Secondary Education Regional Information Base: Country Profile

Nepal

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Acknowledgement

Reader's Guide

The following symbols are used in the statistical tables:

…	No data available
na	Not applicable
*	National estimation
**	UIS estimation
-	Magnitude nil or negligible
+n	Data refers to the school or financial year (or period) after the reference year (or period)
-n	Data refers to the school or financial year (or period) before the reference year (or period)

General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although, in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Data Centre (http://www.uis.unesco.org) on June 3, 2008. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation, is available from the UIS Glossary of Education Indicators (http://www.uis.unesco.org/ev.php?ID=5202_201&ID2=DO_TOPIC).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

> Levels of education in UIS statistics are defined according to the International Standard Classification of Education (*ISCED97:* http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC). In the case of Nepal, the lower level of secondary education (ISCED 2) refers to *lower secondary education* (Grade 6-8) and the upper level (ISCED 3) to *secondary education* (Grade 9-10). Although *higher secondary education* (11-12) is generally considered part of secondary education in Nepal, its data is not included in either UIS or national statistics in this report because no age-based enrolment data or other indicators are collected in a systematic matter.
>
> To distinguish nationally-defined defined terms from those used more generally in the international context, italics are used throughout the text to describe different levels of secondary education, i.e., *lower secondary*, *secondary* and *higher secondary*.

Abbreviations

ADB	Asian Development Bank
CDC	Curriculum Development Centre
CIA	Central Intelligence Agency
CTEVT	Council for Technical Education and Vocational Training
DEO	District Education Office
DOE	Department of Education
EFA	Education for All
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
GSE	General secondary education
HSEB	Higher Secondary Education Board
IBE	International Bureau of Education
MOES	Ministry of Education and Sports
MOF	Ministry of Finance
NCF	National Curriculum Framework
NCED	National Centre for Educational Development
NPA	National Plan of Action
NPC	National Planning Commission
NPR	Nepalese Rupee (currency)
OCE	Office of the Controller of Examination
PPP	Purchasing Power Parity
REO	Regional Education Office
SIDA	Swedish International Development Cooperation Agency
SMC	School Management Committee
SLC	School Leaving Certificate
SSA	School Sector Approach
TA	Technical Assistance
TPR	Teacher-pupil Ratio
TSC	Teacher Service Commission
TVE	Technical and Vocational Education
UGC	University Grants Commission
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USD	United States Dollar (currency)
WB	World Bank

1. Secondary Education at a Glance

1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration

Approximate age	3 4	5 6 7 8 9	10 11 12	13 14	15 16	17 18 19 20 21 22 23 24	
Approximate grade		1 2 3 4 5	6 7 8	9 10	11 12	13 14 15 16 17 18 19 20	
Level of education	Pre-Primary	Primary Education	**Lower Secondary**	**Secondary**	**Higher Sec.**	Higher Education	

Bachelor's and Master's Degrees

Doctorate

Vocational Secondary (Diploma

Annex Programmes (short/long)

Technical and Vocational Secondary

Basic Education

Compulsory Education

Free Education

1.2 Size of Schooling Sector

Table 1. School-aged Population, 2006

	School-aged population	Ave. Annual Growth Rate, 2001-2006
Primary	3,571,285	1.49%
Secondary	4,596,202	3.20%
Lower secondary	2,067,617	3.13%
Upper secondary	2,528,585	3.25%

Source: UNESCO Institute for Statistics. 2008.

Table 2. Enrolment, 2006

	Enrolment	Ave. Annual Growth Rate, 2001-2006
Primary	4,502,697	7.24%
Secondary	1,983,561**	9.28%
Lower secondary	1,374,796	12.06%
Upper secondary	608,765**	3.75%

Source: UNESCO Institute for Statistics. 2008.

Table 3. Number of Teaching Staff, 2003

	Number of teaching staff	Ave. Annual Growth Rate, 2000-2003
Primary	110,173	7.23%
Secondary	52,528	5.44%
Lower secondary	28,160	4.38%
Upper secondary	24,368	6.71%

Source: UNESCO Institute for Statistics. 2008.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

Figure 2. Change in Number of Enrolment, 1980-2005
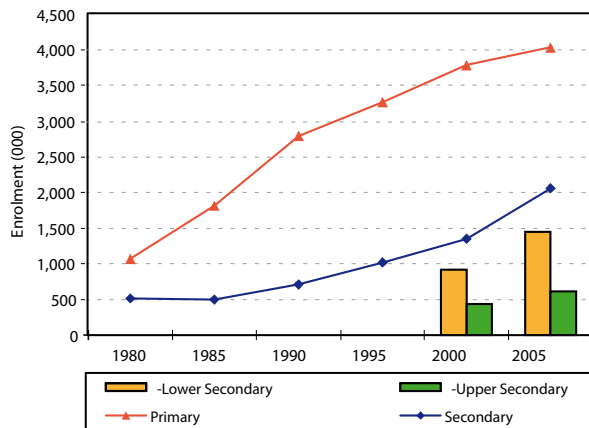
Source: UNESCO Institute for Statistics. 2008.

Figure 3. Change in Number of Teaching Staff, 1980-2003
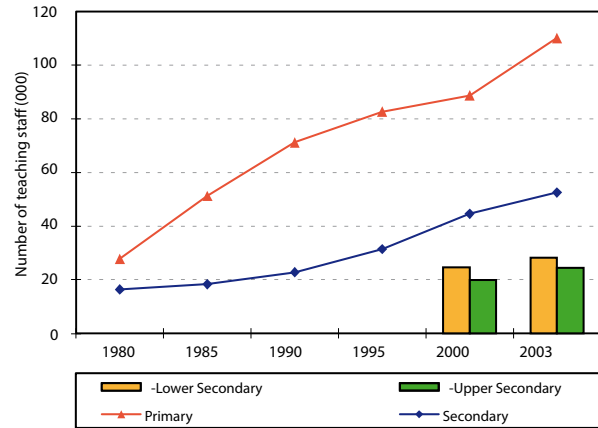
Source: UNESCO Institute for Statistics. 2008.

1.3 Access and Participation

Figure 4. Change in GER by Level, 1970-2005
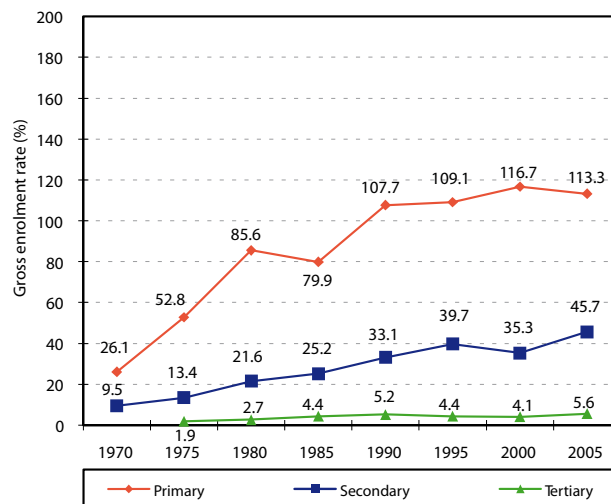
Source: UNESCO Institute for Statistics. 2008.

Note: Tertiary data from year 2004.

Table 4. GER in Secondary Education, 2006

	Total	Male	Female	GPI
Secondary	43.2%**	45.7%**	40.5%**	0.89**
Lower secondary	66.5%	70.1%	62.7%	0.89
Upper secondary	24.1%**	25.7%**	22.3%**	0.87**

Source: UNESCO Institute for Statistics. 2008.

Table 5. NER in Secondary Education, 2006/07

	Total	Male	Female	GPI
Secondary	45.5%	49.2%	41.7%	0.85
Lower secondary	52.3%	57.1%	47.8%	0.84
Upper secondary	34.7%	37.0%	32.4%	0.88

Source: DOE. 2006.

1.4 Geographical Distribution of Access

Figure 5. GER by Ecological and Development Region, 2006/07
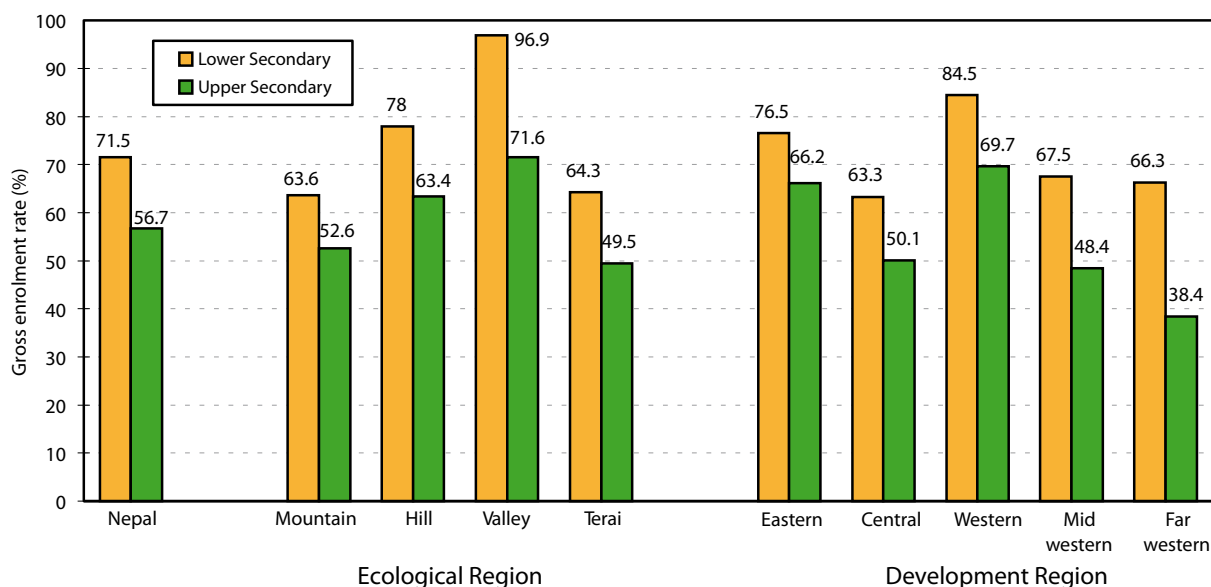
Source: DOE. 2006.

Table 6. GER by Ecological and Development Region and Sex, 2006/07

		Lower Secondary			Upper Secondary		
		Male	Female	GPI	Male	Female	GPI
Ecological region	Mountain	72.9%	54.5%	0.75	58.4%	46.7%	0.80
	Hill	81.6%	74.6%	0.91	66.0%	60.8%	0.92
	Valley	98.2%	95.5%	0.97	71.3%	71.9%	1.01
	Terai[1]	72.9%	56.2%	0.77	54.1%	44.7%	0.83
	Total	77.9%	65.4%	0.84	60.2%	53.1%	0.80
Development region	Eastern	81.3%	71.9%	0.88	69.9%	64.5%	0.92
	Central	69.4%	57.5%	0.83	53.1%	47.0%	0.89
	Western	89.3%	80.0%	0.90	72.2%	67.2%	0.93
	Mid western	76.2%	59.0%	0.77	54.3%	42.6%	0.78
	Far western	76.8%	56.1%	0.73	44.6%	32.0%	0.72
	Total	77.9%	65.4%	0.84	60.2%	53.1%	0.80
	Nepal Total	77.9%	65.4%	0.84	60.2%	53.1%	0.88

Source: DOE. 2006.

Note: Gender Parity Index (GPI) was calculated by UNESCO Bangkok on the basis of DOE. 2006.

1.5 Student Progression

Table 7. Progression Indicators, 2005

Gross Primary Graduation Ratio	…
Transition rate from Primary to Secondary	76.7%[-2**]
Gross Enrolment Ratio in Total Secondary	45.7%
Percentage of Repeaters in Total Secondary	11.7%[-2**]
Upper Secondary Gross Graduation Ratio (General)	…
Upper Secondary Gross Graduation Ratio (TVE)	…

Source: UNESCO Institute for Statistics. 2008.

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1   The area called Terai is situated in the southern part of Nepal, and is also called Madhesh. The original inhabitants of the region speak a variety of Indo-Aryan languages and people living in Terai are named Madhesi.

1.6 TPR and Average Class Size

Table 8. Teacher-pupil Ratio, 2006	
Lower secondary	48.7
Upper secondary	35.0

Table 9. Average Class Size, 2006	
Lower secondary	…
Upper secondary	…

Source: DOE. 2006.

2. Institutional Context of Secondary Education

2.1 Education System

The formal education system before higher education in Nepal is divided into five levels: 1) pre-primary or early childhood education for three to four years of age; 2) primary education (Grade 1-5), which caters to five to nine year-old children; 3) *lower secondary* education (Grade 6-8) for ten to twelve year-old children; 4) *secondary* education (Grade 9-10) for thirteen and forteen year-olds; and 5) *higher secondary* education (Grade 11-12) for fifteen and sixteen year-olds. Secondary education generally refers to Grade 6 -12, covering three distinct levels of education, i.e. *lower secondary, secondary,* and *higher secondary* education.

Before the Interim Constitution of 2007 took effect, which ensures free provision of primary and secondary education, only primary education was provided free of charge for all children and secondary education was free only for female students and children from low caste (Dalit[2]), poor, and ethnic minorities (Janajatis[3]) in accordance with the Education Act of 1971. The free provision of secondary education is on a step by step basis.

At present, the government is trying to expand basic education to include *lower secondary* level, ultimately aiming at the establishment of an 8-year basic education programme (current *primary + lower secondary*) followed by 4-year secondary education (current *secondary + higher secondary*). According to the Education for All National Plan of Action 2001-2015 (EFA-NPA), expanded basic education will be implemented on a pilot basis in 2012. More recently, the ongoing School Sector Reform aims to pilot 8-year basic education in 2007/08 for three years, and full implementation from 2009/10 onward.

(See *Figure 1. Education Structure: Approximate Starting Age and Duration* on page 1.)

2.2 Legislative Framework and Key Policy Documents

Interim Constitution (2007)

According to the Interim Constitution, each citizen has the right to receive free education from the State up to the secondary level, and each community has the right to provide basic education in its mother language in order to preserve and promote its script, culture and cultural heritage.

Education Act (1971) and Education Regulation (2002)

The Education Act and Education Regulation serve as a basic legal framework for the overall management and administration of school education (Grade 1-10). The principle aim of the Act is to prepare manpower for national development and to maintain the good conduct, decency and morality of the people in consonance with the multi-party democratic system. According to the Education Act, primary education is provided free of charge for all children enrolled in community schools and textbooks are also provided at no cost. As for *lower secondary* and *secondary* education, free education is provided for girls as well as for Dalit and tribal children whose family income falls below the poverty line.

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2   Nepali society is deeply rooted in the ancient Hindu caste system hierarchy of different groups of people. Dalit is considered one of the lowest and underprivileged groups. Its people have been deprived of basic rights, including rights to education. The group is often called 'untouchable', *harijan* (Child of Hai), *achhoot* (Outlaw) or 'oppressed people'.

3   Janajatis are those communities that have their own ethnic language other than Nepali and observe their own distinct customs and tradition than the Hindu, the dominant group in Nepal. The Government recognizes Janajatis/Adivasis in its official list.

Education for All National Plan of Action 2001-2015 (2001)

The Education for All National Plan of Action (EFA-NPA) serves as a core policy document in the education sector. In EFA-NPA, the main focus is on primary education, more specifically on the equality of access to primary education between males and females as well as among ethnicities. Although EFA-NPA spells out the introduction of 8-year basic education (including *lower secondary*) in its long-term plan, there is no specific provision on the policies for the upper levels of education (i.e. *secondary* and *higher secondary* education).

Education for All, Core Document 2004-2009 (2004)

The EFA Core Document 2004-2009 is a five-year strategic plan within the EFA 2015 framework. It has the following three objectives: (i) to ensure access and equity in primary education, (ii) to enhance the quality and relevance of primary education, and (iii) to improve efficiency and institutional capacity. While this document mainly focuses on primary education, it is linked with the secondary level in certain aspects, such as awareness-raising, infrastructural development of schools, teacher post-retirement pensions and other benefits.

Three-Year Interim Plan 2007/08-2009/10 (2007)

The Three-Year Interim Plan was prepared by the National Planning Commission (NPC). It states that under the reformed system of 8-year basic education (Grade 1-8) followed by 4-year secondary education (Grade 9-12), general, technical, and vocational courses will be further developed and introduced at the secondary level. It also spells out the need for revised policy in order to expand access to secondary education, especially among people below the absolute poverty line. Annual work plans and budgets are prepared in line with the Plan.

2.3 Administrative Structure

Educational administration in Nepal is decentralized on three levels: the central level, which is managed by the Ministry of Education and Sports (MOES); the regional level, managed by regional education directorates (REDs); and the district level, managed by district education offices (DEOs). MOES is responsible for overall policy development, planning, monitoring and evaluation in the education sector across the country.

The Department of Education (DOE) under MOES, with its direct line of command through the regional and district offices, maintains/has full administrative and financial authority and also holds responsibility for implementing and monitoring education programmes. More specifically, one of the school management sections within the Education Management Division under DOE is responsible for implementing programmes related to the *lower secondary* and *secondary* levels of education (G6-10). As for *higher secondary* education, the autonomous Higher Secondary Education Board (HSEB) is responsible for policy-making and implementation.

At the regional level, REDs take responsibility for coordinating, monitoring, and supervising the school-level teaching/learning, as well as planning within each region. DEOs, located at the most decentralized level in the administrative hierarchy, manage the planning and implementing of educational development activities. They also supervise and monitor teaching/learning processes at the district level in accordance with national policies, programmes, and the directives of the Ministry, departments, and concerned RED.

In addition to these administrative bodies, resource centres and school management committees (SMC) also play important roles. Resource centres are established in each of the clusters, which may encompass from five to thirty districts depending on school populations and geographical locations. Resource centres provide professional support and services to the schools within the cluster. At the school level, an SMC is set up and composed of selected representatives, including parents, community members and school administrators. The committee is responsible for the overall management, supervision, and functioning of the school.

Figure 6. MOES's Organizational Chart

Honorable Minister

Honorable State Minister

Universities (5)
University Grants Commission
Teacher Service Commission
Higher Secondary Education Board
National Sports Council
Council for Technical Education and Vocational Training
Nepal Scout

Secretary

Nepal National Commission for UNESCO

Administration and Sports Division
- Internal Administration and Property Management Section
- Personnel Administration and Human Resource Development Section
- Financial Administration Section
- Legal Counseling Section
- Sports and Youth Program Section

Higher Education and Educational Management Division
- Higher and Technical Education Section
- Scholarship Section
- School Education Section

Planning Division
- Policy Analysis and Program Section
- Foreign Aid Coordination Section
- Library Coordination Section

Monitoring, Evaluation and Inspection Division
- Monitoring and Evaluation Section
- Inspection Section
- Research and Educational Information Management Section

- Curriculum Development Centre
- Office of the Controller of Examination
- Non-formal Education Centre
- Teacher Record Office
- National Centre for Educational Development
- Nepal National Library
- Keshar Library

Department of Education
- Regional Education Directorate (5)
- District Education Offices (75)
- Resource Centre (1091)
- Schools
- Educational Training Centre (29)
- Educational Training Sub-Center (5)

Figure 7. DOE's Organizational Chart

Director General

Administration Division
- General and Personnel Administration Section
- Financial Administration Section
- Physical Service Section
- Educational Material Management Section

Education Management Division
- Early Childhood Development Section
- School Management Section (Secondary)
- School Management Section (Primary)
- Gender Equity Section
- Inclusive Education Section

Planning and Monitoring Division
- Research and Educational Information Management
- Monitoring and Supervision Section
- Budget and Program Section

Regional Education Directorate (5)
- District Education Offices (75)
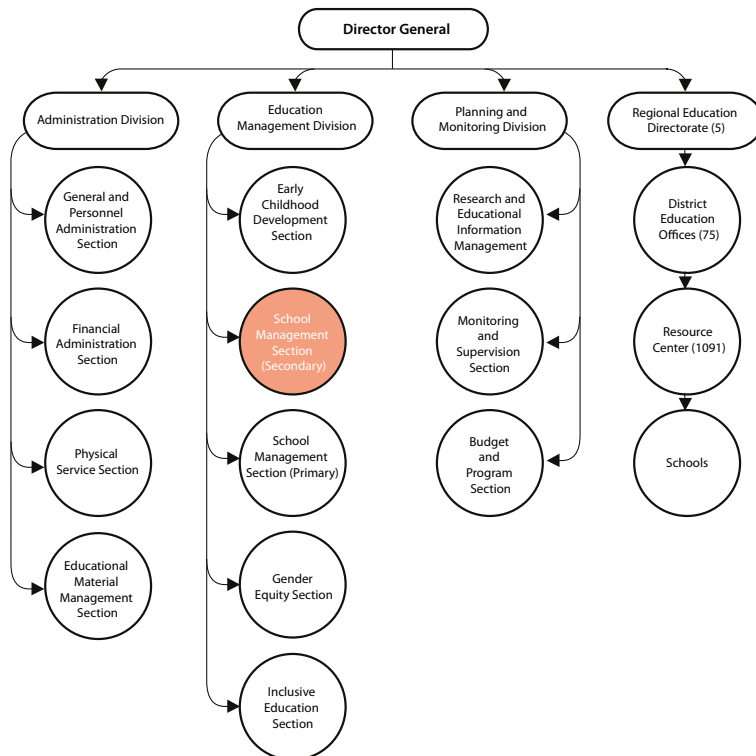- Resource Center (1091)
- Schools

Table 10. Secondary Education Management by Government Authority

Functions	Responsible body
General secondary education	Department of Education (DOE), MOES
	Higher Secondary Education Board
Secondary level TVE	Council for Technical Education and Vocational Training (CTEVT)
Private education	Department of Education (DOE), MOES
Curriculum development and research	Curriculum Development Centre (CDC), MOES
	Department of Education (DOE), MOES
	Higher Secondary Education Board (HSEB)
	Tribhuvan University (TU)
Personnel management	Department of Education (DOE), MOES
	Higher Secondary Education Board (HSEB)
	Teacher Service Commission (TSC)
Teacher education	National Centre for Educational Development (NCED)
Learning assessment	Office of the Controller of Examinations(OCE), MOES
	Curriculum Development Centre (CDC), MOES
	Higher Secondary Education Board (HSEB)
Budgeting	Department of Education (DOE), MOES
	Higher Secondary Education Board (HSEB)
	University Grants Commission (UGC)
	Ministry of Finance (MOF)
	National Planning Commission (NPC), Office of the Prime Minister
Planning	Department of Education (DOE), MOES
	Higher Secondary Education Board (HSEB)
	University Grants Commission (UGC)
	National Planning Commission (NPC), Office of the Prime Minister
EMIS	Department of Education (DOE), MOES
	Higher Secondary Education Board (HSEB)
	Council for Technical Education and Vocational Training (CTEVT)
	University Grants Commission (UGC)

Table lists governmental offices/departments responsible for different functions of secondary education management.

2.4 Financing

With regard to educational financing in Nepal, the main budget source is the government. The government provides teacher salaries, management costs and program costs. At the decentralized level, district, municipality, and village development committees provide support for education, especially in terms of physical infrastructure (i.e. construction of classrooms) as well as teacher salaries. In addition, schools collect fees from students (except for females and students from low caste, ethnic group or poor families). (Please see *3.3 Tuition* for details regarding financial support schemes for the disadvantaged in Nepal.)

Fiscal year is July 15 – July 14 of the following year.
School year is April 15 – April 14 of the following year.

Table 11. Public Expenditure on Education, 2003

As % of GDP	13.1%**
As % of total govt. expenditure	14.9%
Per pupil as % of GDP per capita	
Primary education	12.4%**
Secondary education	10.5%
Tertiary education	71.1%

Source: UNESCO Institute for Statistics. 2008.

Figure 8. Resource Allocation by Level as % of Total Education Expenditure, 2005/06 & 2006/07
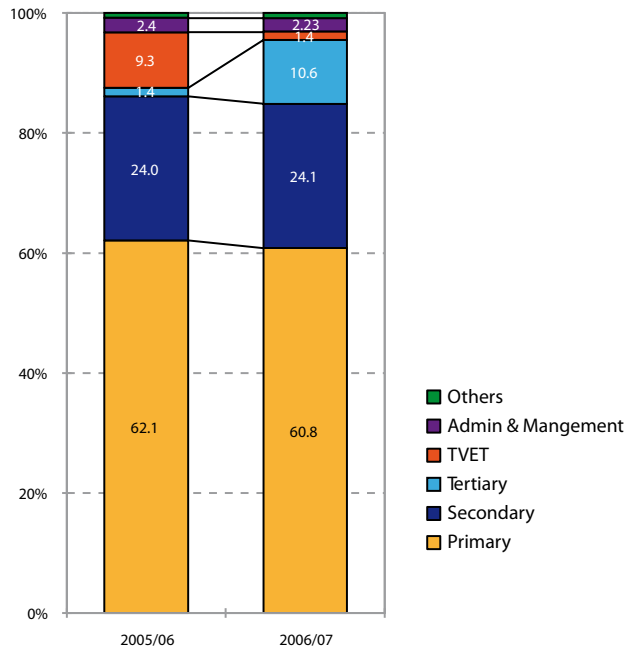
Source: MOF. 2005 and 2006.

Figure 9. Resource Allocation by Nature of Spending as % of Total Education Expenditure, 2006/07

Recurrent (salary for primary teachers) 32.50%

Recurrent expenditure (other) 44.04%

Recurrent (salary for secondary teachers) 15.51%

Capital expenditure 7.94%
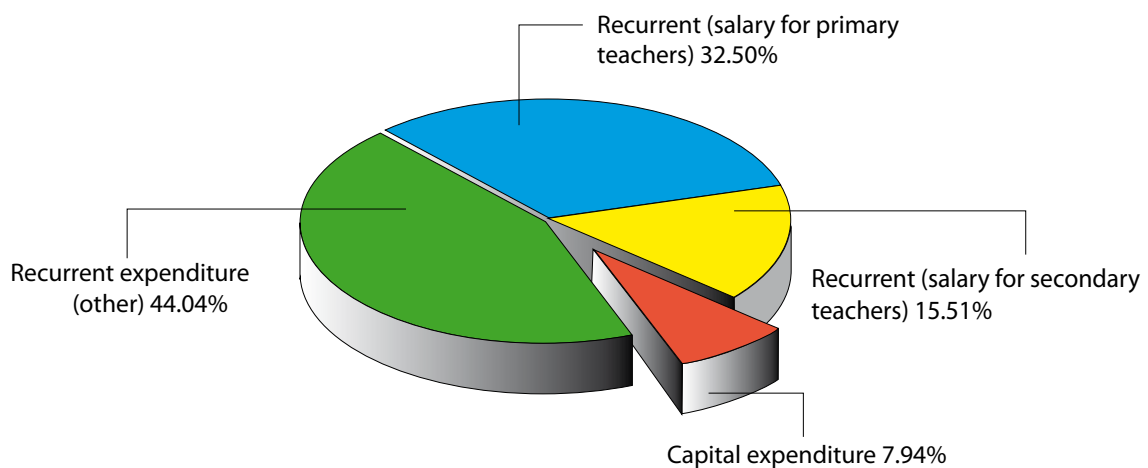
* Recurrent expenditure total: 92.05%

Source: MOF. 2006.

3. General Secondary Education (GSE)

3.1 Types of Schools

There are mainly three types of institutions providing secondary-level education in Nepal: community schools, institutional schools, and higher secondary schools. Community schools are usually run by the government or a community. Although the majority receive regular grants from the government, there are also some unaided community schools. Institutional schools are often referred to as 'private' schools. They do not receive regular governmental funding and are managed privately. In regards to *lower secondary* and *secondary* education, both community schools and institutional schools cater to these two levels, whereas only higher secondary schools provide education at the *higher secondary* level (which is often referred to as the intermediate level).

(See *4. Private Education* for more details about non-public institutions.)

Table 12. Types and Numbers of Secondary Schools and Administrative Authority, 2006/07

	Grade							Administrative Authority	Number of Institutions
	6	7	8	9	10	11	12		
Community lower secondary schools	■	■	■					REO, DEO	4,668 (Aided) 1,796 (Unaided)
Institutional lower secondary schools	■	■	■					REO, DEO	2,001
Community secondary schools				■	■			REO, DEO	2,773 (Aided) 793 (Unaided)
Institutional secondary schools				■	■			REO, DEO	1,525
Higher secondary schools						■	■	HSEB	1,197

Source: DOE. 2006.

Note: Some community schools provide education at both lower secondary and secondary levels under the same institution.

Table 13. Enrolment by Types of Institutions, 2006/07

	Enrolment					
	Lower Secondary (G6-8)		Secondary (G9-10)		Higher Secondary (G11-12)	
Community schools (Aided)	951,587	73.13%	528,899	74.84%		
Community schools (Unaided)	183,450	14.09%	62,168	9.15%		
Institutional schools	166,097	12.76%	88,320	12.99%		
Higher secondary schools					…	…

Source: DOE. 2006.

3.2 Admission Requirements to Secondary Education

In Nepal's secondary education system, transition from primary to *lower secondary* depends on the results of the final examination that is conducted at the end of Grade 5. In order for students to be admitted, they are required to obtain at least 32% in the examination. Each school and its school management committee are responsible for administering the examination and evaluating students for admission into *lower secondary* schools. Generally, the same SMC usually takes responsibility for both *lower secondary* and *secondary* admission because many schools offer both *lower secondary*- and *secondary*-level education under the same institution. As for *higher secondary* education, admission is decided based on the results of the admission test that is organized by each school in accordance with the guidelines of the Higher Secondary Education Board (HSEB).

3.3 Student Assessment and Promotion

Once students enter the secondary education system, they are assessed periodically through three types of examinations that are administered during each school year i.e., two trimester tests and an annual examination. Among them, the results of the annual examination are used to decide whether a student will be promoted to a higher grade or not. These annual examinations are administered by subject teachers at the school level (except for the school-leaving examinations conducted at the end of each cycle). To be qualified to take the annual examination, students need to attend at least 70% of their classes during the school opening days.

School-leaving examinations are given to students in Grade 8, Grade 10 and Grade 12. The responsible bodies for administering the exams differ depending on the level of education. For *lower secondary* education (Grade 8), DEO is responsible for administering the examination, while for *secondary level* (Grade 10), the Office of the Controller of Examinations (OCE) under MOES administers the School Leaving Certificate (SLC) examination. There is also an SLC examination at the end of *higher secondary* education (Grade 12), and HSEB directly takes responsibility for its administration. The SLC examinations at Grade 8 and 10 are considered nation-wide examinations.

Table 14. Percent of Repeaters by Grade and Sex, 2005/06

	Lower Secondary			Upper Secondary	
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Both sexes	13.2%	9.1%	12.0%	12.5%	7.4%
Male	13.1%	9.1%	11.2%	11.6%	6.5%
Female	13.5%	9.2%	12.9%	13.6%	8.6%

Source: DOE. 2005.

3.4 Tuition

While primary education has been provided free of charge since 1971 (Education Act), the decision was made only in 2007 to introduce free secondary schooling. However, at present, tuition for secondary education is still collected in both community and institutional *lower secondary/secondary* schools. In the case of community *lower secondary/secondary* schools, students must pay NPR 500 (equivalent of US$ 7.06) or more per year, whereas institutional *lower secondary* and *secondary* schools collect NPR 4,000-12,000 (equivalent of US$ 56.50–169.50) or NPR 6,000-12,000 (equivalent of US$ 84.75–169.50) per year per student depending on the institution.[4]

In addition, based on the proposed fee rates submitted to the Ministry, each school collects various kinds of fees for activities such as sports, special training, boarding, dining and study visits, as well as for repair and maintenance of facilities such as libraries and laboratories. The Education Regulation of 2002 addresses these additional costs.

Support Programme

There is a special consideration for female students and students from the low caste (i.e. Dalits), ethnic groups (i.e. Janajatis), and poor families living below the poverty line. The Education Act, issued in 1971, spells out the free provision of primary, *lower secondary* and *secondary* education for those children. Furthermore, several scholarship programmes support specific disadvantaged groups to access education at government-run primary, *lower secondary* and *secondary* level schools, namely the community schools. These scholarship programmes mainly target the low castes, females or students from hill country areas (i.e. Terai).

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4   1 NPR = 0.0141243 USD (as of 4 September 2008)

3.5 Curriculum

The Curriculum Development Centre (CDC) is responsible for developing and implementing curriculum, text books, teaching/learning materials, teacher guides, assessment guides and so on. The present curriculum took effect at the *lower secondary* level in 2001, the *secondary* level in 1998 and the *upper secondary* level in 1990. Localization of the curriculum has thusfar been implemented only at the primary level.

The current curriculum for *lower secondary* and *secondary* education can be characterized as functional and life skill-based. It accentuates problem-solving approaches based on daily, practical needs.

Table 15. Statutory School-opening and Teaching Weeks per Year, Teaching Hours per Week

	School Opening Days per Year (minimum)	Teaching Weeks per Year (minimum)	Teaching Hours per Week (minimum)
Lower secondary	220 days	30 weeks	30 hours
Upper secondary	220 days	30 weeks	30 hours

Source: MOES. 2002.

*A more comprehensive and detailed description of the curriculum is available from the "World Data on Education" (*http://www.ibe.unesco.org/Countries/WDE/2006/index.html*) database by IBE.*

4. Private Education

In Nepal, non-public institutions providing formal education services are referred to as institutional schools (i.e. institutional *lower secondary* schools, institutional *secondary* schools). Institutional schools obtain governmental permission for their operation by submitting a detailed particulars and a recommendation letter from the concerned DEO. Once registered, institutional schools are required to use the curricula and textbooks that are government-approved and recruit licensed teachers who have been certified by the Teacher Service Commission (TSC).

Although some policy documents, i.e. Education Act, EFA-NPA, and Three Year Interim Plan, encourage private provision of education, institutional schools do not receive any governmental funding, and parents of children enrolled in institutional schools need to pay full fees. The fees vary according to the services provided, as well as to the performance status achieved by the schools.

Table 16. Percent of Enrolment in Private Institutions, 2001 & 2003

	2001			2003		
	All	General	TVE	All	General	TVE
Secondary education	15.91%	15.52%	43.52%	22.77%	27.73%	32.76%
Lower secondary	9.92%	9.92%	na	22.74%	22.74%	na
Upper secondary	26.45%	25.77%	43.52%	36.12%	36.20%	32.76%

Source: UNESCO Institute for Statistics. 2008.

Note: The percents were calculated by UNESCO Bangkok on the basis of UIS Statistics.

5. Secondary Level Technical and Vocational Education

Technical and vocational education (TVE) at the secondary level is managed by the Council for Technical Education and Vocational Training (CTEVT) under MOES. General community schools and technical schools provide TVE programmes through their annex programmes and TVE programmes, respectively. Both annex programmes and technical schools cater to the *secondary* level, i.e. Grade 9-10. CTEVT offers three-year diploma courses at the *higher secondary* level. Other than MOES, the Ministry of Industry and Commerce also provides short-term TVE programmes at the secondary level.

Annex programmes provide both short- and long-term programmes in technical education and vocational training to unemployed and school drop-out youth through maximum utilization of existing physical facilities, human resources and school management. It is believed that annex programmes open a strong option for youth to advance their careers. The Tenth Five-Year Plan (2002) stipulates delivery of TVE programmes through 75 community schools, which is contingent upon CTEVT approval. The plan also sets participation targets of 40 and 100 participants per school (short- and long-term programmes, respectively).

As for technical schools, currently there are 17 institutions in Nepal, established in cooperation with various TVE partners and donors. They provide programmes on agriculture, construction, health, mechanics, electrical installation/maintenance, tourism, sanitation, and so on.

Although students are not allowed to switch their academic/vocational streams under the current system, a new policy will be implemented so that students who are in TVE institutions can be admitted into academic institutions and vice versa.

Table 17. Percent of Enrolment in TVE Programmes, 2000-2006

	2000	2001	2002	2003	2004	2005	2006
Secondary education	1.37%	1.39%	1.22%	0.86%	...	1.05%	1.09%**
Lower secondary	na	na	na	na	na	na	na
Upper secondary	4.27%	3.83%	3.25%	2.29%	...	3.55%	3.55%**

Source: UNESCO Institute for Statistics. 2008.

6. Teachers in GSE

Table 18. Number of Teachers and Key Indicators, 2003

	Number of teachers	Percent of female teachers	Percent of trained teachers	Teacher-pupil ratio
Secondary education	46,194[+2]	13.5%	28.2%[-1]	34.7
- Lower secondary	29,895[+1]	15.9%	25.8%	40.4
- Upper secondary	20,232[+2]	10.8%	28.5%[-1]	28.1

Source: UNESCO Institute for Statistics. 2008.

6.1 Teacher Management

At the national level, the Teacher Service Commission (TSC) is ultimately responsible for licensing and selecting permanent teachers. However, the district level holds primary responsibility for teacher management with district education offices (DEOs) playing a crucial role recruiting and deploying/redeploying teachers. Additionally, school management committees (SMCs) at the school level are responsible for the recruitment of temporary teachers in their respective schools.

6.2 Qualifications and Pre-service Training

In order to become a teacher in a *lower secondary* school, one should complete twelve years of education to meet the academic requirement. If a candidate's major is not in education, a ten-month teacher training is also required. Teacher training programmes are offered by training institutions at the *higher secondary* level, and the National Centre for Education Development (NCED) in MOES holds the main responsibility. Similarly, teachers in *secondary* schools should acquire a bachelor's degree (equivalent to fifteen years of education) and complete a ten-month teacher training when their majors are other than education.

In addition to the minimum academic requirement described above, all applicants need to pass a teacher licensing examination (administered annually by TSC) to become eligible for recruitment. Once the license is acquired, it remains permanently valid. Applicants are also required to complete practicum training for one to one-and-a-half months for both *lower secondary* and *secondary* levels.

For *higher secondary* teachers, there is no teacher licensing system.

6.3 In-service Training

The National Centre for Educational Development (NCED) manages in-service training for both *lower secondary* and *secondary* teachers. Under the overall supervision of NCED, actual trainings are offered in educational training centres. The training programme lasts a total of ten months, and is divided into three packages: the first package is for 2.5 months, the second for five months, and the third package for 2.5 months. Participation in training courses is taken into consideration in teachers' career development. The District Education Office (DEO) consults with SMC to make decisions regarding in-service teacher training.

There are no institutionalized in-service teacher training opportunities for *higher secondary* teachers.

Table 19. Minimum and Maximum Salary for Teachers, 2007/08

	Minimum salary		Maximum salary	
	Amount per year	% to GDP per capita	Amount per year	% to GDP per capita
- Lower secondary	NPR 106,358	390.89%	NPR 204,054	749.95%
- Upper secondary	NPR 162,590	597.56%	NPR 263,126	967.06%

Source: MOF. 2007.

Note: % to GDP per capita was calculated by Hari Prasad Lamsal, Deputy Director, Department of Education, Sanothimi, Nepal.

7. Recent Reforms

School Sector Reform Programme

The School Sector Reform (SSR) Programme aims to construct an integrated grade 1-12 school system. The reform will structually and functionally adjust grades 1-8 into basic education and grades 9-12 into secondary education. By doing so, the reform also aims to efficiently use human and material resources, and to allow more autonomy, inclusion and participation. This adoption of an autonomous and flexible approach to secondary education allows the roles played by the local communities to be magnified in the areas of governance, management, resourcing, and quality assurance. SSR also aims to harmonize educational choices in terms of relevance, appropriateness, and value orientations. A vocational stream at the *secondary* level (from Grade 9) will also be introduced in the new system, and it will enable students on a vocational track to enter tertiary education after completing an additional one-year bridge course. With a goal to meet the demands of development, it is expected that the SSR will provide children with greater opportunities to attain desired knowledge, skills and values. In terms of timeframe, the 12-year education cycle (8-2-2) was introduced in 2007 on a pilot basis, and full implementation of the reform is expected in 2010.

National Curriculum Framework (NCF)

The National Curriculum Framework (NCF) addresses curriculum reform in primary and secondary level education (Grade 1-12). Its main components are: (i) to integrate the curriculum framework for grades 1-12; (ii) to make the curriculum framework sustainable, with primary focus on inclusiveness and partnership; (iii) to address employment-oriented education; (iv) to allow admission from general education to TVE and vice versa; (v) to introduce school-based internal assessments; (vi) to reduce the number of core subjects tested in the School Leaving Certificate (SLC) examination from seven to five; (vii) to decentralize the present SLC examination at the RED level; (viii) to introduce automatic promotion up to Grade 7; and (ix) to develop and utilize several types of textbooks, i.e. written in several languages or by several different writers.

8. Involvement of Development Agencies

Below is the list of major secondary education-related projects (either on-going or recently completed) that receive support from external development agencies (as of September 2008).

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Second Higher Education Project	WB (Grant)	HS	2007-2014	http://web.worldbank.org/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=40941&menuPK=228424&Projectid=P090967
Education Sector Development	ADB (TA/Loan/Grant)	Sector-wide	2005-2010	http://www.adb.org/Projects/project.asp?id=35174
Secondary Education Support Project (SESP)	ADB/DANIDA (TA/Loan/Grant)	LS+S	2000-2009	http://www.adb.org/Projects/project.asp?id=34022
Community School Support Project	WB (Credit)	PE+LS+S	2003-2008	http://web.worldbank.org/external/projects/main?pagePK=64283627&piPK=73230&theSitePK=40941&menuPK=228424&Projectid=P082646
Education Sector Development Policy and Strategy	ADB (TA)	Sector-wide	2004-2007	http://www.adb.org/Projects/project.asp?id=38048
Secondary Education Development	ADB (TA/Loan)	LS+S	1990-2000	http://www.adb.org/Projects/project.asp?id=18011

TA = Technical Assistance; PE = Primary education; LS = *Lower secondary*; S=*Secondary*; HS = *Higher Secondary*

Implementation period: from the year of project approval to the [estimated] project completion year

The projects and information listed here are taken from agency websites.

9. Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

Publications

Koirala, B. N., and Acharya, S. 2005. *Girls in Science and Technology Education: A study on access, participation, and performance of girls in Nepal*. UNESCO Kathmandu Series of Monographs and Working Papers: No. 4. Kathmandu, UNESCO. (Available from UNESCO Kathmandu website: http://unesdoc.unesco.org/images/0013/001394/139412e.pdf (PDF: 734 kb))

Pande, B. D., Thapa, B. K., and Karki, U. B. 2001. *Achievement of Lower Secondary School Students in Population and Environmental Education*. Kathmandu, Nepal: IUCN Nepal.

Documents

The Government of Nepal

Annual Strategic Implementation Plan (ASIP), 2006-07. http://www.doe.gov.np/admin/publication/files/125/asip%201n%202.pdf (PDF; 866kb)

A Perspective Secondary Education Development Plan, 2001

Business Plan for the Education Sector, 2005

Medium Term Expenditure Framework, 2005

Report of the High Level Working Committee on Education, 2001

Report of High Level National Education Commission, 1999. http://www.educationlaw.gov.np/english/files/pdf/Report/Report%20of%20the%20Highlevel%20National%20Education%20Commission_%202055.pdf (PDF; 100kb)

The National Education for All (EFA) Action Plan 2003-2015. http://www.unescobkk.org/fileadmin/user_upload/efa/NepalNatlPlan.doc (Word file; 1.1Mb)

Websites

Asian Development Bank: www.adb.org (English)
    Key Indicators: http://www.adb.org/Documents/Books/Key_Indicators/2008/Country.asp

Education Sector Advisory Team, DANIDA Nepal: www.esat.org.np (English)

International Bureau of Education: www.ibe.unesco.org (English)
    World Data on Education: http://www.ibe.unesco.org/Countries/WDE/2006/index.html

Ministry of Education and Sports: www.moe.gov.np (English)
    Department of Education: http://www.doe.gov.np/ (English)

Research Centre for Educational Innovation and Development, Nepal: www.cerid.org (English)

UNESCO (Kathmandu): www.unesco.org/kathmandu/ (English)

UNESCO Institute for Statistics: www.uis.unesco.org (English)
    Data centre: http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx
    Country/Regional Profiles: http://www.uis.unesco.org/profiles/selectCountry_en.aspx

UNICEF Nepal: www.unicef.org/infobycountry/nepal.html (English)

World Bank: www.worldbank.org (English)

Country Website: http://www.worldbank.org.np/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/NEPALEXTN/0,,menuPK:148707~pagePK:141159~piPK:141110~theSitePK:223555,00.html? (English); http://www.bishwabank.org.np (Nepal)

Data and Statistics: http://go.worldbank.org/X1EXSQ8Q70

Reference

Central Intelligence Agency. 2008. *The World Fact Book.* https://www.cia.gov/cia/publications/factbook/ (Accessed 23 July 2008)

Department of Education. 2005. Flash Report.

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Ministry of Education and Sports. 2002. Education Regulation.

Ministry of Finance. 2005. MOF Red Book 2005/06.

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-----------. 2007. Economic Survey.

UNDP. 2007. *Human Development Report 2007/2008 database.* http://hdr.undp.org/en/statistics/ (Accessed 22 July 2008)

UNESCO. 2007. *Global Monitoring Report 2008.* Paris, UNESCO.

UNESCO Institute for Statistics. 2008. *Data Centre.* http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx (Accessed 3 June 2008)

UNPD. 2007. *World Population Prospects: Population database (2006 Revision).* http://esa.un.org/unpp/ (Accessed 22 July 2008)

Country profiles are updated on a regular basis. Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (http://www.unescobkk.org/education/epr/sepra/infobase).

Background Statistics: Development Indicators

Geography

1	Area	143,181 sq km2 (land)
		4,000 sq km2 (water)

Source: Central Intelligence Agency. 2008.

Demography

2	Total population, 2005	27.1 millions
3	Population growth rate, 2000-2005	2.08 %
4	Life expectancy at birth, 2000-2005	61.3 years (total)
		61.0 years (male)
		61.6 years (female)
5	Total fertility rate, 2000-2005	3.68

Source: UNPD. 2007.

Social and Economic Indicators

6	Population below the national poverty line, 1990-2004	30.9 %
7	Population below the absolute poverty line, 1990-2005	24.1 %
8	GDP, 2005	USD 7.4 billion
		USD 42.1 billion (PPP)
9	GDP per capita, 2005	USD 272
		USD 1,550 (PPP)
10	GDP per capita annual growth rate, 2005	2.0 %
11	Human Development Index, 2005	0.534

Source: UNDP. 2007.

Education Indicators

12	Adult literacy rate (ages 15 and above), 2007[1]	56.5 %**
13	Youth literacy rate (ages 15-24), 2007[1]	79.3 %**
14	School life expectancy, 2003[1]	8.9 years (total)**
		9.8 years (male)**
		8.0 years (female)**
15	EFA Development Index, 2005[2]	0.734

Source: [1] UNESCO Institute for Statistics. 2008. [2] UNESCO. 2007.