

Chapter3

Education

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Literacy

The BCHIMES survey defined literacy, as in other surveys conducted by the CBS, as the ability to read and write a simple statement in any language. Literacy reflects the accumulated achievement of primary education and adult literacy programmes in imparting basic literacy skills that people can apply in their daily lives.

Data was collected on literacy for population aged 6 years and above by source of literacy. In this survey, household heads were asked to report whether household heads above 6 years were able to read and write a simple sentence. No tests were conducted at the time of survey. The literacy rate for population aged 6 years and above was found to be 57.6 % (70 % for male and 44.9 % for female) showing a big gender gap in literacy.

The literacy rate of the population aged 6 years and above in the Census of 1991 was 39.6% (54.4 % for male and 25 % for female), whereas in NMIS 1997 it was 52.6% (67.9 % for male and 37.8 % for female). While these two surveys are not strictly comparable due to differences in methodology, the figures suggest a gradual improvement in the literacy rate.

Table 3.1: Literacy rate of population aged 6 years and above by sex for different age groups and by source of literacy.

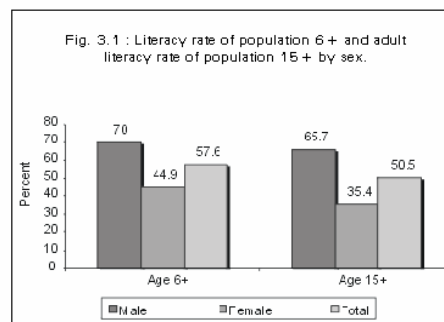
Age Group Year	Both sex			Male			Female		
	Formal	Informal	Total	Formal	Informal	Total	Formal	Informal	Total
6 - 10	69.3	0.9	70.2	74.4	0.8	75.2	63.8	1.0	64.8
11 - 13	82.5	1.4	83.9	87.9	0.9	88.8	76.5	2.0	78.5
14 - 15	79.7	2.1	81.7	86.5	0.8	87.3	72.7	3.3	76.0
15 - 24	69.5	4.6	74.1	82.1	1.9	84.0	57.5	7.1	64.6
16 - 49	50.9	7.4	58.4	67.3	6.4	73.6	34.5	8.5	43.0
50 +	9.9	11.9	21.7	18.1	19.8	37.9	1.5	3.8	5.3
6 +	51.3	6.3	57.6	63.1	6.9	70.0	39.2	5.7	44.9
10 +	49.0	7.1	56.1	61.8	7.8	69.6	35.9	6.4	42.3
15 +	42.2	8.3	50.5	56.5	9.4	65.7	28.1	7.3	35.4

Note: Literacy rate in this table may be slightly lower because the source not stated was excluded in computation.

The Ninth Plan has set a target of 70% literacy rate by the year 2002. It will be difficult to achieve the Ninth Plan target of 70% by the year 2002 at the current pace of improvement.

The literacy rate of population aged 6 years and above by formal education was 51.3 % (63.1 % for male and 39.2 % for female), whereas, by informal education it was only 6.3 % (6.9 % for male and 5.7 % for female). Fig. 3.1 shows literacy rate of population aged 6 and above and for age 15 and above by sex.

The adult literacy rate of population aged 15 and above was 50.5% at the national level. The gender gap in the adult literacy rate was much wider (30.3%) as compared to the overall literacy rate of population 6+ (25.1%). The contribution of the informal sector was greater in the older age groups, especially ages 16 and above (Table 3.1). It was observed that more males have taken the opportunity of education from both formal as well as informal education. The literacy rate was highest in the 11-13 age group at 83.9 % (88.8 % for male and 78.5 % for female) and lowest in 50 and above age group at 21.7 % (37.9 % for male and 5.3 % for female).



Four decades ago, when there were not many schools, the majority of population became literate through informal education. The literacy opportunities for females were virtually non-existent then. This may be the reason for the high literacy rates (19.8 %) of male aged 50 and above by informal education. Female literacy of 8.5 % for the age group 16-49 by the informal sector could be due to recent awareness campaigns and literacy programmes targeting women. The higher literacy rate for younger age groups may be due to widespread educational facilities and awareness

Table 3.2: Literacy rate of population aged 6 years and above by source of literacy and sex for different geographical areas.

Age Group Year	Formal	Both sex Informal	Total	Formal	Male Informal	Total	Formal	Female Informal	Total
Ecological Zone									
Terai	47.4	5.4	52.8	58.1	6.0	64.1	35.9	4.7	40.6
Hills	56.5	6.7	63.2	69.2	7.4	76.6	44.0	6.1	50.1
Mountains	42.7	9.2	51.9	57.0	9.5	66.5	27.8	8.9	36.7
Sub-region									
Eastern Terai	55.6	6.3	61.9	66.6	7.9	74.4	44.5	4.8	49.3
Central Terai	35.4	4.7	40.1	45.8	5.2	51.0	23.6	4.0	27.6
Western Terai	52.0	3.3	55.2	61.8	3.5	65.4	41.6	3.0	44.6
Mid-western Terai	52.1	7.8	60.0	64.8	7.2	72.0	38.5	8.6	47.1
Far-western Terai	52.0	5.2	57.2	65.8	5.0	70.8	37.7	5.5	43.2
E + C + W Mountains	46.4	11.9	58.3	57.7	12.7	70.5	34.8	11.0	45.8
M W + F W Mountains	37.8	5.7	43.5	56.0	5.3	61.3	18.3	6.2	24.5
Kathmandu Valley	73.2	3.6	76.9	85.3	3.9	89.2	61.3	3.4	64.6
Eastern Hills	57.2	8.7	65.9	68.0	10.0	78.0	46.2	7.4	53.7
C. Hills (Ex Ktm Valley)	48.0	9.4	57.4	58.1	10.5	68.6	37.7	8.2	45.9
Central Hills	57.8	7.1	64.9	68.6	8.0	76.6	46.9	6.3	53.2
Western Hills	60.0	5.1	65.1	70.2	6.4	76.6	50.4	3.9	54.3

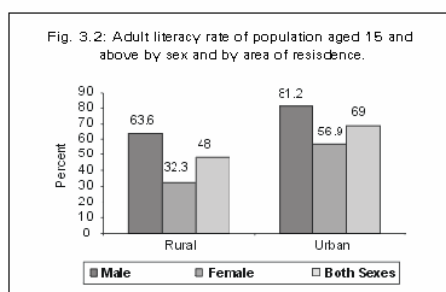
Table 3.2: Continued.

Age Group	Both sex			Male			Female		
Year	Formal	Informal	Total	Formal	Informal	Total	Formal	Informal	Total
Mid-western Hills	52.0	7.7	59.7	70.1	6.4	76.5	33.9	9.1	42.9
Far-western Hills	46.6	4.8	51.4	69.3	4.3	73.6	25.1	5.2	30.3
Residence									
Urban	67.8	4.8	72.6	77.2	5.0	82.2	58.1	4.7	62.8
Rural	49.0	6.5	55.5	61.1	7.1	68.3	36.6	5.8	42.4
Nepal	51.3	6.3	57.6	63.1	6.9	70.0	39.2	5.7	44.9

Note: Same as in table 2.2 and table 3.1

during the last two decades. The low female literacy rate reflects deep-rooted socio-economic and cultural bias and practices.

Table 3.2 presents the literacy rate of population aged 6 & above by source of literacy for various geographical areas. Among the ecological zones, the Hills had the highest literacy rate of 63.2 % (76.6 % for male and 50.1 % for female) and the Mountains the lowest of 51.9 % (66.5% for male and 36.7 % for female). Among the sub- regions, the highest literacy rate was noted for Kathmandu Valley at 76.9 % (89.2 % for male and 64.6 % for female) while the lowest was in the Central Terai with 40.1 % (51.0 % for male and 27.6% for female).



In the same way, the literacy rate of population aged 6 & above in urban areas was 72.6 % (67.8 % by formal and 4.8 % by informal sources) as compared to 55.5 % (49 % by formal and 6.5 % by informal) in the rural areas. Gender differences in urban areas was much narrower (19.4%) than in rural areas (25.9%). Figures in table 3.2 indicates that the literacy rate for male in urban areas was 82.2 % (77.2% by formal and 5 % by informal)

and 68.3 % in rural areas (61.1% by formal and 7.1% by informal). Similarly, literacy rate for female in urban areas was 62.8% (58.1% by formal and 4.7% by informal) as compared to 42.4 % in rural areas (36.6% by formal and 5.8% by informal). The contribution of the formal sector in literacy by ecological zone was highest in the Hills (56.5 %) and lowest in the Mountains (42.7 %), while the contribution of the informal sector was

Table 3.3: Literacy rate of population aged 15 years and above by sex for different geographical areas.

Literacy rate of population Aged 15 years and above			
Geographical Area	Male	Female	Total
Ecological Zone			
Terai	60.2	32.5	46.8
Hills	72.3	39.5	55.5
Mountains	61.9	26.6	44.5

Sub-region			
Eastern Terai	70.0	41.0	55.5
Central Terai	48.7	22.1	36.3
Western Terai	61.5	36.3	49.1
Mid-western Terai	65.6	34.1	50.7
Far-western Terai	65.8	31.3	48.7
E + C + W Mountains	66.3	34.9	50.6
MW + FW Mountains	56.2	14.9	36.2
Kathmandu Valley	87.1	58.0	72.3
Eastern Hills	74.9	43.6	59.1
Central Hills (ex Ktm Valley)	63.9	35.2	49.5
Central Hills	73.5	44.8	58.9
Western Hills	70.3	41.8	55.3
Mid-western Hills	73.2	31.9	52.2
Far-western Hills	67.5	16.4	40.9
Residence			
Urban	81.2	56.9	69.0
Rural	63.6	32.3	48.0
Nepal	65.8	35.4	50.7
Note: Abbreviations used are same as in table 2.2			

highest in the Mountains (9.2 %) and lowest in the Terai (5.4 %).

The literacy rate of the population aged 15 years and above (Table 3.3) was 50.7% (65.8% for male and 35.4% for female). The highest adult literacy rate was observed in the Hills at 55.5% and the lowest in the Mountains (44.5%) among ecological zones. Comparing the rates in sub-regions, Kathmandu Valley had the highest literacy and the Mid- and Far- western Mountains the lowest.

Gross Enrolment Rate

The Gross Enrolment Rate (GER) is the percentage of children, irrespective of their age, enrolled at a level of education to the children in the age group specified for that level of education. Age groups of children specified for primary, lower secondary and secondary levels of education are 6-10 years, 11-13 years, and 14-15 years respectively.

GER figures in this table 3.4 may not be consistent with GER data computed by Ministry of Education & Sports because the questions regarding educational information in BCHIMES was collected for only children aged 6-15 years. So the figure do not include children below 6 years and above 15 years who may be enrolled in school. The GER from BCHIMES was found decreasing in the higher level of education. It was at 102.0 % at the primary level (109.5 % for boys and 93.9 % for girls), 41.6 % (44.5 % for boys and 38.4 % for girls) at lower secondary level, and only 9.5 % (10.4 % for boys and 8.5 % for girls) at the secondary level in the country. The GER was higher for both boys and girls in urban areas. The above

Table 3.4: Gross Enrolment Rate of children by sex and by level of education for different geographical areas.

Geographical Area	Primary			Lower Secondary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ecological Zone									
Terai	93.1	76.3	85.0	42.1	37.8	40.1	11.4	9.3	10.4
Hills	126.1	112.6	119.6	48.2	41.7	45.1	10.3	8.3	9.3
Mountains	113.7	89.3	102.1	36.1	20.8	28.9	5.5	5.6	5.5
Sub-region									
Eastern Terai	115.6	97.0	106.3	60.5	58.0	59.3	12.9	11.7	12.3
Central Terai	67.9	49.1	59.1	24.6	23.3	24.0	8.1	5.1	6.7
Western Terai	95.1	77.1	86.4	45.1	41.2	43.2	14.1	19.4	16.6
Mid-western Terai	108.2	88.0	98.2	38.6	25.0	31.7	13.8	2.9	8.1
Far-western Terai	101.3	94.5	98.0	39.7	24.7	32.5	10.6	8.5	9.6
E + C + W Mountains	118.6	109.0	114.1	41.2	25.6	33.9	5.1	7.4	6.2
MW + FW Mountains	108.1	66.9	88.4	28.4	13.3	21.3	6.3	2.9	4.5
Kathmandu Valley	114.5	118.0	116.1	58.6	66.7	62.5	37.5	23.2	30.4
Eastern Hills	145.2	127.1	136.3	44.1	51.6	47.3	4.7	7.3	6.0
Central Hills (ex Ktm Valley)	107.8	100.6	104.4	39.2	32.5	35.9	12.0	7.9	9.8
Central Hills	109.8	105.6	107.8	45.6	43.6	44.6	21.6	13.4	17.4
Western Hills	138.2	128.7	133.5	56.5	48.4	52.5	7.2	8.2	7.7
Mid-western Hills	120.4	98.3	109.9	46.7	28.1	37.9	7.1	5.4	6.3
Far-western Hills	125.0	84.5	104.4	41.2	19.2	31.0	4.0	2.0	3.0
Residence									
Urban	112.1	99.5	106.0	55.0	71.0	62.6	23.6	17.6	20.4
Rural	109.2	93.2	101.5	43.1	34.2	38.9	8.7	7.1	7.9
Nepal	109.5	93.9	102.0	44.5	38.4	41.6	10.4	8.5	9.5

Note: Same as in table 3.3.

Data are based on children aged 6-15 years.

Net Enrolment Rate

The Net Enrolment Rate (NER) is the percentage of children of some specific age group enrolled at a level of education to the children in the age group specified for that level of education. NER figures in this table 3.5 may not be consistent with NER data computed by Ministry of Education & Sports because of methodological differences in the way information is collected.* However, Table 3.5 shows that 34.2% of primary-school-age group children in Nepal were not enrolled in primary school. The highest NER was reported in the Hills and the lowest in the Terai. The substantial gap in NER among boys and girls was found in the Mountain region. The Ninth Plan has set a target of 90 % NER for the primary level by year 2002. Since the current NER of children in primary level of education is only 65.8 % (71.1 % for boys and 60% for girls), it may be difficult to achieve the goal within the next two years. The NER for lower secondary and for secondary level at national level were found to be 18.5 % (20.7 % for boys and 16.0 % for girls) and 7.8% (8.5 % for boys and 7.1 % for girls), respectively.

Table 3.5: Net Enrolment Rate of children by sex and by level of education for different geographical areas.

Geographical Area	Primary			Lower Secondary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ecological Zone									
Terai	62.3	49.8	56.3	20.8	16.1	18.5	8.7	7.5	8.1
Hills	79.9	70.9	75.5	21.2	17.1	19.2	9.2	7.2	8.2
Mountains	73.8	58.1	66.3	17.8	8.7	13.5	4.4	4.4	4.4
Sub-region									
Eastern Terai	78.5	62.3	70.5	30.3	21.7	26.2	9.7	10.7	10.2
Central Terai	45.8	31.9	39.3	13.7	9.7	11.9	5.9	2.6	4.4
Western Terai	61.8	54.2	58.2	20.4	22.9	21.6	10.3	14.9	12.4
Mid-western Terai	74.1	60.4	67.3	15.8	11.5	13.7	13.8	2.9	8.1
Far-western Terai	63.7	54.5	59.3	17.9	11.0	14.6	6.4	4.3	5.3
E + C + W Mountains	76.7	64.5	70.9	20.6	12.2	16.7	5.1	5.6	5.3
MW + FW Mountains	71.1	50.7	61.4	14.9	3.3	9.4	3.1	2.9	3.0
Kathmandu Valley	72.3	73.4	72.8	29.3	33.3	31.3	30.4	21.4	25.9
Eastern Hills	82.6	78.0	80.3	21.8	21.3	21.6	4.7	7.3	6.0
Central Hills (ex Ktm Valley)	69.0	61.0	65.2	13.1	16.0	14.5	10.9	5.9	8.3
Central Hills	70.0	64.6	67.4	18.5	21.6	20.0	18.2	11.5	14.8
Western Hills	91.8	82.0	86.9	25.6	18.4	22.1	7.2	6.8	7.0
Mid-western Hills	75.4	61.9	68.9	18.5	8.4	13.7	6.1	4.3	5.2
Far-western Hills	78.6	58.6	68.4	20.0	6.8	13.9	4.0	2.0	3.0
Residence									
Urban	74.0	64.1	69.2	25.7	33.0	29.1	20.0	15.7	17.7
Rural	70.8	59.6	65.4	20.1	13.8	17.1	7.0	5.8	6.4
Nepal	71.1	60.0	65.8	20.7	16.0	18.5	8.5	7.1	7.8

Note: Same as in table 3.3.
Data are base on children aged 6-15 years.

Data are based on children aged 6-15 years.

- The Ministry of Education and Sports (MOES) reports GER, NER and other educational indicators annually. For this purpose, the ministry collects educational data from every school all over the country. MOES uses the publication of the Ministry of Environment and Population to calculate GER, NER and other population related indicators. MOES also uses the Sprague multiplier to calculate the desired group of the population and then calculates GER, NER by using UNESCO approved formula.

Table 3.6: School dropout rate of children by sex and by level of education for different geographical areas.

Geographical Area	Primary			Lower Secondary			Secondary		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ecological Zone									
Terai	4.7	3.2	4.1	2.5	1.2	1.9	8.6	16.7	12.3
Hills	2.1	3.3	2.6	1.4	0.5	1.0	0.0	11.5	5.5
Mountains	4.2	8.1	5.9	1.6	0.0	1.1	16.7	16.7	16.7
Sub-region									
Eastern Terai	2.9	2.2	2.6	3.2	1.2	2.3	14.3	14.8	14.5
Central Terai	8.8	5.8	7.7	3.8	0.0	2.1	0.0	33.3	14.8
Western Terai	1.7	0.9	1.4	0.0	1.8	0.8	8.3	13.3	11.1
Mid-western Terai	4.4	4.5	4.5	2.5	3.7	3.0	10.0	33.3	15.4
Far-western Terai	4.2	4.2	4.2	0.0	0.0	0.0	0.0	0.0	0.0
E + C + W Mountains	5.1	10.1	7.4	2.3	0.0	1.5	25.0	20.0	22.2
MW + FW Mountains	3.0	5.2	3.8	0.0	0.0	0.0	0.0	0.0	0.0
Kathmandu Valley	5.2	5.7	5.5	0.0	0.0	0.0	0.0	13.3	5.6
Eastern Hills	1.8	3.8	2.7	1.1	0.0	0.6	0.0	11.1	7.1
Central Hills (ex Ktm Valley)	3.9	4.9	4.4	1.3	1.6	1.4	0.0	0.0	0.0
Central Hills	4.3	5.2	4.7	0.7	0.8	0.8	0.0	8.7	3.6
Western Hills	0.3	0.6	0.4	1.2	0.0	0.7	0.0	25.0	14.8
Mid-western Hills	2.5	3.6	3.0	2.3	2.1	2.2	0.0	0.0	0.0
Far-western Hills	1.9	6.4	3.8	2.8	0.0	2.0	0.0	0.0	0.0
Residence									
Urban	2.3	3.2	2.7	2.1	0.6	1.3	5.7	3.4	4.7
Rural	3.4	3.7	3.6	1.7	0.8	1.3	4.1	18.9	11.2
Nepal	3.3	3.7	3.5	1.7	0.8	1.3	4.5	15.1	9.6

Note: Same as in table 3.5

Dropout rate

According to BCHIMES, school dropout rate is calculated as the percentage of children who are reported to be no longer enrolled in school, to the children who had ever enrolled in school. The dropout figure from BCHIMES differs from that of the Ministry of Education and Sports.

The national dropout rates in primary and lower secondary levels were extremely low in comparison with the Ministry's figures. The highest dropout rates were found in the Mountain and Terai regions. Primary and lower secondary-level dropout rates were lower than that of the secondary level in all ecological zones.

Among the sub-regions, the highest dropout rates were found in the Central Terai and the lowest dropout rate in the Western Hills. In the case of girls, high dropout rates were found in the Eastern, Central and Western Mountains.

Reasons for dropout

For all children who were reported to have dropped out of any level of education, household heads were asked for reasons for dropout. Multiple responses, up to three reasons, were recorded for this question. The survey found that the most commonly cited reason was that the child was needed to help with household chores (43.3%). The second most frequent reason for dropping out of school was that the child was not willing to go to school (38.9%). Schooling being too expensive (12.5%), parents not wishing their children to continue (11.7%), and the children having to repeat or fail a grade (9.1%) were also cited for reasons for dropout. The three least commonly given responses were "language problem" (0.2%), "unqualified teacher and unsuitable school environment" (0.8%) and "scarcity of textbooks" (1.9%).

Although the small number of respondents suggests caution in interpreting these results, differences were found by ecological zone and gender. While "help with household chores" was the most commonly cited reason in the Hill and Mountains, in the Terai the most common reason given was "child not willing to go to school". Help with household chores" was more often given as the reason for girls and boys for the Hill and Mountain eco-zones, this was not the case for the Terai. "Child not willing to go to school" was cited more for boys and girls in the Terai and the Hills, but in the Mountain eco-zone, the trend is reversed with more girls dropping out because they did not want to go to school, compared to boys. Marriage was given as the reason for dropout for 9.5% of Terai girls.

Time taken to and from school

The survey collected information on time taken by currently school going children aged 6-15 years to go to and come back from school. The figures show that physical accessibility to schools was a major problem in the country. At the national level, almost 95 % of children could walk to primary school and come back within an hour. The biggest problem is found in the Eastern Hills, where 16% of children took more than one hour to reach and return from primary school.

Table 3.7: Reasons for dropping out in any level of education by sex and ecological zones.

Reasons given For dropout	Terai			Hill			Mountain			Total		
	Boys	Girl	Total	Boys	Girl	Total	Boys	Girl	Total	Boys	Girl	Total
Completed the desired level of education	6.2	9.9	7.6	2.0	1.4	1.6	7.7	0.0	3.0	5.1	4.6	4.8
Lack of school for further education	1.8	2.7	2.1	5.3	3.9	4.5	6.3	5.0	5.5	3.2	3.6	3.4
Too expensive	14.9	6.2	11.7	8.2	20.6	15.4	6.3	7.5	7.0	12.1	12.9	12.5
Help in house chores	36.4	34.3	35.6	43.7	56.3	51.0	48.8	55.1	52.6	39.6	47.3	43.3
School/Teacher not good	0.5	0.8	0.6	0.0	1.4	0.8	3.9	0.0	1.5	0.6	0.9	0.8
Parents didn't want	9.8	15.2	11.8	8.3	17.4	13.6	8.8	3.2	5.4	9.2	14.4	11.7
Had Repeat/Fail Grade	7.9	4.5	6.7	18.0	12.2	14.6	0.0	4.1	2.5	10.2	7.9	9.1
Not willing to attend	47.6	39.4	44.5	38.3	32.5	34.9	21.8	30.8	27.2	42.5	35.0	38.9
Language problem	0.0	0.8	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.2
Got married	0.0	9.5	3.5	1.6	0.6	1.0	0.0	4.1	2.5	0.5	4.7	2.5
Scarcity of textbooks	5.9	0.0	3.7	0.0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	1.9
Others	17.7	19.1	18.2	16.5	11.2	13.4	25.6	11.6	17.1	18.1	14.4	16.3

Note: The total may not add to 100 because of multiple response (upto 3 responses)

Table 3.8: Distribution of children by time taken to and from primary schools for different geographical areas.

Geographical Area	Children (%) by time taken to and from school (in minutes)				
	<10	11-20	21-30	31-60	61+
Ecological Zone					
Terai	29.2	24.0	23.6	20.1	3.1
Hills	27.9	21.7	23.8	19.6	6.0
Mountains	25.1	20.5	26.4	21.5	6.5
Sub-region					
Eastern Terai	19.8	29.3	21.7	26.3	3.9
Central Terai	42.1	17.6	18.4	19.2	2.7
Western Terai	33.4	15.2	35.4	12.0	4.0
Mid-western Terai	27.9	27.1	21.7	20.1	3.2
Far-western Terai	28.8	30.2	27.5	11.7	1.8
E + C + W Mountains	27.3	18.5	24.8	22.6	6.8
M W + FW Mountains	21.8	23.5	28.7	19.8	6.2
Kathmandu Valley	33.8	39.1	16.4	10.3	0.4
Eastern Hills	21.5	17.7	18.3	26.6	15.9
Central Hills (ex Ktm Valley)	38.8	24.1	17.7	16.4	3.0
Central Hills	37.0	28.8	17.3	14.5	2.4
Western Hills	21.9	20.5	33.3	18.3	6.0
Mid-western Hills	39.1	14.7	20.6	18.8	6.8
Far-western Hills	16.6	27.7	25.0	26.2	4.5
Residence					

Urban	30.3	30.5	25.3	12.0	1.
Rural	28.0	21.6	23.7	20.9	5.
Nepal	28.2	22.5	23.9	20.0	5.

Note: Same as in table 3.5

Table 3.11: Continued

Geographical Area	Children (%) by attended number of days											
	None			One Day			Two Days			Three Days		
	Boys	girls	Total	Boys	girls	Total	Boys	girls	Total	Boys	girls	Total
Western Hills	0.0	0.0	0.0	9.5	9.3	9.5	20.5	19.0	19.8	70.0	71.6	70.7
Mid-western Hills	0.8	0.8	0.8	0.2	0.8	0.5	10.2	5.9	8.4	88.8	92.4	90.3
Far-western Hills	1.2	0.6	0.9	1.6	2.4	1.9	10.9	8.3	9.9	86.4	88.7	87.3
Residence												
Urban	0.4	0.2	0.3	0.3	0.5	0.4	7.3	6.4	6.9	91.9	93.0	92.5
Rural	1.1	0.8	1.0	2.8	3.0	2.9	14.4	13.6	14.1	81.6	82.6	82.0
Nepal	1.1	0.7	0.9	2.5	2.7	2.6	13.6	12.6	13.2	82.8	83.9	83.3

In the country as a whole, almost, 88 % of children could reach the lower secondary school within one hour to and from school. There was significant difference between urban and rural areas. In the Eastern Hills and Mid-western Hills only about 75 % of children could reach and return from lower secondary school within one hour.

Similarly, 85 % of children could reach secondary school and return home within an hour. The physical accessibility of secondary schools was a problem in the Eastern Hills, where 64% of children spend more than one hour going to and returning from secondary school.

Table 3.9: Distribution of children by time taken to and from lower secondary schools.

Geographical Area	Children (%) by time taken to and from school (in minutes)				
	<10	11-20	21-30	31-60	61+
Ecological Zone					
Terai	16.2	20.1	26.4	29.1	8.2
Hills	26.5	18.1	18.8	23.1	13.5
Mountains	9.1	15.6	23.3	30.3	21.6
Sub-region					
Eastern Terai	9.2	13.4	23.9	42.0	11.5
Central Terai	26.0	30.9	28.4	11.4	3.3
Western Terai	21.4	23.3	33.4	18.1	3.8
Mid-western Terai	18.5	24.3	21.9	24.4	11.0
Far-western Terai	25.2	26.6	27.2	16.2	4.8
E + C + W Mountains	8.3	16.2	24.5	28.4	22.7
M W + FW Mountains	11.1	14.3	20.6	34.9	19.0

Kathmandu Valley	46.8	30.5	12.8	9.9	0.0
Eastern Hills	15.2	15.1	14.3	29.3	26.1
Central Hills (ex Ktm Valley)	30.7	17.3	22.8	25.2	3.9
Central Hills	38.3	23.8	18.0	18.0	2.0
Western Hills	24.0	17.2	23.8	23.5	11.5
Mid-western Hills	27.4	11.8	13.8	21.3	25.7
Far-western Hills	15.8	22.2	20.3	31.5	10.2
Residence					
Urban	34.7	27.2	23.5	10.1	4.5
Rural	18.5	17.0	21.9	29.4	13.3
Nepal	21.3	18.8	22.2	26.0	11.7

Note: Same as in table 3.5

Table 3.10: Distribution of children by time taken to and from secondary schools.

Table 3.10 Distribution of children by time taken to and from secondary schools.

Geographical Area	Children (%) by time taken to and from school (in minutes)				
	<10	11-20	21-30	31-60	61+
Ecological Zone					
Terai	12.5	11.3	36.4	25.6	14.1
Hills	25.9	21.8	15.3	20.7	16.2
Mountains	24.9	12.1	29.5	16.8	16.8
Sub-region					
Eastern Terai	8.9	7.9	25.7	33.7	23.8
Central Terai	11.8	11.8	76.4	0.0	0.0
Western Terai	3.1	11.3	38.7	34.7	12.2
Mid-western Terai	41.0	20.9	10.5	20.9	6.7
Far-western Terai	27.2	19.2	40.8	12.8	0.0

Table 3.10: Continued.

Geographical Area	Children (%) by time taken to and from school (in minutes)				
	<10	11-20	21-30	31-60	61+
E + C + W Mountains	28.1	10.3	41.1	10.3	10.3
M W + FW Mountain	16.7	16.7	0.0	33.3	33.3
Kathmandu Valley	22.1	38.8	12.2	22.1	4.8
Eastern Hills	0.0	14.6	13.2	8.0	64.1
Central Hills (ex Ktm Valley)	35.5	6.4	19.3	32.2	6.4
Central Hills	27.1	25.1	14.6	25.0	6.3
Western Hills	39.3	23.0	13.2	16.4	8.2
Mid-western Hills	29.5	7.4	18.7	22.2	22.2
Far-western Hills	0.0	0.0	50.0	25.0	25.0
Residence					
Urban	24.2	22.1	31.8	18.1	3.8
Rural	17.5	14.0	24.1	24.8	19.6
Nepal	19.3	16.3	26.3	22.9	15.2

Note: Same as in table 3.5

Therefore, on average, physical access was not a problem in most areas. To minimise this where it is a problem, new schools need to be opened after proper school mapping and school location planning.

Attendance of currently school going children in the last 3 days

The survey findings suggest that school attendance in any level of education, was not a major problem. Out of currently school going children, 83% had attended school in the 3 days preceding the survey. There was no significant difference in attendance of boys and girls. School attendance was highest in the Mid-western Hills and lowest in the Western Hills. Among the ecological zones the proportion of such children was highest in Terai and more in urban (92.5%) as compared to rural areas (82%).

Table 3.11: Attendance of currently school going children in any level of education by attended number of days for different geographical areas.

Children (%) by attended number of days												
Geographical Area	None			One Day			Two Days			Three Days		
	Boys	girls	Total	Boys	girls	Total	Boys	girls	Total	Boys	girls	Total
Ecological Zone												
Terai	1.0	0.4	0.8	1.0	1.0	1.0	9.0	8.7	8.9	88.9	89.9	89.3
Hills	1.0	1.1	1.0	3.8	4.1	3.9	16.8	15.0	16.0	78.5	79.8	79.1
Mountains	1.1	0.3	0.8	1.3	1.2	1.3	15.2	22.6	18.3	82.4	75.8	79.7
Sub-region												
Eastern Terai	0.0	0.0	0.0	0.6	0.5	0.5	19.4	21.0	20.2	80.0	78.5	79.3
Central Terai	2.9	0.8	2.1	2.2	0.8	1.7	20.2	24.9	22.1	74.7	73.4	74.2
Western Terai	0.5	0.0	0.3	0.5	1.8	1.1	17.0	17.1	17.0	82.0	81.1	81.6
Mid-western Terai	0.9	0.7	0.8	0.6	0.7	0.7	17.9	20.1	18.9	80.6	78.4	79.6
Far-western Terai	1.2	1.0	1.1	0.8	1.5	1.1	15.8	19.4	17.4	82.2	78.1	80.3
E + C + W Mountains	1.1	0.5	0.8	1.5	1.4	1.5	15.7	19.9	17.6	81.6	78.2	80.1
MW + FW Mountains	0.5	0.0	0.3	1.0	0.9	0.9	14.3	27.6	19.1	84.2	71.6	79.6
Kathmandu Valley	0.9	1.6	1.2	0.6	0.0	0.3	16.3	17.9	17.1	82.2	80.4	81.4
Eastern Hills	1.7	2.3	2.0	0.7	0.6	0.6	18.3	20.7	19.4	79.4	76.5	78.0
Central Hills	1.5	1.4	1.4	2.4	2.1	2.2	18.7	21.1	19.9	77.4	75.4	76.5
C. Hills (ex Ktm Valley)	1.9	1.2	1.6	3.6	3.6	3.6	20.5	23.5	21.9	74.1	71.7	72.9

Reasons for not attending school in the last 3 days

Table 3.12 shows that the reasons for not attending school in any level of education were mostly due to ill health of children (23.4% for boys and 45.8% for girls) followed by the need to help in household work, (20.6% for boys and 21.7% for girls) and children's unwillingness to go to school (23.3% for boys and 15.6% for girls).

Table 3.12: Distribution of children by reasons for not attending the school in any level of education by ecological zones.

Geographical Area		Children (%) by reasons for not attending school regularly						Others
		Child was sick	Need to help in household work	School too far	Teacher's not good	Children's Unwillingness	Language problem	
Terai	Boys	17.5	24.1	25.9	16.3	17.8	0.0	31.0
	Girls	8.8	46.9	0.0	0.0	6.9	0.0	51.1
	Total	15.4	29.6	19.7	12.4	15.2	0.0	35.8
Hills	Boys	24.0	17.0	5.4	0.0	28.1	0.0	44.1
	Girls	58.0	14.7	5.8	0.0	18.6	4.0	28.9
	Total	40.3	15.9	5.6	0.0	23.5	1.9	36.8
Mountain	Boys	52.6	23.7	9.2	0.0	23.7	9.2	23.7
	Girls	0.0	0.0	0.0	0.0	0.0	0.0	100.0
	Total	46.0	20.7	8.0	0.0	20.7	8.0	33.3
Nepal	Boys	23.4	20.6	14.5	7.0	23.3	0.7	36.9
	Girls	45.8	21.7	4.4	0.0	15.6	3.0	35.2
	Total	31.9	21.0	10.7	4.4	20.4	1.6	36.3

Note: The total may not add to 100 because of multiple response (upto 3 responses)

Early Childhood Development (ECD)/Pre-primary

At the national level, 47.3% of children were found entering Class 1 with experience of pre -primary classes or Early Childhood Development programmes. Among them 46.6% were boys and 48.2% were girls. These figures varied significantly from one region to another. (see table A5 in appendix 1.)

This was the first time data was collected on pre-primary/ECD at the national level. It was thus difficult to verify whether these data were reliable or not. At face value, the data seems to represent an over-estimation. This over-estimation could be due to misunderstanding of the questions by the respondents: for example, if a child is studying in a special section, s/he could have been interpreted as having had an ECD experience. Secondly, the respondent might have regarded home education as pre-primary education.

Summary and Conclusion

1. The Literacy rate of population aged 6 years and above was 57.6 % (70 % for male and 44.9 % for female). The gender gap was thus very high in literacy.
2. The adult literacy of the population aged 15 and above at the national level was found to be 50.7% (65.8% for male and 35.4% for female). The corresponding figure in Census 1991 was 32.7% (48.9% for male and 17.2% for female).
3. There were differences between literacy rates by urban and rural areas as well as by sub-regions.
4. The literacy rate has increased in recent years, but the literacy target set out in the Ninth Plan will be difficult to achieve.
5. Most of the educational indicators showed that females lagged behind males, thus greater attention to girl's education is called for.

6. School attendance was not a major problem. Most of currently school going children were found attending all three days in the past three days.
7. The computed dropout rate from the present survey, suggests dropping out is not a major problem in the primary and lower secondary level. In the secondary level, however, the dropout rate was significant (9.6%).
8. Physical access to most schools in the country was not a problem in most areas.
9. The Net Enrolment Rate for primary level was 65.8 % (71.1 % for boys and 60% for girls). NER was highest in the Hills and lowest in the Terai. A big gap between boys and girls was found in the Mountains. There was not much difference in the urban and rural areas. The Ninth Plan has set a target of 90 % NER by the year 2002. The current NER suggests that it will be difficult to achieve the targeted goal within the next two years.
10. Finally, this survey shows that the literacy rate and school attainments have increased a lot over the years. But there is still a long way to go to achieve the national goal of attaining universal quality education. The government is also committed to universal education as declared in Jomtien, Thailand. Although there have been enough physical inputs and thus no problem of accessibility, the challenge is to bring the disadvantaged children those who are still outside the school system into the regular formal school system and to retain them.