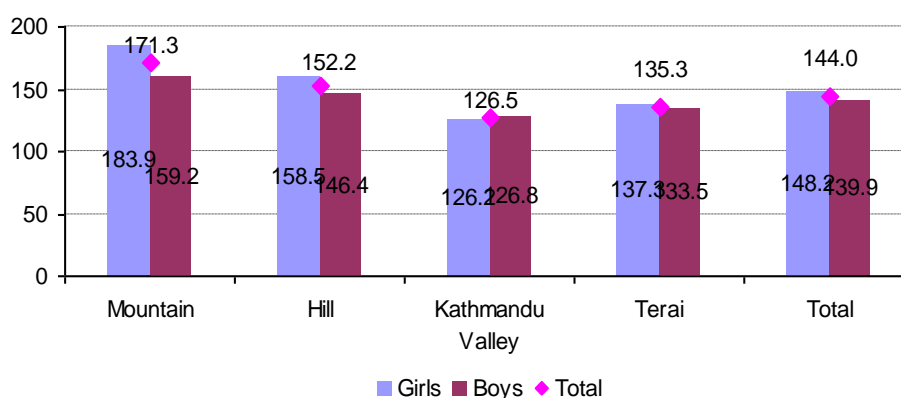
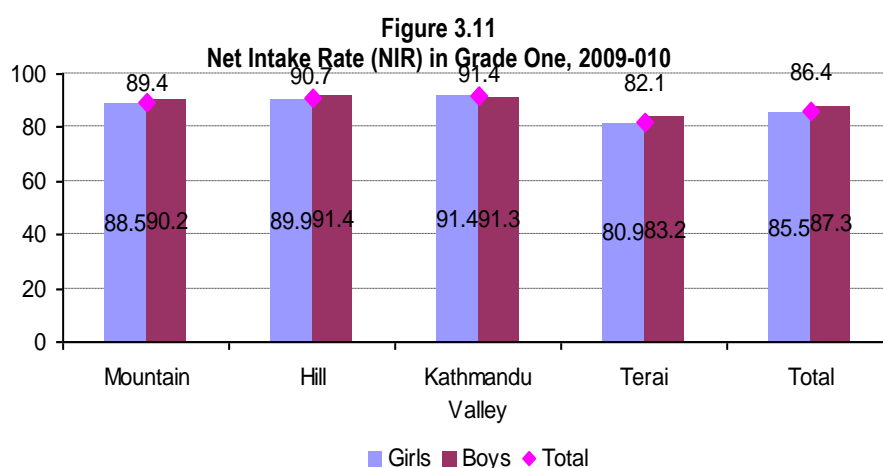


Table 3.19
Total number of new enrolment in grade 1 and the 5 years age group projected population , 2009-010

Eco-belts	Total number of 5 years age group new enrolment in grade 1			5 years age group total projected population		
	Girls	Boys	Total	Girls	Boys	Total
Mountain	22,660	24,056	46,716	25,617	26,667	52,281
Hill	117,431	128,205	245,636	130,560	140,295	270,853
Kathmandu Valley	18,225	18,809	37,034	19,929	20,604	40,532
Terai	134,912	146,637	281,549	166,809	176,267	343,075
Total	293,228	317,707	610,935	342,915	363,833	706,741

Table 3.20
Net Intake Rate (NIR) in Grade One, 2009-010

Eco-belts	Girls	Boys	Total
Mountain	88.5	90.2	89.4
Hill	89.9	91.4	90.7
Kathmandu Valley	91.4	91.3	91.4
Terai	80.9	83.2	82.1
Total	85.5	87.3	86.4



Similarly, the tables 3.19, 3.20 and figure 3.11 above show the total number of 5 years' age group new enrolment in grade I, 5 year's age group projected population and NIR in grade one in the school year 2009-010 by eco-belts and gender.

Based on the total number of 5 years' age group new enrolment in grade 1 and the 5 year's age group population in 2009 the overall Net Intake Rate (NIR) in grade one is 86.4% with 85.5% for girls and 87.3% for boys. Compared amongst eco-belts, Kathmandu Valley shows the highest NIR (91.4%) followed by Hill and Mountain with Terai having the lowest NIR (82.1%). Compared with the NIR in the last year, it has increased by 3.3 percent points. As compared to the national average there are 50 districts, mostly from the Hill eco-belt, with a high NIR and 25 districts (including 11 Terai districts) with a low NIR (See Annex: XIV).

(6) Gross and Net Enrolment Rate (GER and NER) at primary, lower secondary and basic levels

GER is an indicator related to total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year. This indicator is widely used to show the general level of participation in a given level of education.

Likewise, NER is an indicator related to total enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population. NER gives a more precise measurement of the extent of participation in primary education of children belonging to the official school age. Practically, a high NER denotes a high degree of participation by the official school-age population. The highest theoretical value is 100%. Increasing trends can be considered as reflecting improving participation at the specified level of education. When the NER is compared with the GER the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment.

The tables 3.21, 3.22 and 3.23 with the figures 3.12 and 3.13 below show the total number of students, age group wise students at primary, lower secondary and basic levels with the projected population of 5-9, 10-12 and 5-12 years' age groups for 2009 and the status of GER and NER at primary, lower secondary and basic levels by gender in the school year 2009-010. Based on the data presented in the tables 3.21, the overall GER at primary level is 141.4% with 146.1% for girls and 137.1% for boys. When these figures are compared with the figures of last year (142.8% total, 145.6% for girls and 140.2% for boys), the GER in total has been reduced. When taken separately for girls and boys, the GER for girls has gone slightly up, whereas for boys it has gone slightly down (See Annex: XIII).

The overall NER is 93.7% with 92.6% and 94.7% for girls and boys respectively. When compared with the status of the last year (91.9% total, 90.4% for girls and 93.2% for boys), the NER for both girls and boys as well as the total have increased. The present status of NER suggests that a total of approximately 219 hundred thousand children (6.3%) are out of formal primary schooling of them the majority are girls (See Annex: XIV).

The table 3.23 further shows that the total GER at lower secondary level is 88.7% with GER of 89.3% for girls and a GER of 88.2% for boys. When compared with the status of the previous year (80.1% total, 79.0% for girls and 81.1% for boys) the GER in total as well as for both genders has increased this year.

The total NER is 63.2% with a NER for girls of 61.9% and a NER for boys of 64.3%. When compared to the status of the previous year, the scenario of this year shows some improvement. Yet, the present NER suggests that, based on the 10-12 years age group students enrolled at lower secondary level this year, almost 36.8% of lower secondary age group population is not attending at lower secondary education. In the same way, the GER and NER for the basic level are 123.3% and 83.2% respectively.

The district level analysis shows that compared to the national average, there are 32 districts with a low GER at primary level and the rest 43 districts (mostly Hill districts) have high GER rates at primary level. Similarly, 19 districts depict a low NER and the rest have high NER than the national average.

At the lower secondary level altogether 25 districts (including 4 districts from Karnali-zone) have lower GER and NER at lower secondary level. In addition, an almost similar situation is observed for the basic level. Overall, 35 districts mostly from the Hill and Mountain eco-belts (including Karnali zone) have more than 50% over-aged (including 8.6% less than 5 years in grade one) students at primary level. This might be one of the causes of the low internal efficiency at primary level.

Table 3.21
Total number of students at primary, lower secondary and basic level and the 5-9, 10-12 and 5-12 years' age groups projected population, 2009-010

Level	Total enrolment by level			5-9, 10-12 and 5-12 years, age groups projected population by level		
	Girls	Boys	Total	Girls	Boys	Total
Primary	2,453,935	2,446,728	4,900,663	1,679,973	1,785,236	3,465,209
Lower secondary	786,359	818,063	1,604,422	880,876	927,600	1,808,476
Basic	3,240,294	3,264,791	6,505,085	2,560,849	2,712,836	5,273,685

Table 3.22

Total number of 5-9, 10-12 and 5-12 years' age groups students at primary, lower secondary and basic level and the 5-9, 10-12 and 5-12 years' age groups projected population, 2009-010

Level	5-9, 10-12 and 5-12 years, age group enrolment by level			5-9, 10-12 and 5-12 years, age groups projected population by level		
	Girls	Boys	Total	Girls	Boys	Total
Primary	1,555,075	1,690,278	3,245,353	1,679,973	1,785,236	3,465,209
Lower secondary	545,573	596,634	1,142,207	880,876	927,600	1,808,476
Basic	2,100,648	2,286,912	4,387,560	2,560,849	2,712,836	5,273,685

Table 3.23

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) by levels

Level	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Primary(1-5)	146.1	137.1	141.4	92.6	94.7	93.7
Lower secondary(6-8)	89.3	88.2	88.7	61.9	64.3	63.2
Basic(1-8)	126.5	120.3	123.3	82.0	84.3	83.2

Figure 3.12

Gross Enrolment Rate (GER) by levels

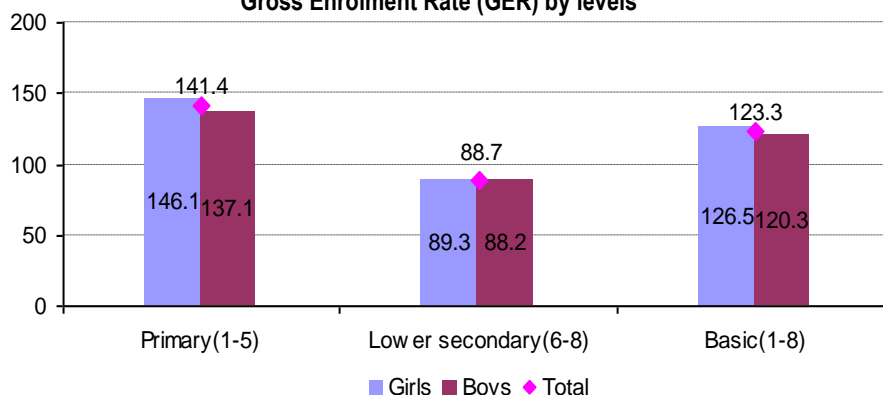
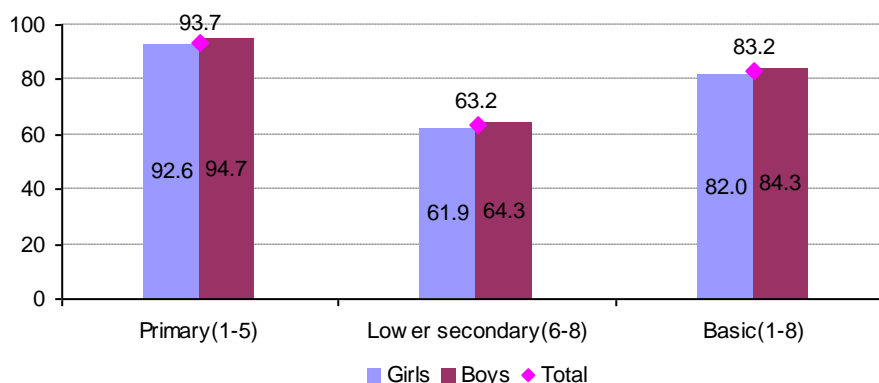


Figure 3.13

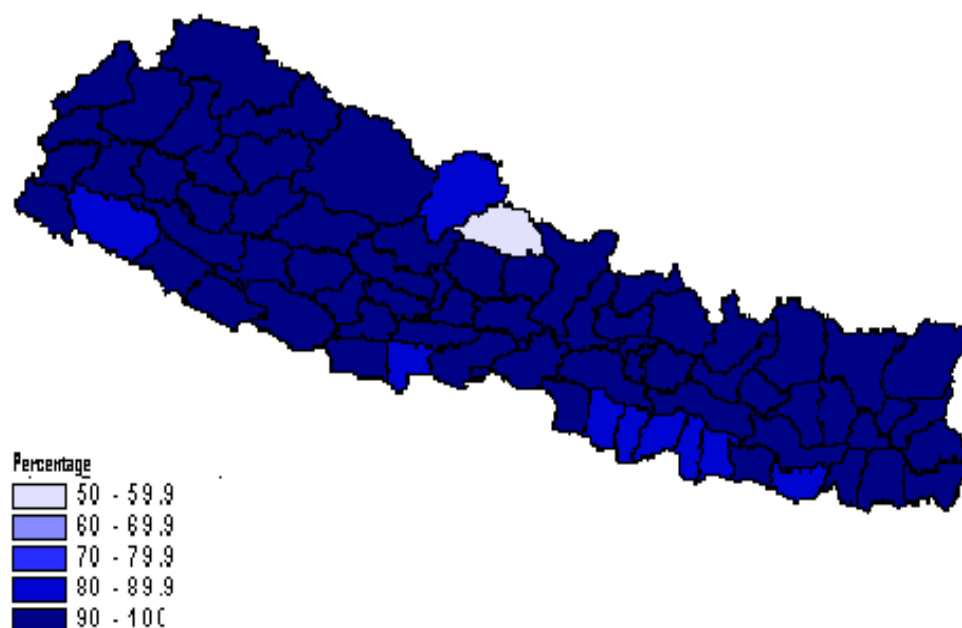
Net Enrolment Rate (NER) by levels



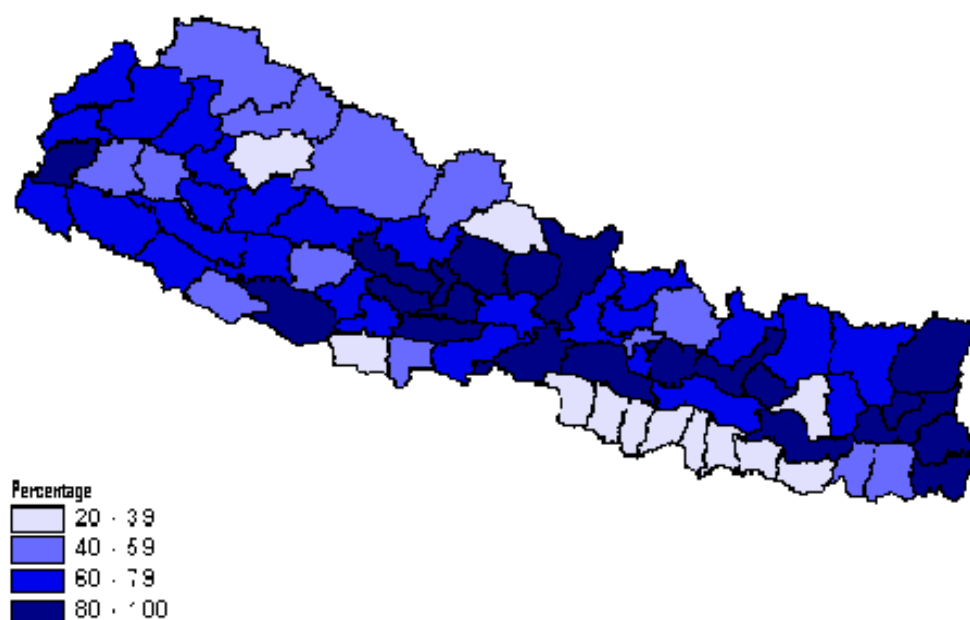
The maps 3.5 and 3.6 below present the district wise NER at primary and lower secondary levels in the school year 2009-010. The NER at primary level is better as compared to the NER at lower secondary level in the school year 2009-010. The Maps also depict that, in the district with a low NER at primary level, also found a low NER at lower secondary level in

the school year 2009-10. Mostly, the districts in the hilly belt have higher NER than in the other districts at both primary and lower secondary levels.

Map 3.5
The status of NER at primary level by district



Map 3.6
The status of NER at lower secondary level by district



(7) Internal efficiency at primary level

The term “efficiency” refers to the relationship between outputs and inputs. A process is described as technically efficient if it produces the maximum outputs from a given combination of inputs. Internal efficiency deals with the use of resources and refers to the internal dynamics of the educational system in transforming inputs and processes into outputs. Moreover, it can be defined as the system’s ability to educate the maximum number

of children who have entered the system in a specific year in the optimum time with the minimum possible use of human and financial resources.

Operationally, internal efficiency can be described as the number of students graduating from an educational institution (at a particular grade and level of education) expressed as a percentage of the number of students who entered the institution at the beginning of the particular program.

Table 3.24 below shows the flow rates of students from school year 2008-09 to 2009-010 for primary grades. These flow rates show the evaluation of internal efficiencies of the students as well as the overall effectiveness of the inputs provided. The table illustrates, out of the total students enrolled in the school year 2008-09 in grade one, 63.5% are promoted to grade two, 26.5% repeats the same grade in the current school year, and 10% dropped out from the school education system (See Annexes XV_A-C).

Thus, it shows that altogether 36.5% of the total enrolled students in grade one of last school year could not continue in grade two this year. Although the promotion rate has improved a bit as compared to the previous school year, it still demonstrates a high wastage of the inputs provided in the education system. However, the promotion rates for upper grades (grades 2 to 5) are better than for grade one. The table also suggests that except in grade 3 the promotion rates for girls, as compared to that of boys, are slightly better in all grades (See Annexes XV_A-C). This trend has been continued since some years back.

The average survival rate to grade 5 is 77.9 with 79.8 for girls and 77.8 for boys. This is higher than that of the previous year (74.1), while the coefficient of internal efficiency is 69.6 of this 70.0 for girls and 68.9 for boys.

Table 3.24
Internal efficiency at primary level

	PRD	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total of Grade 1-5
Total	Promotion rate	63.5	85.0	86.3	87.5	85.8	79.1
	Repetition rate	26.5	10.6	9.1	8.6	6.7	14.4
	Dropout rate	10.0	4.4	4.6	3.9	7.5	6.5
	Survival Rate to grades	-	-	-	-	77.9	-
	Coefficient of internal efficiency	-	-	-	-	-	69.6
Boys	Promotion rate	63.4	84.6	86.5	87.3	85.7	79.0
	Repetition rate	26.5	10.4	9.0	8.6	6.6	14.3
	Dropout rate	10.1	5.0	4.5	4.1	7.7	6.7
	Survival Rate to grades	-	-	-	-	77.8	-
	Coefficient of internal efficiency	-	-	-	-	-	68.9
Girls	Promotion rate	63.6	85.4	86.1	87.6	86.0	79.2
	Repetition rate	26.6	10.9	9.2	8.7	6.8	14.5
	Dropout rate	9.8	3.7	4.7	3.7	7.2	6.3
	Survival Rate to grades	-	-	-	-	79.8	-
	Coefficient of internal efficiency	-	-	-	-	-	70.0

(8) Internal efficiency at lower secondary level

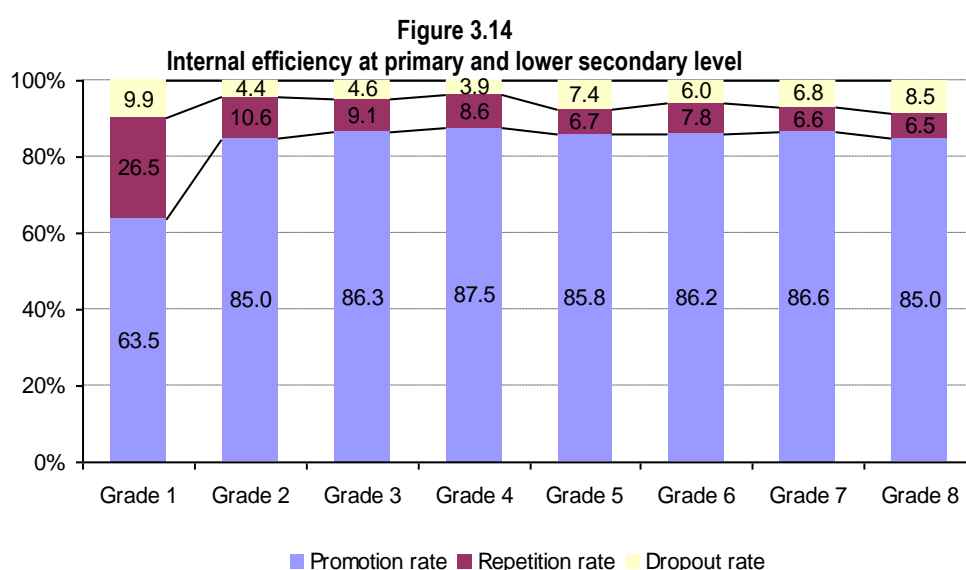
As shown in the table 3.25 the flow rates for students from school year 2008-09 to 2009-010 at lower secondary level are a bit more encouraging than the ones at primary level. Out of the total number of students enrolled in the school year 2008-09 in grade six, 86.2% are

promoted to grade seven, 7.8% are repeating the same grade in the current year, and 6.0% have dropped out from the school education system completely. Likewise, the promotion rates in grade seven and grade eight are 86.6% and 85.0% respectively. When the data given below are analyzed from the gender perspective, no significant differences are noted (See Annexes XVI_A-C). The average survival rate to grade 8 is 62.0 with 63.1 for girls and 60.5 for boys, while the coefficient of internal efficiency is 60.8 of this 60.9 for girls and 60.2 for boys.

Figure 3.14 shows the internal efficiencies at both primary and lower secondary levels and assists in understanding the trend for grade one to grade eight. The flow rates by districts show that the promotion, repetition and dropout rates vary from district to district.

Table 3.25
Internal efficiency at lower secondary level

	PRD	Grade 6	Grade 7	Grade 8	Grade 6-8
Total	Promotion rate	86.2	86.6	85	86.0
	Repetition rate	7.8	6.6	6.5	7.0
	Dropout rate	6.0	6.8	8.5	7.0
	Survival rate to grade 8				62.0
	Coefficient of internal efficiency				60.8
Boys	Promotion rate	86.2	86.6	86.3	86.4
	Repetition rate	7.6	6.3	6.3	6.7
	Dropout rate	6.2	7.1	7.4	6.9
	Survival rate to grade 8				60.5
	Coefficient of internal efficiency				60.2
Girls	Promotion rate	86.2	86.5	83.6	85.5
	Repetition rate	7.9	7.0	6.7	7.2
	Dropout rate	5.9	6.5	9.7	7.3
	Survival rate to grade 8				63.1
	Coefficient of internal efficiency				60.9



3.2.3 Teachers information at primary, lower secondary and basic levels

This section contains information on teachers at primary, lower secondary and basic levels by school type, level and sex. Teachers are defined as persons whose professional activity

involves transmitting knowledge, attitudes and skills that are stipulated in the approved curriculum to students enrolled in a formal educational institution.

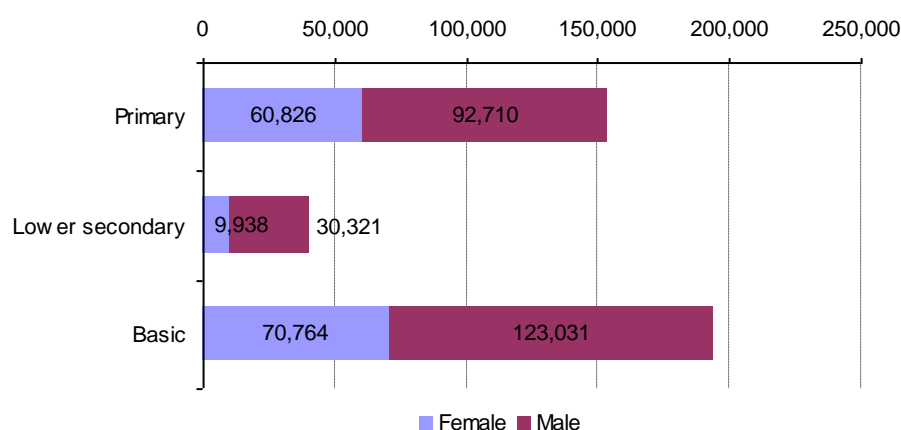
(1) Total reported number of teachers by sex at primary, lower secondary and basic levels in all types of schools

The table 3.26 and figure 3.15 below present the total number of teachers reported at primary, lower secondary and basic levels in the beginning of the school year 2009-010. As a whole, there are 153,536 teachers at primary level; 40,259 teachers at lower secondary level and 193,795 teachers are at basic level. Of them, the number of female teachers is 60,826; 9,938 and 70,764 respectively at primary, lower secondary and basic levels. The share of female teacher is 39.6%, 24.7% and 36.5% at primary, lower secondary and basic level respectively (See Annex: XVII & XXI).

Table 3.26
Total number of teachers by levels (based on reporting) in all types of schools

Level	Female	Male	Total
Primary(1-5)	60,826	92,710	153,536
Lower secondary(6-8)	9,938	30,321	40,259
Basic(1-8)	70,764	123,031	193,795

Figure 3.15
Total number of teachers by levels (based on reporting) in all types of schools



Out of total number of teachers (Table 3.26) reported in the beginning of the school year, the number of teachers in the institutional schools are present in the following table 3.27 where a total of 37,065, 12,323 and 49,388 teachers were reported at primary, lower secondary and basic levels. The share of female teachers in total number of teachers at primary, lower secondary and basic levels in institutional schools are 55.7%, 41.5% and 52.2% respectively. This is higher than the share of female teachers for all schools and for community schools (See Annex: XVIII & XXII).

Table 3.27
Total number of teacher in institutional schools by level (based on reporting)

Level	Female	Male	Total
Primary(1-5)	20,651	16,414	37,065
Lower secondary(6-8)	5,110	7,213	12,323
Basic(1-8)	25,761	23,627	49,388

Likewise, out of total number of teachers (table 3.26), the table 3.28 below show the reported number of teachers in all types of community schools in the beginning of the school year. The numbers of teachers given includes all types of teachers (i.e. teachers working in approved positions, Rahat teachers and teachers appointed by the community from their own sources). A total of 144,407 teachers with 45,016 female and 99,391 male teachers were reported for the basic level schools (See Annex: XVIII & XXII).

Out of the total number of teachers in community schools, the share of female teachers is 34.5%, 17.3% and 31.2% at primary, lower secondary and basic levels respectively. The shares of female teacher at all level have increased as compared to the share of female teachers in the last school year.

Table 3.28
Total number of teacher in all types of community schools by level (based on reporting)

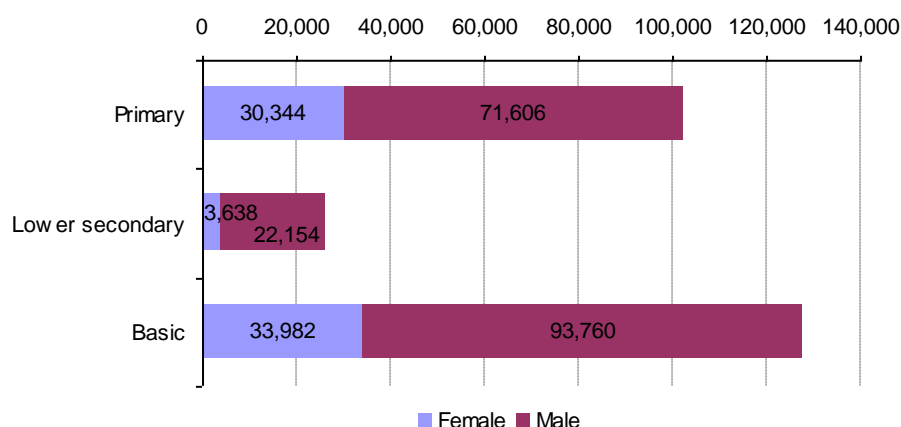
Level	Female	Male	Total
Primary(1-5)	40,175	76,296	116,471
Lower secondary(6-8)	4,828	23,108	27,936
Basic(1-8)	45,003	99,404	144,407

Table 3.29 and figure 3.16 below show the number of teachers in all types of community schools based on the number of teachers working in approved positions and Rahat positions by level. Overall, 101,950 teachers with 30,344 female teachers at primary level, 25,792 teachers with 3,638 female teachers at lower secondary level and 127,742 teachers with 33,982 female teachers at basic level are working in the current school year. Out of the total number of teachers by level 29.8% at primary, 14.1% at lower secondary and 26.6% at the basic level are female teachers (See Annex: XXVIII).

Table 3.29
Number of teacher in all types of community schools by level (based on approved positions)

Level	Female ²	Male	Total
Primary(1-5)	30,344	71,606	101,950
Lower secondary(6-8)	3,638	22,154	25,792
Basic(1-8)	33,982	93,760	127,742

Figure 3.16
Number of teacher in all types of community schools by level (based on approved positions)



² The numbers of female teachers are presented based on the reporting in the community schools working in the approved positions and Rahat Quotas.

(2) Percentage of teacher and the gender parity indexes in all types of schools

As discussed previously, the ratio of female to male of a given indicator is termed as GPI. Hence, to assess the level of participation of female teachers against male teachers in the education system, the GPI indicator is one of the most important indicators.

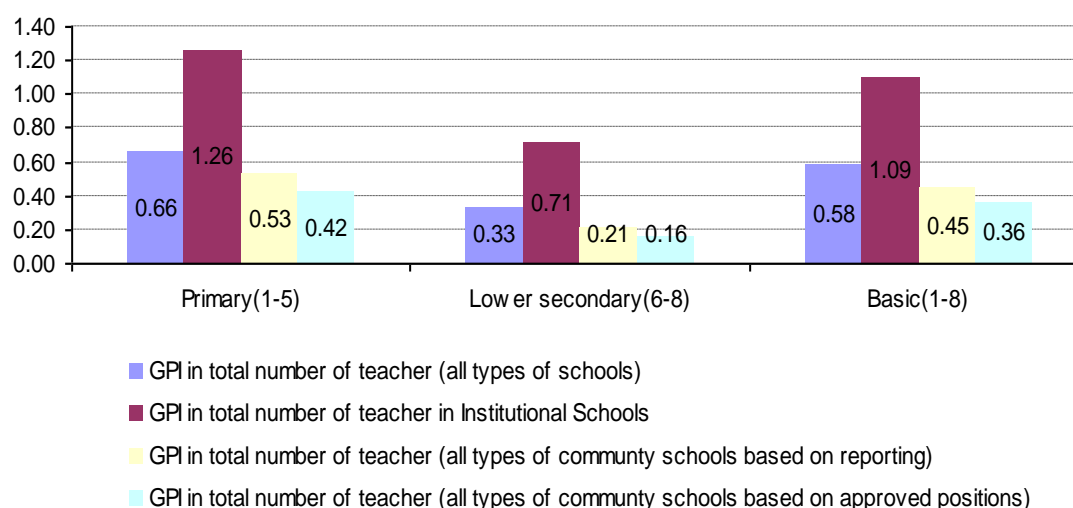
The table 3.30 and figure 3.17 below show the share of teachers by gender and GPI at primary, lower secondary and basic levels by types of schools. The overall GPI in total number of teachers is 0.66 at primary level, 0.33 at lower secondary and 0.58 at basic level respectively. Likewise, the GPI for institutional schools is 1.26 at primary level, 0.71 at lower secondary level and 1.09 at basic level.

Hence, the GPI for institutional schools is higher than the GPI in total number of teacher at all levels. Compared to the GPIs in total and institutional schools, the GPIs in the reported number of teachers in community schools and the total number of teachers working in approved positions and Rahat quotas are comparatively low.

Table 3.30
Share of teachers by sex in types of schools and levels

Types of Schools	Primary(1-5)			Lower secondary(6-8)			Basic(1-8)		
	Female	Male	GPI	Female	Male	GPI	Female	Male	GPI
GPI in total number of teacher (all types of schools)	39.6	60.4	0.66	24.7	75.3	0.33	36.5	63.5	0.58
GPI in total number of teacher in Institutional Schools	55.7	44.3	1.26	41.5	58.5	0.71	52.2	47.8	1.09
GPI in total number of teacher (all types of community schools based on reporting)	34.5	65.5	0.53	17.3	82.7	0.21	31.2	68.8	0.45
GPI in total number of teacher (all types of community schools based on approved positions)	29.8	70.2	0.42	14.1	85.9	0.16	26.6	73.4	0.36

Figure 3.17
GPI in the share of teachers by types of schools and levels



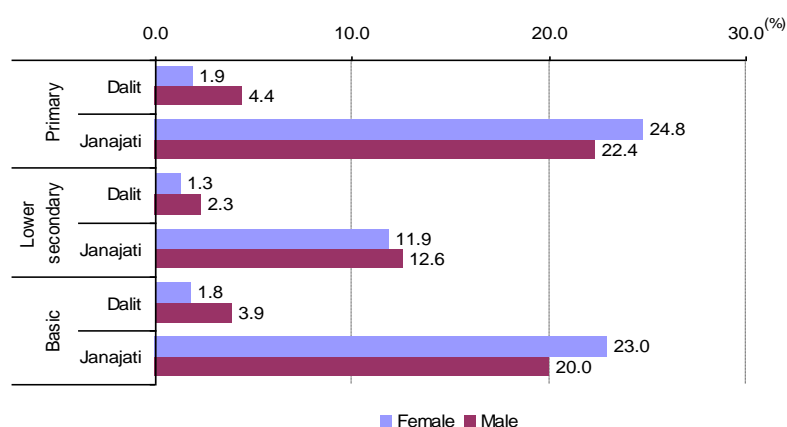
(3) Percentage of teachers by Dalit and Janajati

Table 3.31 and figure 3.18 below show the percentage share of teachers by Dalit and Janajati by level and sex in total number of teachers. The proportion of Dalit and Janajati teachers remains low in teaching profession as compared to their overall proportion of the total population. The percentage share of Dalit teachers at primary, lower secondary and basic levels are 3.4%, 2.0% and 3.1% respectively. Likewise, the percentage share of Janajati teachers at primary level is 23.4%, at lower secondary level 12.4% and at the basic level it is 21.1% respectively. However, compared to last school year, except for Dalit teachers at lower secondary level, there is a slight increment in the percentages share of Dalit and Janajati teachers (See Annex: XVII & XXI).

Table 3.31
Percentage share of Dalit and Janajati teachers in total teachers by types of school

Social group	Primary			Lower secondary			Basic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Dalit	1.9	4.4	3.4	1.3	2.3	2.0	1.8	3.9	3.1
Janajati	24.8	22.4	23.4	11.9	12.6	12.4	23.0	20.0	21.1

Figure 3.18
Percentage share of Dalit and Janajati teachers in total teachers by types of school



(4) Teacher training

Table 3.32 below shows the number of teachers³ by training status and sex in the school year 2009-010. Out of the total 153,536 teachers at primary level 113,096 are trained, 21,203 are partially trained, and 19,237 are untrained. Again, the figures by training status show that out of the total number of teachers at lower secondary level 23,021 are trained, 6,078 are partially trained and 11,160 teachers are untrained. At the basic level there are 136,117 trained, 27,281 are partially trained and 30,397 are untrained teachers (See Annex: XIX & XXIII).

Table 3.32
Total number of teachers by training status

Training status	Primary			Lower secondary			Basic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	44,076	69,020	113,096	6,143	16,878	23,021	50,219	85,898	136,117
Partially trained	7,475	13,728	21,203	1,114	4,964	6,078	8,589	18,692	27,281
Untrained	9,275	9,962	19,237	2,681	8,479	11,160	11,956	18,441	30,397
Total	60,826	92,710	153,536	9,938	30,321	40,259	70,764	123,031	193,795

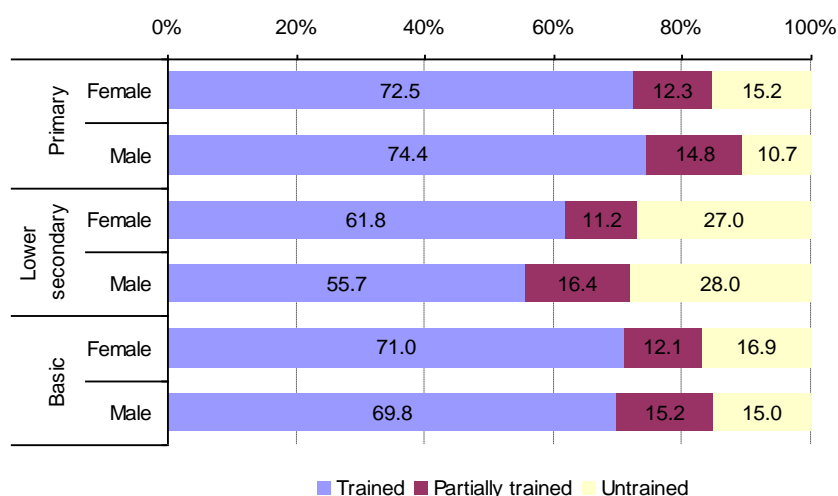
³ The numbers of teachers at all levels are based on the reporting in the Flash I survey 2009-10.

The percentages of teachers by training status and sex are illustrated in Table 3.33 and figure 3.19 below. At the primary level, 73.7%, 13.8%, 12.5% of teachers are trained, partially trained and untrained respectively. Similarly, at lower secondary level, 57.2% are trained, 15.1% are partially trained, and 27.7% are untrained. Again, at basic level, out of total number of teachers, there are 70.2% trained, 14.1% partially trained and 15.7% teachers are untrained. The figures in the table suggest that more than two thirds of teachers, except at lower secondary level are trained as more than a quarter of the teachers at lower secondary level are still untrained (See Annex: XX & XXIV).

Table 3.33
Percentage of teachers by training status (all types of school)

Training status	Primary			Lower secondary			Basic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	72.5	74.4	73.7	61.8	55.7	57.2	71.0	69.8	70.2
Partially trained	12.3	14.8	13.8	11.2	16.4	15.1	12.1	15.2	14.1
Untrained	15.2	10.7	12.5	27.0	28.0	27.7	16.9	15.0	15.7

Figure 3.19
Percentage of teachers by training status (all types of school)



The table 3.34 below shows the status of training in community schools at all level and sex. Out of the total 116,471 teachers at primary level 91,956 are trained, 14,841 are partially trained, and 9,674 are untrained. Again, the figures show that out of the total number of teachers at lower secondary level 16,277 are trained, 4,980 are partially trained and 6,679 teachers are untrained. Lastly, at the basic level there are 108,233 trained, 19,821 partially trained and 16,353 are untrained teachers. Again, out of total number of teachers in the country, there are less female untrained teachers at all levels as compared to male teachers (See Annex: XIX & XXIII).

Table 3.34
Number of community schools' teachers by training status

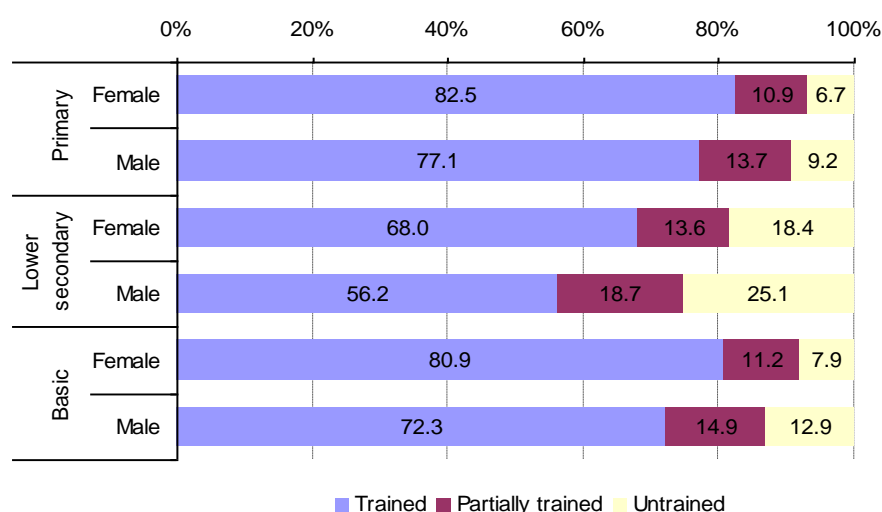
Training status	Primary			Lower secondary			Basic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	33,126	58,830	91,956	3,285	12,992	16,277	36,411	71,822	108,233
Partially trained	4,376	10,465	14,841	656	4,324	4,980	5,032	14,789	19,821
Untrained	2,673	7,001	9,674	887	5,792	6,679	3,560	12,793	16,353
Total	40,175	76,296	116,471	4,828	23,108	27,936	45,003	99,404	144,407

The status of teachers in terms of training in community schools by level and sex are shown in the following table 3.35 and figure 3.20. At primary level 79.0%, 12.7%, and 8.3% of the teachers are trained, partially trained and untrained respectively. At lower secondary level 58.3% of the teachers are trained, 17.8% are partially trained and 23.9% are untrained. Similarly, at the basic level among the total number of teachers 75% are trained, 13.7% are partially trained and 11.3% are untrained. Hence, more than 70% of the teachers in community schools, except at lower secondary level, are trained in the beginning of this school year (See Annex: XX & XXIV). The figure 3.20 below presents more information about the status of teacher training by level and sex.

Table 3.35
Percentage of community schools' teachers by training status

Training status	Primary			Lower secondary			Basic		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	82.5	77.1	79.0	68.0	56.2	58.3	80.9	72.3	74.9
Partially trained	10.9	13.7	12.7	13.6	18.7	17.8	11.2	14.9	13.7
Untrained	6.7	9.2	8.3	18.4	25.1	23.9	7.9	12.9	11.3

Figure 3.20
Percentage of teachers by training status (community school)



(5) Teacher Ratio

This section deals with the Student Teacher Ratios (STR) at all levels by types of schools.

(5)-1 Student Teacher Ratio in all types of schools

The table 3.36 and figure 3.21 below present the STR⁴ for all types of schools by eco-belts and levels in the school year 2009-010. On average the STR at primary level is 32:1, at lower secondary level 40:1 and at the basic level 34:1. The highest STR at primary level is found in Terai eco-belt with 42:1, while the lowest is in Kathmandu Valley by 19:1.

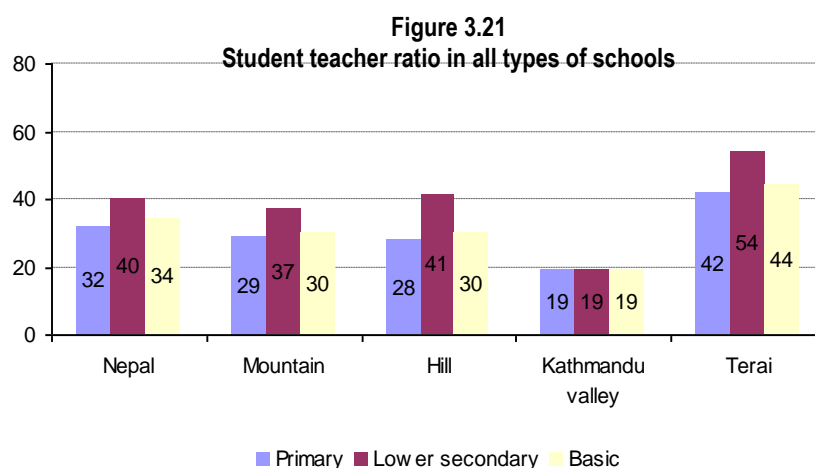
Similarly, at the lower secondary level the highest STR is in Terai belt at 54:1 and the lowest is in Kathmandu Valley at 19:1. Like-wise at basic level the highest STR is in Terai (44:1) and the lowest is in Kathmandu Valley (19:1). Hence, as in previous years, the analysis

⁴ The Student Teacher Ratio (STR) is calculated on the basis of reported number of students and the teachers in all types of schools by level in the school year 2009-10.

shows that more crowded classes are observed in the Terai belt at all levels than in the other eco-belts (See Annex XXVII).

Table 3.36
Student teacher ratio in all types of schools

Eco-belts	Primary	Lower secondary	Basic
Mountain	29	37	30
Hill	28	41	30
Kathmandu Valley	19	19	19
Terai	42	54	44
Total	32	40	34

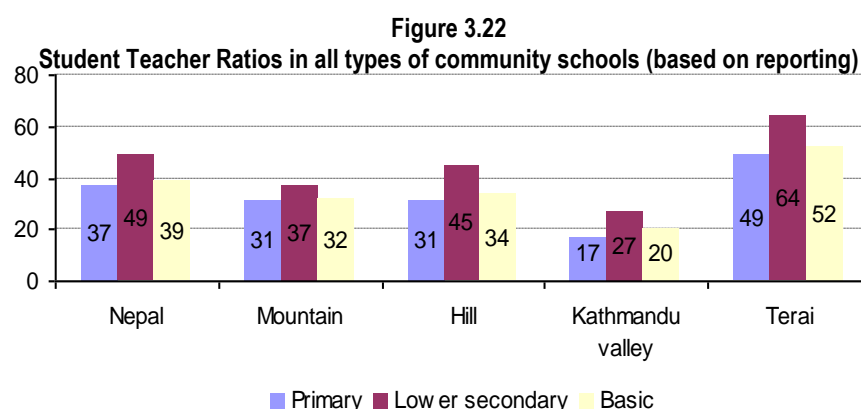


(5)-2 Student Teacher Ratios in community schools

The table 3.37 and figure 3.22 below show the STR by eco-belts for all types of community schools based on the reported number of teachers. On average, the STR in community schools is 37:1 at primary, 49:1 at lower secondary, and 39:1 at basic level. At the primary level the highest STR (49:1) is in the Terai eco-belt and the lowest (17:1) is in Kathmandu Valley. Similarly, at both lower secondary and basic levels, the highest STR has observed in Terai belt and the lowest one is Kathmandu Valley.

Table 3.37
Student Teacher Ratios in all types of community schools (based on reporting)

Eco-belts	Primary	Lower secondary	Basic
Mountain	31	37	32
Hill	31	45	34
Kathmandu Valley	17	27	20
Terai	49	64	52
Total	37	49	39



The data reveals that the STR is highest at all levels of education in community schools compared to the STR in all types of schools (Table 3.36) and that the highest STR is in Terai belt and the lowest STR is in Kathmandu Valley (Table 3.36) at all levels of schools in both scenarios (See Annex XXVIII).

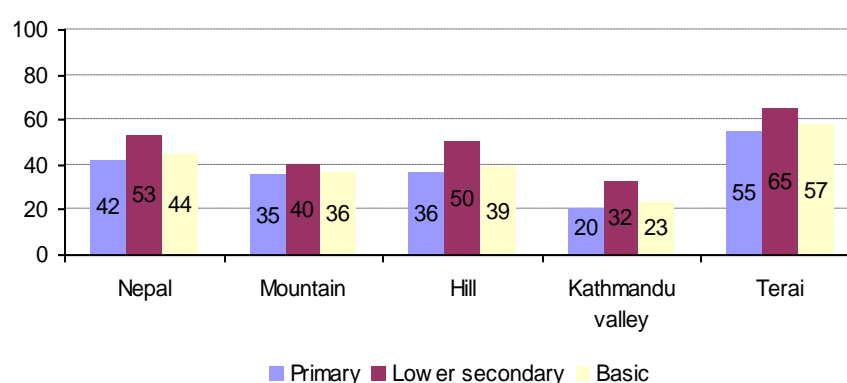
(5)-3 Student Teacher Ratios in community schools on the approved teacher positions

Table 3.38 and figure 3.23 below show the STR for all types of community schools based on the approved positions of teachers by level in the school year 2009-010. On average, the STR at primary, lower secondary and basic levels are 42:1, 53:1 and 44:1 respectively. The Terai belt shows the highest STR (55:1; 65:1; and 57:1) at all levels, whereas the lowest STR (20:1, 32:1 and 23:1) is found in Kathmandu Valley at all levels. It illustrates that students in the Terai belt do not get the same opportunity of interaction with the teachers as compared to the students in Kathmandu Valley. This fact is further illustrated that there are 35 districts with a higher STR than the national average and most of these districts are in the Terai belt (See Annex XXVIII).

Table 3.38
Student Teacher Ratio in community schools (based on the approved positions of teachers)

Eco-belts	Primary	Lower secondary	Basic
Mountain	35	40	36
Hill	36	50	39
Kathmandu Valley	20	32	23
Terai	55	65	57
Total	42	53	44

Figure 3.23
Student Teacher Ratio in community schools (based on the approved positions of teachers)



3.2 Secondary Education

This section deals with the information regarding secondary and higher secondary schools in the country as a part of school census 2009-010. Otherwise stated secondary refer grades 9-10 and higher secondary grades 11-12.

3.2.1 Number of schools

The Table 3.39 and the figures 3.24 and 3.25 below present the distributions of schools by eco-belts functioning throughout the country in the school year 2009-010. The total number

of schools is 32,130. Of the total schools, 591 secondary with 222 higher secondary levels are in the Mountain belt, 3,071 secondary level with 1,084 higher secondary levels are in the Hilly belt, 1,170 secondary with 365 higher secondary in the Kathmandu Valley and 2,096 secondary with 841 higher secondary levels are in the Terai belt. Among the total schools, the highest numbers of secondary schools are concentrated in Hill, whereas the thinly populated Mountain belt has the lowest number of secondary schools (See Annex: III_A). The figures 3.24 and 3.25 further elaborate the distribution of schools by eco-belts in number and their percentage in the total number of schools.

Table 3.39
Distribution of schools by eco-belts by unit and level

Eco-belts	Total School (Units)	Secondary level (Grades 9-10)	Higher secondary level (Grades 11-12)	Secondary level (Grades 9-12)
Mountain	3,954	591	222	598
Hill	16,557	3,071	1,084	3,122
Kathmandu Valley	2,213	1,170	365	1,288
Terai	9,406	2,096	841	2,213
Nepal	32,130	6,928	2,512	7,221

Figure 3.24
Distribution of schools by eco-belts

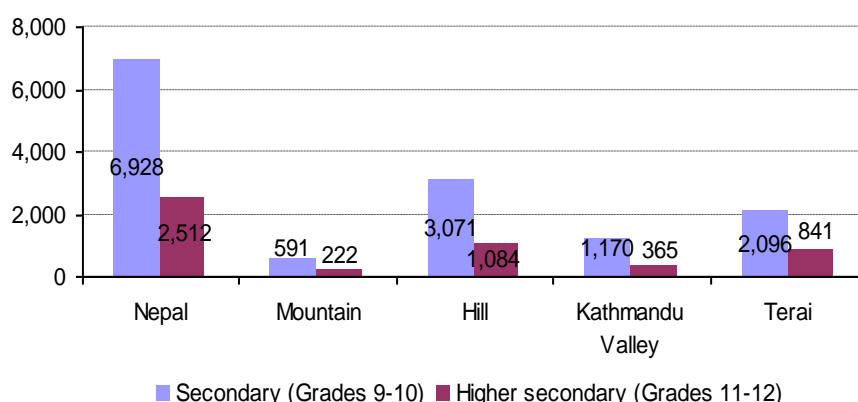
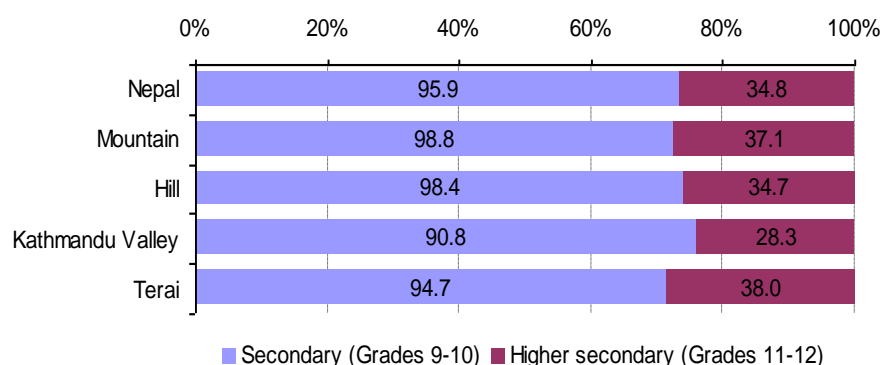


Figure 3.25
Percentage distribution of schools by eco-belts



The Table 3.40 below explains the distribution of schools running by grades in the school year 2009-010. Currently, none of the schools are running with Grades 9-11 and 9-12 at the

secondary level. In total, 7,221 secondary schools are running throughout the country (including 2,512 higher secondary grades) (See Annex: III_A).

Table 3.40
Distribution of schools by unit (running by grades)

Grade	Number of schools
1-9	566
1-10	4,059
1-11	531
1-12	1,597
6-9	1
6-10	81
6-11	3
6-12	88
9-10	2
9-11	0
9-12	0
11-12	293
Total	7,221

The Table 3.41 below explains the distribution of schools, excluding religious schools, by types and levels of schools in the school census 2009-010. At secondary level, out of the total 6,928 school levels, 4,715 are community and 2,213 are institutional school levels. Similarly, at higher secondary level, out of the total 2,512 school levels, 1,767 are community school levels and 745 are institutional schools. Likewise, among 7,221 secondary (Grades 9-12) levels 4,730 are under community and 2,491 are under the institutional management (See Annex: III_B & C).

Table 3.41
Distribution of schools by level (Excluding religious schools)

Level	Community	Institutional	Total
Secondary (9-10) level	4,715	2,213	6,928
Higher secondary (11-12) level	1,767	745	2,512
Secondary (9-12) level	4,730	2,491	7,221

The Table 3.42 below shows the number of religious schools by types and levels. A total of 12 secondary and 2 higher secondary levels religious schools are reported in the School Census 2009-010. Of them, at secondary level 4 are Madarasas and 8 are Ashram/Gurukul, whereas at higher secondary level 2 are Madarasa schools. Mostly, the Madarasa schools are found in the Terai belt, the Gumba/Vihar are in Hill and Mountain belts and the Ashram are found in Hill and Terai belts (See Annex: IV_A-C).

Table 3.42
Distribution of religious schools by unit and level

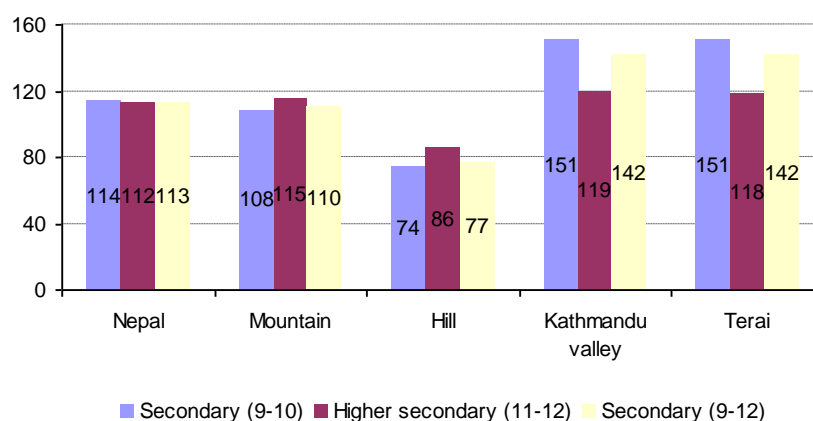
Religious Schools	Total number of schools (in Unit)	Number of school by level		
		Secondary	Higher secondary	Secondary
Madarsa	571	4	2	4
Gumba/Vihar	52	0	0	0
Ashram/Gurukul	42	8	0	8
Total	665	12	2	12

The Table 3.43 and figure 3.26 below show the Student School Ratios by levels and eco-belts of secondary and higher secondary schools in the school year 2009-010. The national average of secondary level School Student Ratio is 1:114. That is, on an average, a secondary level is serving 114 students. Similarly, the ratio at higher secondary level is 1:112 and at secondary (Grades 9-12) as a whole is 1:148 (See Annex: V). When analyzed by eco –belts, the highest School Student Ratios are found in the Terai belt at both levels, which are higher than the national averages. The lowest School Student Ratio is found in the Kathmandu Valley at both levels. This shows that schools in the Terai are congested and, therefore, need ample attention for adequate facilities, including classroom and space (See Annex: V).

Table 3.43
School Student Ratios by eco-belt and level

Eco-belts	Secondary (9-10)	Higher secondary (11-12)	Secondary (9-12)
Mountain	92	111	133
Hill	108	115	146
Kathmandu Valley	74	86	91
Terai	151	119	188
Total	114	112	148

Figure 3.26
School Student Ratio by eco-belt and level



3.2.2 Enrolment

This section contains the information on enrolments of students at secondary and higher secondary levels.

(1) Total number of enrolment at secondary level

Table 3.44
Total number of enrolment at secondary level

Level	Girls	Boys	Total	% of enrolment in total	% girls
Secondary (9-10)	379,826	410,522	790,348	73.8	48.1
Higher secondary (11-12)	143,793	136,654	280,447	26.2	51.3
Secondary (9-12)	523,619	547,176	1,070,795	100.0	48.9

The Table 3.44 above shows the total enrolments at the secondary and higher secondary levels in the beginning of the school year 2009-010. The enrolment at secondary level is 790,348, which is higher than the total enrolment (715,378) of the previous year 2008-09,

whereas the enrolment at the higher secondary level is 280,447⁵. When the data are analyzed from gender perspective, the share of enrolment for girls at secondary level is below 50%, whereas it is above 50% at the higher secondary level (See Annex: XXIX).

(2) Total number of Dalit and Janajati enrolment at secondary level

The Tables 3.45, and 3.46 below show the number and share of Dalit and Janajati enrolment in total enrolment at secondary level in the school year 2009-010. On average the share of Dalit enrolment in total enrolment at the secondary level is 8.6%, when compared to previous school year the share of Dalit enrolment in total secondary enrolment has increased. The Dalit enrolment at the higher secondary level is 4.2% (See Annex: XXX).

Similarly, the Table 3.46 presents the total 311,858 enrolment of Janajati students at the secondary level, which is 39.5% of the total enrolment and has increased from the previous school year 2008-09 (See Annexes: XXXI). Like wise, the enrolment of Janajati students at the higher secondary level is 62,542 in the school year 2009-010, which is 22.3% of the total enrolment at this level. More over, the over all share of Dalit and Janajati enrolment at secondary education (grades 9-12) is 7.5% and 35.0%.

Table 3.45
Dalit enrolment at secondary level

Level	Girls	Boys	Total	% of enrolment in total		
				Girls	Boys	Total
Secondary (9-10)	30,774	37,384	68,158	8.1	9.1	8.6
Higher secondary (11-12)	5,265	6,417	11,682	3.7	4.7	4.2
Secondary (9-12)	36,039	43,801	79,840	6.9	8.0	7.5

Table 3.46
Janajati enrolment at secondary level

Level	Girls	Boys	Total	% of enrolment in total		
				Girls	Boys	Total
Secondary (9-10)	154,579	157,279	311,858	40.7	38.3	39.5
Higher secondary (11-12)	32,919	29,623	62,542	22.9	21.7	22.3
Secondary (9-12)	187,498	186,902	374,400	35.8	34.2	35.0

(3) Total number of enrolment at secondary level by school types

The tables 3.47, 3.48 and the figure 3.27 below show the total number of enrolments and the percentage of enrolment by types of schools in total enrolment at secondary and higher secondary levels in the school year 2009-010. At the secondary level, of the total 790,348 students reported in Flash I 2009-010, more than 83% students are in all types of community schools and 16.9% in institutional schools. Compared to the last school year 2008-09, the share of enrolments in institutional schools has slightly increased in the current school year at the secondary level. Similarly, at higher secondary level, of the total 280,447 students, 82.6% are in all types of community schools and 17.4% in institutional schools. The data shows that the shares of girls in all types of community schools are higher than the shares of boys at both levels (See Annexes: XXXII & XXXIII). The figure 3.27 provides more explanations of the share of enrolment by types of schools.

⁵ The number of enrolment is presented based on the reported number of higher secondary levels.

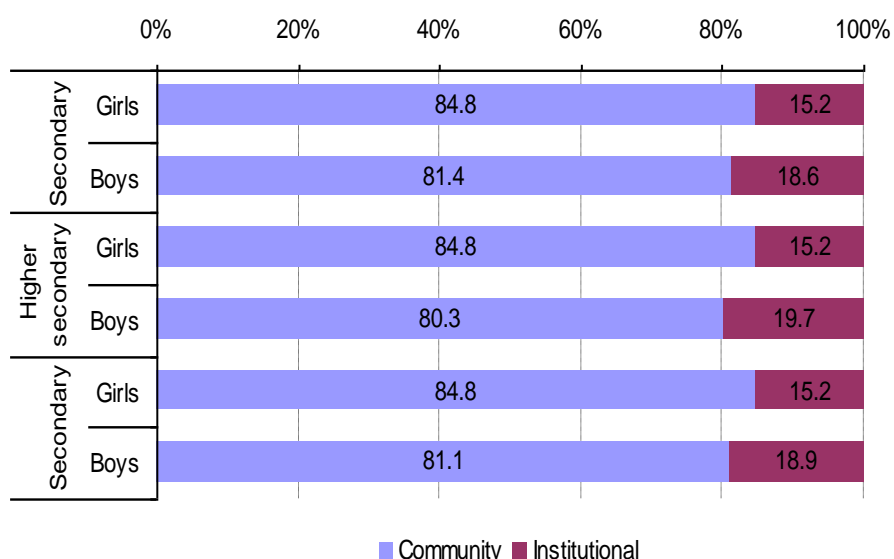
Table 3.47
Total number of enrolment at secondary and higher secondary levels by types of schools

Types of schools	Secondary (9-10)			Higher secondary (11-12)			Secondary (9-12)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All types of Community	322,169	334,255	656,424	121,957	109,773	231,730	444,126	444,028	888,154
Institutional	57,657	76,267	133,924	21,836	26,881	48,717	79,493	103,148	182,641
Total	379,826	410,522	790,348	143,793	136,654	280,447	523,619	547,176	1,070,795

Table 3.48
Share of enrolment at secondary and higher secondary levels by types of schools

Types of schools	Secondary (9-10)			Higher secondary (11-12)			Secondary (9-12)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
All types of Community	84.8	81.4	83.1	84.8	80.3	82.6	84.8	81.1	82.9
Institutional	15.2	18.6	16.9	15.2	19.7	17.4	15.2	18.9	17.1

Figure 3.27
Share of enrolment at secondary and higher secondary levels by types of schools



(4) Enrolment at secondary level by disadvantaged Janajati and disabilities of students

The Table 3.49 below shows the status of Janajati students by castes at secondary level. Based on the categorizations of 59 Janajati castes into 5 categories by the Nepal Adibasi Janajati Maha Sangha in 2003 (2060) the DOE has initiated to capture the enrolment data of following 22 castes, which are under the endangered and extremely deprived categories (See Annex: XXXV_A-B).

In total there are 8,319 students at secondary level from the following castes studying in the current school year 2009-010. The participation of girls from these groups in secondary education is 46.9%. It indicates the share of enrolment by sex is very much encouraging as compared to their share (1.1) in the total enrolment.

Table 3.49

Total number of enrolment by endangered and extremely disadvantaged Janajati castes in Grade 9-10 (Secondary level)

Janajati Casts	Girls	Boys	Total	% in total enrolment	Janajati Castes	Girls	Boys	Total	% in total enrolment
Bankaria	2	2	4	0.00	Majhi	805	897	1,702	0.2
Baramu	86	82	168	0.02	Meche	95	73	168	0.02
Bote	198	239	437	0.06	Mushibadiya	1	3	4	0.00
Chepang	195	232	427	0.05	Raji	27	30	57	0.01
Danuwar	887	965	1,852	0.2	Raute	0	0	0	0.00
Dhanuk	464	688	1,152	0.1	Satar	362	443	805	0.1
Hayu	52	71	123	0.02	Singsa	1	1	2	0.00
Jhagad	412	375	787	0.1	Siyar	34	32	66	0.01
Kisan	63	57	120	0.02	Surel	11	13	24	0.00
Kusunda	1	1	2	0.00	Thami	155	169	324	0.04
Lopcha	17	14	31	0.00	Thunam	35	29	64	0.01
Total								8,319	1.1

The Table 3.50 below shows the status of students with disabilities at both secondary and higher secondary levels in the school year 2009-010. Overall, students with disabilities at secondary and higher secondary levels are 0.7% and 0.3% respectively in the total enrolment. When taken as a whole, the percentage of students at secondary level (grade 9-12) with disabilities is 0.6%. Out of the total 5,788 disabled students at secondary level, 0.4% students have physical disability, 0.1% is mentally retarded, 0.1% is deaf, 0.1% is blind, 0.04% is deaf and blind and 0.04% is vocal and speech-related disability. Similarly, of 849 disabled students at higher secondary level, 0.2% students is physical disability, 0.03% is mentally retarded, 0.03% is deaf, 0.02% is blind and 0.01% is deaf and blind (See Annex: XXXVI & XXXVII).

Table 3.50
Total number of student with all types of disabilities

Level		Types of disabilities						
		Physical	Mental	Deaf	Blind	Deaf and Blind	vocal and speech-related disability	Total Disabled
Secondary (9-10)	Girls	1,336	339	331	402	134	105	2,647
	Boys	1,602	376	403	417	160	183	3,141
	Total	2,938	715	734	819	294	288	5,788
	% in total enrollment	0.4	0.1	0.1	0.1	0.04	0.04	0.7
Higher secondary (11-12)	Girls	275	43	35	27	17	5	402
	Boys	294	42	46	36	22	7	447
	Total	569	85	81	63	39	12	849
	% in total enrollment	0.2	0.03	0.03	0.02	0.01	0.00	0.3
Secondary (9-12)	Girls	1,611	382	366	429	151	110	3,049
	Boys	1,896	418	449	453	182	190	3,588
	Total	3,507	800	815	882	333	300	6,637
	% in total enrollment	0.3	0.07	0.08	0.08	0.03	0.03	0.6

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

The table 3.51 and the figures 3.28 and 3.29 below show the GER and NER at secondary and higher secondary levels in the school year 2009-010.

Table 3.51
Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) at secondary level

Level	GER			NER		
	Girls	Boys	Total	Girls	Boys	Total
Secondary(9-10)	64.5	66.8	65.7	40.1	41.4	40.8
Higher secondary(11-12)	24.6	22.6	23.6	6.8	6.8	6.8
Secondary(9-12)	44.6	44.8	44.7	23.5	24.2	23.9

Figure 3.28
Gross Enrolment Rate (GER) at secondary level

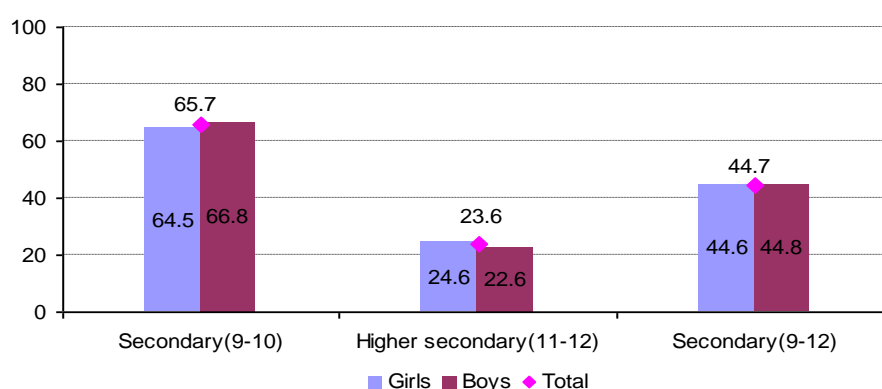
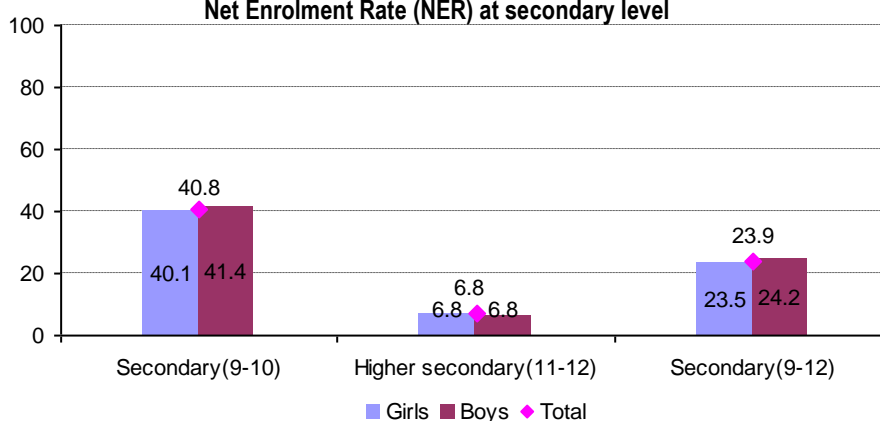


Figure 3.29
Net Enrolment Rate (NER) at secondary level



At secondary level, on average, the GER is 65.7%, of this 64.5% GER is for girls and 66.8% GER is for boys. Likewise, the average NER at secondary level is 40.8%, of this 40.1% is for girls and 41.4% is for boys. The NER suggests that, based on the 13-14 age group students enrolled at secondary level in the school year 2009-010, a big number of secondary age group population is out of school or enrolled as overage students at the lower secondary level in the country.

Similarly, the average GER at the higher secondary level is 23.6%, of this 24.6% is for girls and 22.6% is for boys. Also, the NER at the higher secondary level is 6.8%, of this 6.8% NER is for girls and 6.8% NER is for boys. Thus, the data illustrate that more attention needs to be paid to expand the opportunities of education for secondary and higher secondary level

school going age group population. However, there has been no gender gap between the girls and boys at the higher secondary level in terms of NER, while it has been insignificant at the secondary level. Compared to the status of the previous school year at the secondary level, both the GER and the NER have increased (the GER from 59.5% to 65.7%, whereas the NER from 36.4% to 40.8% (See Annex: XIII & XIV). Similarly, the figures 3.28 and 3.29 present the status of GER and NER by level in the school year 2009-10.

3.2.3 Teachers information at secondary, higher secondary and secondary levels

This section contains the information on teachers at secondary, higher secondary and secondary (grade 9-12) levels by school types, levels and sex.

(1) Distribution of teachers by sex at secondary, higher secondary and secondary levels

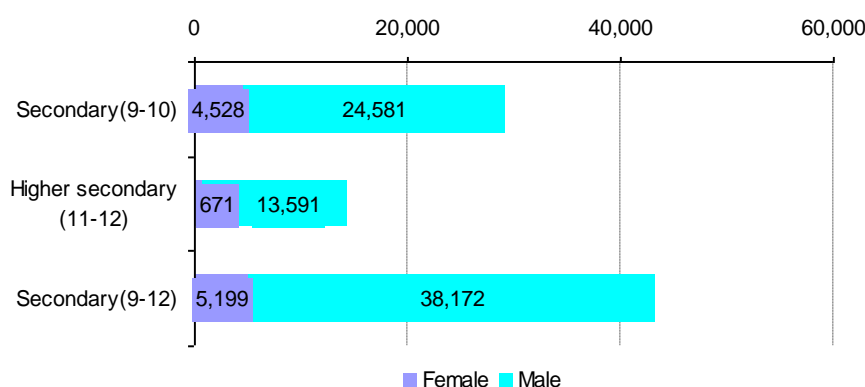
The table 3.52 and figure 3.30, below show the total numbers of teachers reported at secondary, higher secondary and secondary levels in the beginning of the school year 2009-010. In total there are 29,109 teachers at secondary level, 14,262 teachers are at higher secondary level and altogether 43,371 teachers are in the secondary level (grade 9-12). Of them, the number of female teachers is 4,528; 671 and 5,199 respectively at secondary, higher secondary and secondary (grade 9-12) levels.

The share of female participation in total number of teachers is 15.6%; 4.7% and 12.0% at secondary, higher secondary and secondary level respectively. It shows there has not been any change in the share of female teacher at secondary level than the previous school year (See Annex: XXI).

Table 3.52
Distribution of total teachers by level (based on reporting)

Level	Female	Male	Total
Secondary(9-10)	4,528	24,581	29,109
Higher secondary(11-12)	671	13,591	14,262
Secondary(9-12)	5,199	38,172	43,371

Figure 3.30
Distribution of total teachers by level (based on reporting)



Out of the total number of teachers (Table 3.52), the table 3.53 below depicts the number of teachers in institutional schools, wherein in total 10,923; 3,478 and 14,401 teachers were reported at secondary, higher secondary and secondary levels in Flash I 2009. The percentages of female teachers in total number of teachers at secondary, higher secondary and

secondary levels are 24.0%, 9.3% and 20.5% respectively, which are higher than the percentage of female teachers in the total and community schools (See Annex: XXII).

Table 3.53
Number of teacher in institutional schools by level (based on reporting)

Level	Female	Male	Total
Secondary(9-10)	2,621	8,302	10,923
Higher secondary(11-12)	325	3,153	3,478
Secondary(9-12)	2,946	11,455	14,401

Likewise, the Table 3.54 given below shows the number of teachers reported in Flash I 2009 in all types of community schools. The numbers of teachers given in the table are based on the reporting in the Flash I 2009 census, which includes all types of teachers (i.e. teachers working in the approved positions, Rahat teachers and teachers appointed by the community from their own sources). In total 18,186 with 1,907 female, 10,784 with 346 female and 28,970 with 2,253 female teachers were reported at secondary, higher secondary and secondary (grade 9-12) level in the Flash I 2009 school census. Out of total, the percentages of female teachers are 10.5%, 3.2% and 7.8% at secondary, higher secondary and secondary levels respectively. The shares of female teacher at the secondary level remain same as in the previous school year (See Annex: XXII).

Table 3.54
Distribution of teacher in all type's community schools by level (based on reporting)

Level	Female	Male	Total
Secondary(9-10)	1,907	16,279	18,186
Higher secondary(11-12)	346	10,438	10,784
Secondary(9-12)	2,253	26,717	28,970

Table 3.55 given below provides the number of teachers in all types of community schools based on the number of teachers working in the approved number of positions and Rahat quotas by level. Overall, there are 19,584 with 1,693 female teachers at secondary level, 1,954 teachers at higher secondary level and altogether 21,538 teachers at secondary (grade 9-12) level working in the current school year (See Annex: XXVIII).

Table 3.55
Number of teacher in all type's of community schools by level (based on approved positions)

Level	Female ⁶	Male	Total
Secondary(9-10)	1,693	17,891	19,584
Higher secondary(11-12)	-	-	1,954
Secondary(9-12)	1,693	17,891	21,538

(2) Percentage of teacher and the gender parity indexes in all types of schools by level

The Tables 3.56, 3.57 and figure 3.31 below demonstrate the percentage of teachers by sex and GPI at secondary, higher secondary and secondary levels by level of schools. The overall GPI in total number of teachers is 0.18 at secondary level, 0.05 at higher secondary and 0.14

⁶ The numbers of female teachers are presented based on the reporting in the community schools working in the approved positions and Rahat Quotas.

at secondary level respectively. Moreover, almost similar situation is found in the share of female teachers in total number of teachers in the community schools (table: 3.51).

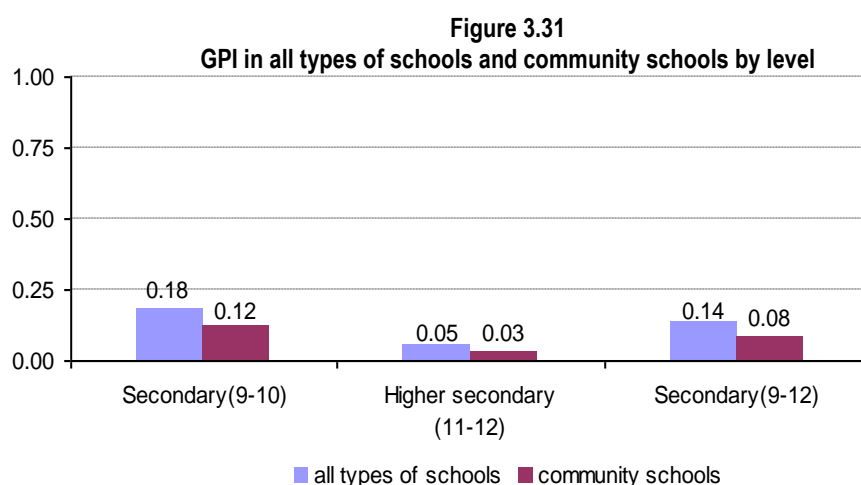
Compared to the GPIs at primary, lower secondary and basic levels, the GPI at all secondary and higher secondary levels are very low. This shows that the participation of females in teaching profession at secondary education is very poor.

Table 3.56
The Percentage share of teachers in all types of schools by level

Level	Female	Male	GPI
Secondary(9-10)	15.6	84.4	0.18
Higher secondary(11-12)	4.7	95.3	0.05
Secondary(9-12)	12.0	88.0	0.14

Table 3.57
The Percentage share of teachers in all types of community schools by level

Level	Female	Male	GPI
Secondary(9-10)	10.5	89.5	0.12
Higher secondary(11-12)	3.2	96.8	0.03
Secondary(9-12)	7.8	92.2	0.08



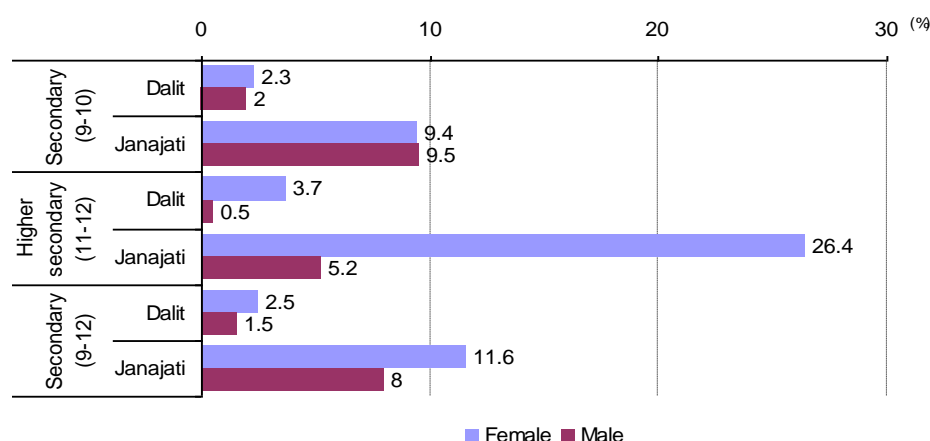
(3) Percentage of Dalit and Janajati teacher

The table 3.58 and figure 3.32 below present the share of teachers by Dalit and Janajati and level. The shares of Dalit and Janajati teachers are very low in teaching profession. The share of Dalit teachers at secondary, higher secondary and secondary (grade 9-12) levels is 2.0%; 0.7% and 1.6% respectively. Likewise, the share of Janajati teachers at secondary level is 9.5%, with 6.2% at higher secondary level and 8.4% at the secondary (grade 9-12) level. Compared to the figures of the last school year, both the shares of Dalit and Janajati teachers have slightly increased at secondary (grade 9-10) level in the current school year 2009-010 (See Annex: XXI).

Table 3.58
Share of Dalit, and Janajati teachers in total teachers in all types of school

Social group	Secondary			Higher secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Dalit	2.3	2.0	2.0	3.7	0.5	0.7	2.5	1.5	1.6
Janajati	9.4	9.5	9.5	26.4	5.2	6.2	11.6	8.0	8.4

Figure 3.32
Percentage of Dalit, Janajati teachers in total teachers in all types of school



(4) Teacher training

The table 3.59 shows the number of teachers⁷ by training status and sex in the school year 2009-010. Out of the total 29,109 teachers at secondary level 23,193 are trained, 2,948 are partially trained, and 2,968 are untrained. Likewise, the figures by training status show that, out of total teachers at higher secondary level, almost 8,165 are trained, 940 are partially trained and 5,157 teachers are untrained. At the secondary level (grade 9-12) in total, there are 31,358 trained, 3,888 are partially trained and 8,125 are untrained teachers (See Annex: XXV and XXVI).

Table 3.59
Total number of teachers by training status

Training status	Secondary			Higher secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	3,545	19,648	23,193	388	7,777	8,165	3,933	27,425	31,358
Partially trained	469	2,479	2,948	6	934	940	475	3,413	3,888
Untrained	514	2,454	2,968	277	4,880	5,157	791	7,334	8,125
Total	4,528	24,581	29,109	671	13,591	14,262	5,199	38,172	43,371

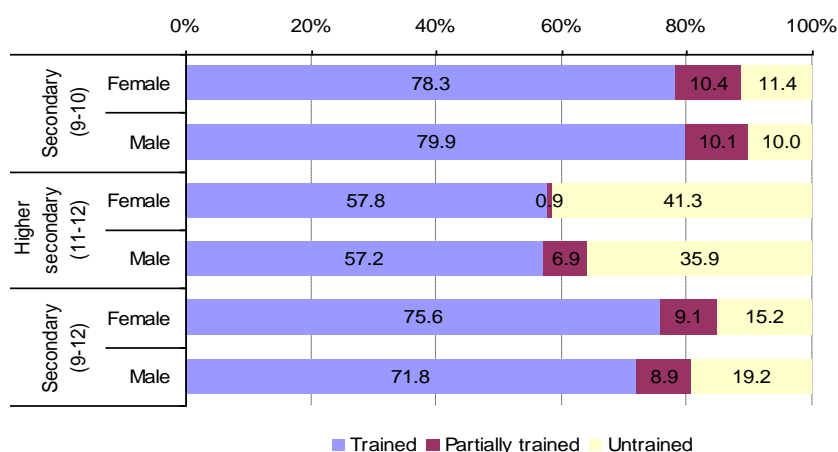
The percentages of teachers by training status and sex are illustrated in the Table 3.60 and figure 3.33 below. At the secondary level, 79.7%; 10.1% and 10.2% of teachers are trained, partially trained and untrained respectively. Similarly, at higher secondary level, 57.3% are trained, 6.6% are partially trained, and 36.2% are untrained. Again, at secondary (grade 9-12) level, the trained, partially trained and untrained teachers are respectively 72.3%; 9.0%, and 18.7%. The figures in the table below suggest that the highest percentage of untrained teachers is found at higher secondary level (XXVI).

Table 3.60
Percentage of teachers by training status (in all types of school)

Training status	Secondary			Higher secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	78.3	79.9	79.7	57.8	57.2	57.3	75.6	71.8	72.3
Partially trained	10.4	10.1	10.1	0.9	6.9	6.6	9.1	8.9	9.0
Untrained	11.4	10.0	10.2	41.3	35.9	36.2	15.2	19.2	18.7

⁷ The numbers of teachers at all levels are based on the reporting in the Flash I survey 2009-10.

Figure 3.33
Percentage of teachers by training status (all types of school)



The Tables 3.61, 3.62 and figure 3.34 below show the status of community school teachers by training status and sex in the school year 2009-010.

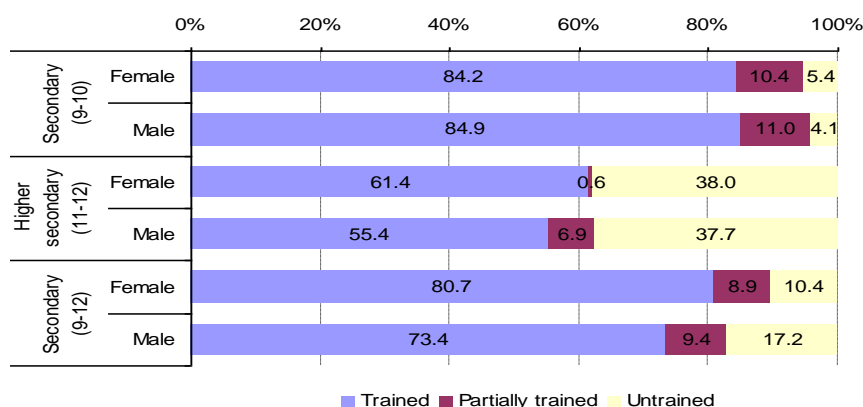
Table 3.61
Number of community schools' teachers by training status

Training status	Secondary			Higher secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	1,605	13,824	15,429	213	5,779	5,992	1,818	19,603	21,421
Partially trained	199	1,787	1,986	2	719	721	201	2,506	2,707
Untrained	103	668	771	131	3,940	4,071	234	4,608	4,842
Total	1,907	16,279	18,186	346	10,438	10,784	2,253	26,717	28,970

Table 3.62
Percentage of community schools' teachers by training status

Training status	Secondary			Higher secondary			Secondary		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Trained	84.2	84.9	84.8	61.6	55.4	55.6	80.7	73.4	73.9
Partially trained	10.4	11.0	10.9	0.6	6.9	6.7	8.9	9.4	9.3
Untrained	5.4	4.1	4.2	37.9	37.7	37.8	10.4	17.2	16.7

Figure 3.34
Percentage of community schools' teachers by training status



Out of the total teachers (Table 3.61), 15,429 (84.8%) teachers at secondary level are trained, 1,986 (10.9%) are partially trained, and 771 (4.2%) are untrained. Again, the figures indicate

that, out of total teachers at higher secondary level 5,992 (55.6%) are trained, 721 (6.7%) are partially trained and 4071 (37.8%) teachers are untrained. Likewise, at the secondary (grade 9-12) level, there are 21,421 (73.9%) trained, 2,707 (9.3%) are partially trained and 4,842 (16.7%) are untrained teachers. Except at secondary (grade 9-10) the percentage of trained female teachers is higher than the trained male teachers (See Annex: XXV & XXVI).

(5) Teacher Ratio

(5)-1 Student Teacher Ratio in all types of schools

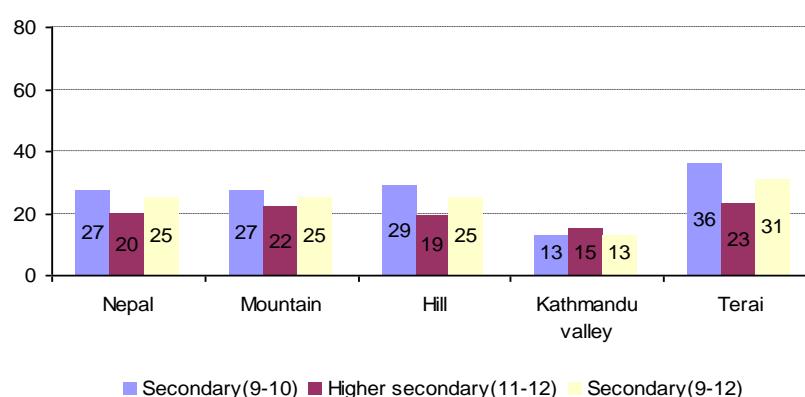
This section deals with the Student Teacher Ratios (STR) at all levels: secondary, higher secondary and secondary level by types of schools. The STR assesses the level of human resources input in terms of number of teachers in relation to the size of the pupil population.

The following Table 3.63 and figure 3.35 present the STR⁸ in all types of schools by eco-belts and levels in the school year 2009-010. On average the STR at secondary level is 27:1, at higher secondary level 20:1 and at the secondary (grade 9-12) level 25:1 respectively. Likewise the highest STR at secondary, higher secondary and secondary level is found in Terai belt and the lowest STR is in Kathmandu Valley. The analysis shows that, more crowded classes are observed in the Terai belt at all levels (See Annex XXVII).

Table 3.63
Student teacher ratio in all types of schools

Eco-belts	Secondary	Higher secondary	Secondary
Mountain	27	22	25
Hill	29	19	25
Kathmandu Valley	13	15	13
Terai	36	23	31
Total	27	20	25

Figure 3.35
Student teacher ratio in all types of schools



(5)-2 Student Teacher Ratios in community schools

The table 3.64 and figure 3.36 below present the STR⁹ in all types of community schools by eco-belts and levels in the school year 2009-010 based on the reported number of teachers in

⁸ The Student Teacher Ratio (STR) is calculated on the basis of reported number of students and the teachers in all types of schools by level in the school year 2009-10.

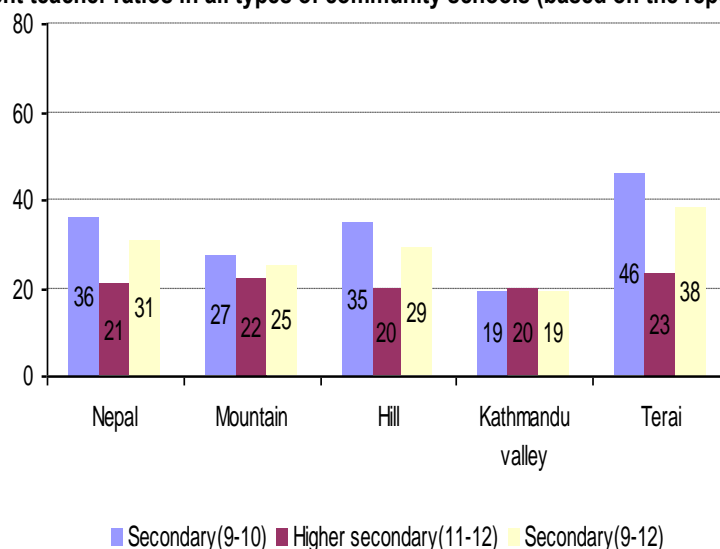
⁹ The Student Teacher Ratio (STR) is calculated on the basis of reported number of students and the teachers in all types of schools by level in the school year 2009-10.

Flash I 2009 school census. On average the STR at secondary level is 36:1, at higher secondary level 21:1 and at the secondary (grade 9-12) level 31:1 respectively. Likewise, the highest STR at secondary, higher secondary and secondary level is found in Terai belt and the lowest STR is in Kathmandu Valley. (See Annex XXVIII).

Table 3.64
Student Teacher Ratios in all types of community schools (based on the reported number of teachers)

Eco-belts	Secondary	Higher secondary	Secondary
Mountain	27	22	25
Hill	35	20	29
Kathmandu Valley	19	20	19
Terai	46	23	38
Total	36	21	31

Figure 3.36
Student teacher ratios in all types of community schools (based on the reported number of teachers)



(5)-3 Student Teacher Ratios in community schools on the approved teachers

The Table 3.65 below shows the STR by eco-belts for all types of secondary (grade 9-10) level community schools based on the number of approved teacher positions. On average, the STR in secondary community schools is 34:1. As the table depicts, at the secondary level, the highest STR (41:1) is in the Terai and the lowest one (22:1) is in the Kathmandu Valley. The data also reveal that the STR is highest at all levels of education in community schools compared to the STR in all types of schools (Table 3.63 & 64) (See Annex XXVIII).

Table 3.65
Student Teacher Ratio in community schools (based on the approved positions of teachers)

Eco-belts	Secondary level (Grade 9-10)
Mountain	25
Hill	32
Kathmandu Valley	22
Terai	41
Total	34

(6) Internal efficiency at secondary level

The Table 3.66 given below shows the flow rates of students from the school year 2008-09 to 2009-010 along the school grades at secondary level and the examination pass rate in higher secondary level. The table illustrates, out of the total students enrolled in the school year 2008-09 in Grade Nine, 87.6% are promoted to Grade Ten, 7.1% are repeating the same grade in the current schoolyear, and 5.2% dropped out from the school education system (See Annexes XVI_A-C).

Table 3.66
Internal efficiency at secondary level

	PRD	Grade 9	Grade 10	Grade 9-10	Grade 11 ¹⁰	Grade 12
Total	Promotion rate	87.6	80.8	84.5	36.8	41.9
	Repetition rate	7.1	6.2	6.7	-	-
	Dropout rate	5.2	13	8.8	-	-
Boys	Promotion rate	87.5	80.1	84.1	37.6	42.5
	Repetition rate	6.8	6.0	6.5	-	-
	Dropout rate	5.6	14.0	9.4	-	-
Girls	Promotion rate	87.7	81.6	84.9	36.1	41.3
	Repetition rate	7.4	6.5	7	-	-
	Dropout rate	4.9	11.9	8.1	-	-

¹⁰ The percentage of promotion rates for grade 11 and 12 is based on the reporting of total number of students appeared and passed in the exam in Flash I census 2009-10.

SECTION IV

4.1 Availability of textbooks at primary, lower secondary and secondary levels

Textbooks are the main instructional materials for classroom teaching/learning activities in the schools. The Ministry of Education has made commitment, especially for primary school children, to deliver the textbooks within the second week of each new school year.

Table 4.1 and figure 4.1 present the status of availability of textbooks within the second week of this school year at primary, lower secondary and secondary levels. It shows that out of the total number of enrolled children at the primary level in the country, 57.6% children received a full set of textbooks within the second week of the school year 2009-010 (i.e. 2066/1/15), 4.9% children received a partial set of textbooks and 37.6% children did not receive even a single textbook by the above reference date (See Annex: XXXVIII & XXXIX).

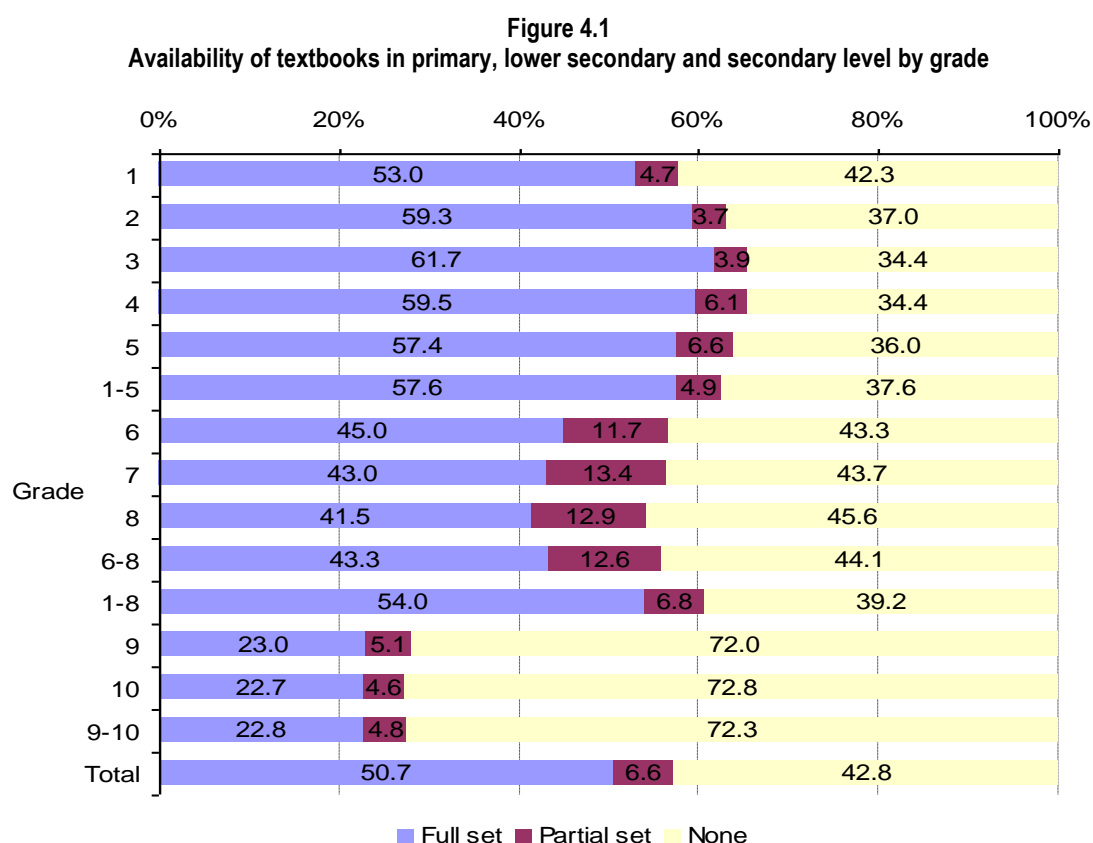
When compared with the status of the previous school year, the percentage of children receiving a full set of textbooks has increased from 45.2% to 57.6% in the current school year. The highest percentage of children receiving a full set of textbooks by the reference date was grade 3 children with 61.7%. The highest percentage of the children not receiving even a single textbook was the grade one children with 42.3%. However, this is less than 48.6% of the grade one children not receiving any text books in the last school year.

Table 4.1
Availability of textbooks at primary, lower secondary and secondary levels by grade

Grades	Total students enrolled in 2009-010	Number and percentage of students receiving textbooks within the second week (2066/01/15) of academic session, 2009-010					
		Full set	%	Partial set	%	None	%
1	1,472,013	779,813	53.0	69,140	4.7	623,060	42.3
2	993,916	588,898	59.3	36,926	3.7	368,092	37.0
3	876,605	540,843	61.7	34,167	3.9	301,595	34.4
4	819,257	487,463	59.5	50,026	6.1	281,768	34.4
5	738,872	424,037	57.4	48,581	6.6	266,254	36.0
1-5	4,900,663	2,821,054	57.6	238,840	4.9	1,840,769	37.6
6	590,554	265,715	45.0	68,892	11.7	255,947	43.3
7	518,958	222,998	43.0	69,411	13.4	226,549	43.7
8	494,910	205,332	41.5	64,035	12.9	225,543	45.6
6-8	1,604,422	694,045	43.3	202,338	12.6	708,039	44.1
1-8	6,505,085	3,515,099	54.0	441,178	6.8	2,548,808	39.2
9	425,035	97,640	23.0	21,507	5.1	305,888	72.0
10	365,313	82,744	22.7	16,763	4.6	265,806	72.8
9-10	790,348	180,384	22.8	38,270	4.8	571,694	72.3
Total	7,295,433	3,695,483	50.7	479,448	6.6	3,120,502	42.8

The analysis also suggests a low scenario at lower secondary and secondary levels with respect to the availability of text books by the particular date of 2066/1/15. A similar trend is observed in receiving the textbooks by both lower secondary and secondary level students.

It shows some progress has been made in the availability of textbooks. Yet, a lot has to be done to make the availability of full sets of textbooks in time as per the reference date.



4.2 Number of classes 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. Table 4.2 and figure 4.2 below show the number of classes which used a local language in the teaching and 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 at primary level which have been used as the medium of instruction in the classroom teaching and learning activities. Out of total 31,655 primary levels in the school year 2009-010 the following local languages were used as the medium of instruction in 16,064 classes at primary level in teaching and learning activities.

The data shows that the local languages were mainly used in the early grades at primary level. Among the following reported local languages, Maithili, Tamang, Tharu, Bhojpuri, Doteli and Awadhi languages were used widely in the Terai and Far-Western Hill districts.

Table 4.2
Number of classes with transitional language support at primary level

Languages	Primary level classes						% of Language used in total
	1	2	3	4	5	Total	
Newari	37	28	26	20	20	131	0.8
Maithili	829	777	703	588	534	3,431	21.4
Tamang	761	532	387	219	191	2,090	13.0
Bhojpuri	382	353	307	242	221	1,505	9.4
Awadhi	273	269	246	188	169	1,145	7.1
Doteli	288	267	245	190	180	1,170	7.3
Tharu	477	437	395	328	305	1,942	12.1
Magar	266	192	142	88	81	769	4.8
Bajika	92	86	64	50	47	339	2.1
Sherpa	45	25	20	11	11	112	0.7
Urdu	80	74	66	46	34	300	1.9
English	10	9	10	10	11	50	0.3
Majhi	9	9	7	5	4	34	0.2
Nepali	140	149	148	145	136	718	4.5
Danuwar	17	14	10	7	7	55	0.3
Sunuwar	5	3	2	1	0	11	0.1
Limbu	225	173	136	90	80	704	4.4
Tibetan	22	20	17	12	13	84	0.5
Bote	21	18	13	5	5	62	0.4
Mewahang	10	9	10	10	11	50	0.3
Santhali	14	12	13	9	8	56	0.3
Others	406	313	247	180	160	1,306	8.1
Total	4,409	3,769	3,214	2,444	2,228	16,064	100.0

Figure 4.2
Number of classes with transitional language support at primary level

