

CHAPTER – ONE
INTRODUCTION

1.1 Background of the Study

In common interpretation, literacy is the knowledge of reading and writing. Those who can read and write are called literates. Among the total population, about 40% female are literate who can read and write above the age of 6 years. Female's participation's rate on school level and college level is also improving gradually. Literate and educated women want to release from traditional way of life. Women literacy can help us to improve the life standard of our society. Many of them are seeking for employment to utilize their knowledge and education (NPC, 1957).

According to UNESCO (2002), more than 100 million children in the world are still deprived of access to primary education. ADB (1999) reports out number men by two to one in 900 million illiterate people of the world.

The situation of Nepal is also not satisfactory in comparison to other south Asian countries. The history of formal education in Nepal has not been more than 60 years. Since then gender disparity in education in the country is found pronounced. As for example, the growth rate of literacy of female from 1991 to 2001 is 5.4 and where as of male is only 1.8 (total growth rate in literacy is 3.1 percent) (CBS, NPC/HMG, 1991 and 2001).

One of the unquestionable means to break this vicious circle is to educate or at least literate and empowers women. Women who are educated, quite simply, survive better and longer than they would otherwise. Furthermore, persons who are able to access information and formulate position may join together to achieve collective goals and participate in political change (UNESCO, 2002).

Empowering women and educating them calls for the eradication of the gender disparity, which has a strong hold in our society because equal gender participation is most essential factor for the educational development. Gender disparity can be narrowly defined as the purely descriptive observations of different outcomes between males and females. However, to move beyond the descriptive level

to ask what might cause gender disparity reaches into the complex interplay of the possible sources. Discrimination (the different treatment of individuals because of their gender), biological differences, individual and social beliefs and attitudes about appropriate gender-specific roles, and the choices of individuals and households based on all of these factors (and more, such as an individual's own circumstance) play a role in determining gender disparity. These factors are causally interrelated and it is very difficult to disentangle the underlying causes and merely proximate indicators or symptoms (Filmer D. et al., 1998).

The new education system plan (NESP) was introduced in Nepal in 1971 as a major educational reform to align the content of education with the needs of development. The new policy also emphasized that equal educational opportunity should be given to girls and women. Thus HMG's educational policy coincided with the United Nations long term objective of including the status of women through UNESCO was sponsoring experimental projects on women's education and equality in various countries. After Nepal embarked upon its new educational policy, the UN asked Nepal to participate in the UNESCO experimental program. Consequently in 1969 an agreement for the Equal Access of Women to Education (EAWTE) Thesis was signed for the eight year period, 1970/71-1978, (Pradhan, B., 1979).

The national education system plan (NESP) made a landmark in the history of education in Nepal in 1971-76. NESP was implemented with the objective of "giving new directions in promoting equal access to education for all children, with special emphasis on improving quality of education by providing trained teachers, textbooks and other instructional materials, and with stress on vocational education" (Tuladhar and Thapa, 1998).

The final years of implementation of the NESP, the government brought out the Fifth Five-year Plan of Nepal (1975-1980). This plan started to make some headway in female education. In realization of the importance of female teachers for increased enrollment of girls, the plan spelled out the policy of emphasizing recruitment of as many female teachers as possible in primary schools to increase the enrollment of girls (MOE, 1997; Tuladher and Thapa, 1998).

More than four decades have been spent to provide equal educational opportunities to both boys and girls. Several programs corresponding with the new policies in favor of girls and women education have been initiated and continued. Both government and non-government organizations have made these efforts, as a result increasing the participation of girls and women in the formal and non-formal education programs remain the central policy thrust of all the major government, and national and international non-governmental agencies (Belbase et.al 1998).

Education is potentially an agent for awareness and change and therefore it is central to the process of empowering men and women. When people gain access to information and learn how to analysis it they are learning to think critically, with refinement of the process they can reflect on their own situation, create alternative scenarios and make informed decisions. Gender sensitization too should be built into every step of the education process as should the principles of self governance and appropriate technology (CEDAW, 2002).

Education is always a key factor in sustainability of a society and its development: it is at the same time a component of well-being and a factor in the development of well-being through its links with demographic as well as economic and social factors.

The first census (1952/54) reported literacy rate to be 9.5 percent for men whereas it was only 0.7 percent for women, resulting in a gender differences in education have substantially declined in the last fifty year, a look at the statistics still reveal widespread differences in the literacy rate of men and women- 54.5% and 25.1% respectively according to the 1991 census (CBS, 2000).

Educational status of women in Nepal still seems to be low although there has been made many efforts to improve educational policy and programme. The 2001 census shows that there is huge difference between the male and female literacy (male-65.5% and female-42.8%). The 2001 census shows that the western development region has the highest female literacy (49.3%) but male literacy rate in WDR is 70.4% and the FWDR has the lowest female literacy 33.3% but male literacy rate is 64.7%. In 2001 census the literacy rate of EDR (Eastern Development Region) is 55.7% among them 66.5% are male and 45.0% are female. Similarly in CDR (Central Development

Region) the literacy rate is 52.9% among them 63.7% are male and 41.6% are female. The literacy rate in MWDR (Mid Western Development Region) is 49.4%, in which 61.1% are male and 37.1% are female, (CBS- 2001).

1.2 Statement of the Problem

The history of formal education in Nepal is very young compared to other countries. That is why literacy rate in our country is not very high. On the hand, it is encoring to see increment in the literacy rate since the very beginning of the formal education, but on the other hand, it is equally disheartening to see the gap increasing between male and female literacy percentage. Generally, women's literacy rate is lower than male, in every caste, ethnic and religious groups, and especially among the poor in rural areas.

It is well know fact that poverty alleviation, human development, and basic education have crucial relationship among all the fields. As the education is backbone for the holistic development of any country, it is one of the fundamental needs for the people in a country. Further women education is more important for the rural community and poor society to promote educational status of a society. It is a challenge in Nepal to implement the programs of female education and participation of women in all development activities. In many places of the country, access to school for all people is also a difficult task. Even in the places where access to school is ensured, the quality of education especially in public school is quite low. School dropouts as well as class repetition are high. The rate is especially high in the case of females, when they reach puberty the parents are not willing to send their daughters in co-educational school because of the fear of the sexual harassment. Implementing the compulsory primary education has not been effective due to lack of awareness and knowledge of their guardians that their children should have right to get primary education. So, many adult education programs had been launched in Nepal. Informal education including vocational, technical, and non-formal education could enhance the productivity of labor force instead of formal education.

More than 40 years ago it was asserted that "Every one has the rights to education." In 1990 government meeting at the world conference and education for all in Jomtien, Thailand, committed themselves to the goal of universal access to basic education. But

in Nepal as in most other developing countries, there is large disparity between male and female literacy rates. Education is one of the most important means of empowering women with the knowledge, skills, and self confidence necessary to participate fully in the development process. Female are under represented at all levels of the education. Very few Nepalese women continue school beyond the age of ten because of their value to the household as female domestic and agriculture labor. Each among those who have the opportunity to go to school, the dropout rate is very high among females. The main causes of this disparity between male and female literacy is the social attitude which regards male as superior status in society. Education gives them mess claim to extra superiority. Females are seen as inferior human being who cannot do better than male even if they are given access to education, and should be satisfied with their domestic role, which have been ordained for them before their births.

Nepali society is marked by diverse ethnicity, religions, casts, creeds, and languages. The topography of hills, mountain, and terrains with contained rivers and streams divides the country into remote isolated pockets and compartment. Such diversity present challenges per economic developments, which directly affects the education especially women education. In this context, Nepal can get benefited in the steps of development from women as much as to males. Moreover, there is also lack of assurance of job opportunity for females in the society even if they are more capable and crucial to change the society from many aspects.

Not only in education but also in job market, policy and decision making level, women participation is a challenging task in Nepal. Furthermore, many efforts should be done for the women participation in education so that it could contribute to the development of the country.

1.3 Objectives of the Study

The overall objectives of this study are to examine the status of women with particular reference to education. The specific objectives are:

- To review current status of women's education,
- To study educational policies and programs,
- To find the chronological variation of literacy rate, and

- To examine and compare the spatial variation of education attainment in term of gender disparity

1.4 Significance of the Study

It can not be imagined the equality and sustainability for the development without direct participation of women in all sectors of the development. Women can mobilize the society very efficiently if they are well educated. We need further improvements in techniques and implementation of education programs to accommodate the all groups of women society. Moreover, women contribute significantly to develop their children's education and maintain good health in family and community and ultimately to the nation. It is well-known fact children are the stars of the nation in future, they play significant role in the society. So they are backbone for the future development of any society.

This study analyses the educational status of women in Nepal in different region and discusses the educational policy and objectives of the government of Nepal. Planner, policy makers, NGO/ INGOs and other organizations in related to the introduction and formulation of plan and programme can be benefited from this study. It can be noted that there is vague disparity in overall literary and the female literacy among the different development regions. So this study aims to examine spatial variation to education attainment in term of gender disparity, temporal variation of literacy.

It may also be helpful for students of research or gender studies and those people who are interested in women's issues. The study attempts to reflect the overall scenario of educational status of women in Nepal to some extent.

1.5 Organization of the Study

This study has been organized into six chapters. Chapter one introduces this research study. This chapter also includes statement of problem, objectives of the study, significance of the study, and organization of the study. The second chapter deals with literature review incorporating theoretical literature on women education in Nepal. Chapter three deals research methodology of the study. It also includes sample design, sample size. Chapter four deals the governmental and non-governmental plans, policies, and programs on women's education in Nepal. Chapter five deals the chronological and

spatial variation on literacy. Moreover, chapter five also includes variation of education attainment in term of gender disparity. Finally the chapter six summaries the main points and concludes this research study with recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 An overview on Educational Programme and Women Education in Nepal

The modern educational history of Nepal was initiated after the decline of Rana regime however there was religious and other types of educational systems in the past. Education and development policy and plans were developed after 1951 following the establishment of Ministry of Education 1951. It took an effective path when all the development programs were launched with five-year plan system. So, an overview on education can be described on chronological basis.

2.1.1 Pre-1951 period

Prior to 1951, education was treated as an active threat rather than as a potential asset in Nepal. During more than a century of authoritarian Rana rule, education was restricted as a part of general policy of isolationism. Traditional forms of Education (religious) were virtually extinguished, and new institutions were discouraged, except for a limited number of schools to educate the children of Kathmandu's elite (especially Rana's children). However some of the modern schools were opened during the Rana rule.

At the end of Rana rule in 1951 there were only 321 primary schools attended by about 8500 students out of an approximate 3 million population and 15 middle schools and 27 secondary schools were opened. According to the 1952/54 census (CBS, 2002) the total literacy in Nepal at this time was 5.3 percent while according to Skerry et. al. (1991), only 2 percent of the population was literate.

In the following sub-chapters, women education in plan period is explained in more details.

2.1.2 Pre-Planning Period (1951-1955)

Aiming to address the needs of education of the country as a whole by developing uniform policies and standards, Ministry of Education was established in Nepal in 1951. As part of the democratic revolution of 1951, education was recognized as a right of the people, and the development of comprehensive system of education considered. In 1953, the national Education planning Commission (NEPC) was formed. The report of NEPC was published in 1956 formed the basis the basis for the first five-year education plan released in the Same year and saved as blueprint for comprehensive educational development until the National Education system plan was reproduced in 1971. In this way, there had been made some efforts as the initiation of education reforms by forming Education Planning Commission and determination of the government to implement its recommendations.

2.1.2 The Plan Period of Education in Nepal

The rapid expansion and reconstruction of the educational system observed during 1951-55 period continued in this period also (NPC, 1957). The percentage enrollment in all three levels of the educational establishment increased from 0.9 percent of school age population in 1954 to 2.2 percent in 1961.

Special significance in this regard is the growth in female education. Many schools were opened quickly, often without adequate planning, financing, or facilities. Nearly all of the schools charged tuition and catered to the more favored socio-economic classes.

The Second and the Third Plan Period (1961-70)

In accordance with the Karachi Declaration of 1962/63, second and third plans aimed at providing universal free primary education by 1980, where as in accordance with the recommendations, made by the Nepal National Education Planning Commission, and the UNESCO mission to Nepal, special emphasis was laid on reduction of dropout rates by way of improvement in the quality of teaching in all three levels of educational system. In addition, both the plans also emphasized the need for vocational education (NPC 1962; 1971).

Increased literacy rate of female in all rural areas has reflected the efforts made to achieve greater equality of education (CBS 1977).

The Fourth Five Year Plan (1971-1975)

In 1971, National Education system plan for five years was introduced in and promptly integrated with the fourth five-year plan, even though one full year had elapsed since its introduction. The aims of national education system plan were harmonization of the diverse education sub-systems functioning in the country, introduction of substantial applied and practical bios in the curriculum of the educational system, decentralization of educational facilities to the country side and ensuring accessibility to potentially talented students from disadvantaged strata and underdeveloped regions (NPC, 1972). Accordingly, a new educational system was created with the following objectives: (MOES, 1971)

) Primary education will extend from class 1 to 3 and will aim increasing literacy.

) Lower secondary education will extend class 4 to 7 and will aim at character building.

) Secondary education will extend from class 8 to 10 and its aim will be to produce skilled workers by importing vocational training.

) First level higher education will be certificate level, and its aim will be to produce low-level technical manpower.

) The second level of higher education will be the diploma level and its aim will be to produce middle level technical manpower.

The fifth five year plan (1975-1980)

During this period, National Education System Plan incorporated objectives and targets set forth in previous plans with a view to extend it to the remaining 24 districts (NPC, 1976). In this regard it may also be noted that special emphasis was laid on increasing the percentage of female enrolment in primary schools. For this the fifth plan repeating the exhortation made by the national education plan explicitly called for necessary co-operation from location government units and class organizations. Furthermore, it was also been explicitly mentioned that special efforts will be made to appoint trained

female teachers in the primary schools. Among others, construction of a girl's hostel in Kathmandu was also planned for the benefit of those girls student who come for higher education from other districts (NPC-1975).

Sixth Five Year Plan (1980-1985)

During the sixth plan period Primary Education was defined for classes 1-5 instead of 1-3 and similarly Lower Secondary Education for classes 6-7 instead of 4-7. This new system was applied in all the 75 districts of the country. The main physical targets of sixth five year plan were (NPC, 1981):

Primary education will be made available to 75 percent of the children, belonging to the age group of 6-10. Lower secondary education will be made available to 40 percent of the student population, belonging to the age group of 11-12. Secondary education will be made available to 30 percent of the student population, belonging to the age group of 13-15. Functional adult education will be effectively imported to 900,000 adults of the total number of students to be admitted to the certificate level in the various institutes, 30, 35, and 35 percent will be apportioned to the technical, vocational, and general education respectively.

The seventh five year plan (1985-1990)

Since the population growth rate was higher (2.66%) than the estimated 2.3%, from the result of 1981 national census, literacy rate was only 28.9%, lower than forecasted one (32.4%). During this plan period, various steps were taken for collecting, analyzing, and processing education statistics. Main programme includes (NPC, 1986):

-) In order to make primary education available to everybody, education at this level was made free and text books were freely distributed up to the third class.
-) Special priority was given to the establishment of vocation oriented adult education centers in various districts of the kingdom with an objective to import vocational skill to adults in education to make them literate.
-) Programme like kinder garden and female education development was conducted on an experimental basis with a view to reduce education losses.
-) Scholarship and hostels was arranged for the development of female education.

J) Education project for rural development was started in order to provide educational opportunities to people in female areas and those places that are backward from educational point of view.

Targets: Targets of 87% of primary education facilities were set for children of age 6-10 years. Similarly, targets of 43% of lower secondary education facilities were set for children of 11-12 yrs age group. Further, seventh plan set arrangements for importing secondary education to 36% of the children of 13-15 years age group. About 75 lacks adults will be made literate through vocational skills. The primary and adult education programme is expected to raise the literary rate to 38.9 percent during the plan period. Training was set to be imparted to 2895 primary teacher, 1035 lower secondary teachers and 825 secondary teachers during the seventh plan period encouraging female teachers. The Girls' Hostel Project was implemented with co-operation of HMG and UNESCO. This female education project was started during the sixth plan period in order to educate women to familiarize them with their active participation in all round development of the country. During this plan period, 1910 women will be trained under the female teachers training programme. Under the upgrading programme, 1258 will complete their studies. Besides, other programs to be implemented were the candidate selection programme, local education training, and special programme at primary level for non-school girls of school going age.

Eighth five year plan (1992-1997)

Aimed with extensive extension of basic and primary education in view of the national goal to universalize primary education and The attainment of literacy rate of 67 % by the year 2000 AD, eighth plan emphasized on non-formal education programme such as raising awareness about environment, population, education, health and improved agricultural technology will be included besides literacy (NPC, 1992). Non-formal education included programme such as "Cheli-Beti" and "Sikshya Sadan" for children of 6 to 14 years of age.

Targets: Targets of Primary education (grade1-5) facilities were set for 90 % of actual primary school age group (6-10 yrs) children. In order to attain these goal 2025 additional primary schools will be established and the provision of additional 8000

teachers will be made lower secondary and secondary education (grade 6-10) facilities will be provided to 45 % of the 11 to 15 years age group children. Higher secondary education (10+2 program) will be introduced in 125 secondary schools of country. The goal is set at attaining literacy rate of 60 % by the end of the plan period. For attaining this 1.4 million illiterate person will be made literate through non-formal education programme and training for female teacher will be conducted.

2.2 International Educational Programme and Nepal

The Educational goal of the Nineties

The year 1990 was important for the development of education. An international conference on education for all was held in Jomtien, Thailand giving stress on the globalization of basic and primary education by the year 2000. Nepal participated in this conference and committed itself to the goal of ensuring basic education for all by the year 2000. As a result, the basic and primary education project was formulated and implemented in 1992 with indigenous expertise and substantial financial assistance from bilateral and multilateral donor agencies such as UNDP, DANIDA, IDA, JICA, and ADB. For the purpose, a comprehensive Basic and primary education master plan was developed in 1991, and budget allocation for this sub-sector was dramatically increased (MOE, 1997).

The ministry of Education and sports (MOES) and the Department of education (DOE) developed a concept paper for Nepal Education for all (EFA) programme 2004-2009 in 2002. A draft of this paper was presented in the Basic and primary Education programme (BPEP) II joint government-Donor Technical Review meeting held in December 2002.

Education for All 2004-2009 is designed, as a 5 yrs strategic programme within the framework of the fifteen year, National plan of Action (NPA) for Education for All 2015 to which His Majesty's Government of Nepal is committed, it draws from the goals of the Dakar Framework of Action and has formulated the following six programme components:

-) Expanding and Improving early childhood development
-) Ensuring access to education for all children.

-) Meeting the learning needs of all children including indigenous people and linguistic minorities.
-) Reducing adult illiteracy.
-) Eliminating gender disparity.
-) Improving all aspects of quality education. (MOES, 2003)

2.2.1 Education Status by Nepal Human Development Report-2004

In spite of significant gains in female literacy-from a mere 12% in 1991 to 43% in 2001- women lag far behind men in literacy and educational attainment. In fact, the difference between the male and female literacy rates between 1981 and 2001 remains the same: 22%. Only girls below 14 years seem to be catching up with boys of the same age cohort. The enrollment of girls decreases as they get older; boys therefore predominate in secondary and higher education.

2.2.2 ADB country paper 1999

In education, both the low level of women and the gender gaps in literacy rate, enrollment rates, and attainment rates are challenges in Nepal. Household income, workload for girls, and the level of concern of parents with the purity of the female body which leads to their early marriage, are important variables in decision making regarding sending girls to school. When resource constraints arise in the household, the first casualty is the female child's education.

The key issues in the social sectors remain unequal access of various groups of the population to educational and health facilities, geographically unequal spread of services to remote areas, and the low quality of services supplied by the government sector. Women in the high mountains and remote hills and economically disadvantaged groups face greater accessibility problems than women in the better-off households, urban areas, and the Terai plains in general. Gender insensitivity of educational materials, teaching procedures, and the whole educational system is a pressing issue.

Gender disparity in educational and health status is still increasing, with more and more men getting access to modern avenues of education and health care facilities, leaving women far behind. Consequently, male life expectancy at birth increased by 15 years between 1975 and 1993 while female life expectancy increased by just 11 years.

Issues in Education

- Low absolute levels of female education (literacy rate, educational attainment, and enrollment rates)
- Significant gender gaps in education
- Major reasons for not sending daughters to school include lack of household resources; lack of sense of importance since girls will marry; girls' workload at home; high school fees; lack of female teachers or adequate facilities

Girls in the 6-9 age groups have been reported to be working 2.6 to 4.5 hours per day compared with the 1.7 to 2.9 hours of work per day undertaken by boys. Girls in 10-14 age group work as many hours as adult men¹⁶ (ADB, 1999).

Another compelling factor hindering women's education in general is the fact that girls are transferred to their affiance households after marriage, with the result that parents have no claim on their work or income as adult women. When parents are asked in surveys why they are not sending their girl children to school, one of the often-repeated answers is that "they will go to other people's houses (*ArkakoGhara Zane*) so what is the use of educating them?"¹ In summary, poverty, workload, and cultural perceptions are the major factors hindering female education. In addition, although there has been a significant improvement in female educational achievement at all levels, the higher the educational level, the lower the female representation.

2.2.3 Women and Human Development in south Asia (1998)

According to the report of the "Human Development in south Asia (1998)", the educational status particularly of girls and women is grim. Despite some progress over last three decades, the GER for girls in the primary schools is lower in south Asia (87 percent) than in East Asia (116 percent), and the Arab states (91 percent). South Asia also has the largest gap in the primary school enrollment rates between the girls and boys. These gender gaps in education are, of course, not just a matter of supply-side shortages. In many countries, parent's demand for their daughter's education is low, reflecting both cultural biases and the high opportunity cost of girls work at home.

2.3 Other Previous Studies

In terms of human development objectives, education is an end in itself, not just a means to an end. It is also a key, which opens many economic, social, and political doors for people. It increases access to income and employment opportunities. T. Schultz and G Becker stated in their theories that education provides people with the skills that allow them to be more productive in their work, thereby creating for them the opportunity to earn higher wages in the labor market (HRD, 1998).

Center for Education Research, Innovation and Development (1978) describes rationale for equal access of women education in various studies such as historical perspective. The study further described presentation and interpretation of the various results such as enrolment and training quota and enrolment, qualitative aspect of the training programme and development region which has the lowest girls' enrolment at the primary level benefited least from the EAWEP programme (CERID, 1998)

CERID 1992 on “*Chelibeti*” Programme concluded that a large number of girls are still deprived of education in our country. Although many schools opened in villages girls are still unable to receive formal Education”: Education is a strong force for progress and it is a prerequisite for improvement of the condition of Peasant women and their daughter. Girls of lower age were given greater facilities than the older ones in such cases too. The role of parents found to be crucial for girls enrolment at school. The low school enrolment was found to be the unavailability of time during the day.

Khanal (1975) has cited from a galaxy of women in various fields. From the age of Vedas and Puranas to what we may call secular history women have played their distinguished role in life as *ardhanginis*. After the revolution of 1950/51, however, the Nepalese women's movement gained momentum, its primary objects being the restoration of liberal attitudes and equality towards women's position and education. In these inspiring stories the author shows evidence of the important role played by royal patronage and leadership and discusses changes and progress made by women enabling them to gain responsible positions in humanities, medicine, social science, law, and engineering. However the author reminds the readers of the low literacy rate among the Nepalese women and warns that women's education is still an enormous task to be

undertaken, complicated by prejudices and social constraints which unfortunately still exist in Nepal.

USAID and MOEC/SW (1993) has found that the circumstances of subsistence living often make it difficult for children to attend school regularly. Children are not only needed to assist with household chores; they are also often wage earners. The illiteracy problem does not become important when the fundamental needs of survival are present. Girls are often deprived of the opportunity of schooling because they are often considered as a financial burden for the family and they do not support back financially in future, and so they are married early. Boys are given first preference in education because it is assumed that they will become more prosperous and more able to support parents in their old age than girls. Nevertheless the study also reports that parents feel comfortable in sending their girls to school if there is a female teacher in school. One reason for high repetition in grade one is that parents use primary schools as a form of day care center for their underage children. Overage children sometimes dropout because they feel embarrassed in front of their classmates because of their over age.

Acharya (1994) explained that household income, workload, and the concern with the parity of the female body leading to the early marriage are important variables in the female education. As long as there is no resource crunch in the family, the primary school age girls may get to go to school. But as soon as the resource constraint arises, the first casualty is the female child's education. Girls in lower income groups get little opportunity to go to school at all. Those who go to school get little opportunity to further education beyond the secondary school.

Acharya (1997) points out that Nepal's educational facilities have improved significantly during the last 20 years in a report " Gender Equality and Empowerment of women: a status report" submitted to UNFPA (1997). Female literacy rate has almost doubled since 1971. The proportion of educated women in general is increasing, and the urban/rural difference in female literacy rate is also declining. Nevertheless, Female literacy rate is still lower than that for men and proportion of women with higher education, especially in the rural areas is minimal. The proportion of female among the rural population who has completed school education was only 17 percent even in

1991. In spite of significant gains in female literacy rates from a mere 4 percent in 1971 to 42.5 percent in 2001, women lag far behind men in literacy and educational level.

The UN (1994) states education is one of the most important means of empowering women with the knowledge skills and self confidence necessary to participate fully in the development process. But there are 960 million illiterate adults in the world and two thirds illiterate are women among them. There are 130 million children who are not enrolled in primary school and 70 percent of them are girls.

The earlier education schooling facilities and, thus, did not make any specific provision exclusively for the education of girls and women. The Nepal national education planning commission report of 1955 did not mention of girls and women (Belbase et al, 1998).

Shrestha (1995), analyzed the economic participation of liberate and educated females (aged 10+ yrs) in Nepal in general and that of Kathmandu city in particular, the analysis was based on secondary as well as the primary sources of information collected from selected sample region of Kathmandu city. Her findings shows that literacy level in Nepal is low compared to large number of developing countries. Bangladesh (79%), India (39%), and Pakistan (15.6%)

It also shows that this has benefited 33,672 in 1995/96 and 43,648 girl students in 1996/97. Similarly 31,778 girl students in 65 districts shall be given scholarship. At the high school level, 9,922 girl's students were given scholarship, and 334 girls student were given facilities of hostels. Like wise, 338 college students were given special scholarship. Two programmes, BPEP and DEDP were launched in 1992 with the assistance of the World Bank, UNICEF, and Asian Development Bank to develop the quality of primary and basic education. The ministry has also given basis education post literacy training and skill development under the Non-formal education (Cheli Beti) programme address for 14 year old age girls in 35 districts.

UNESCO (1998), its report was exclusively a document based study. The report shows that the ministry of education ,the governmental and non- governmental organization boost as in literacy programs to enhance their there woman from the limited reports and interviews with related personnel indicate that the incentive programs reviewed in

this study have not been considered as quite effective in promoting the education of girls and women at the basic and primary level in Nepal .although the programs are provided for the betterment of education, for school going girls , but is very difficult to fulfill the objectives because of various systematic flaws as well as implementation problems. Therefore, there is need for more direct empirical studies regarding the impact of different incentive programs.

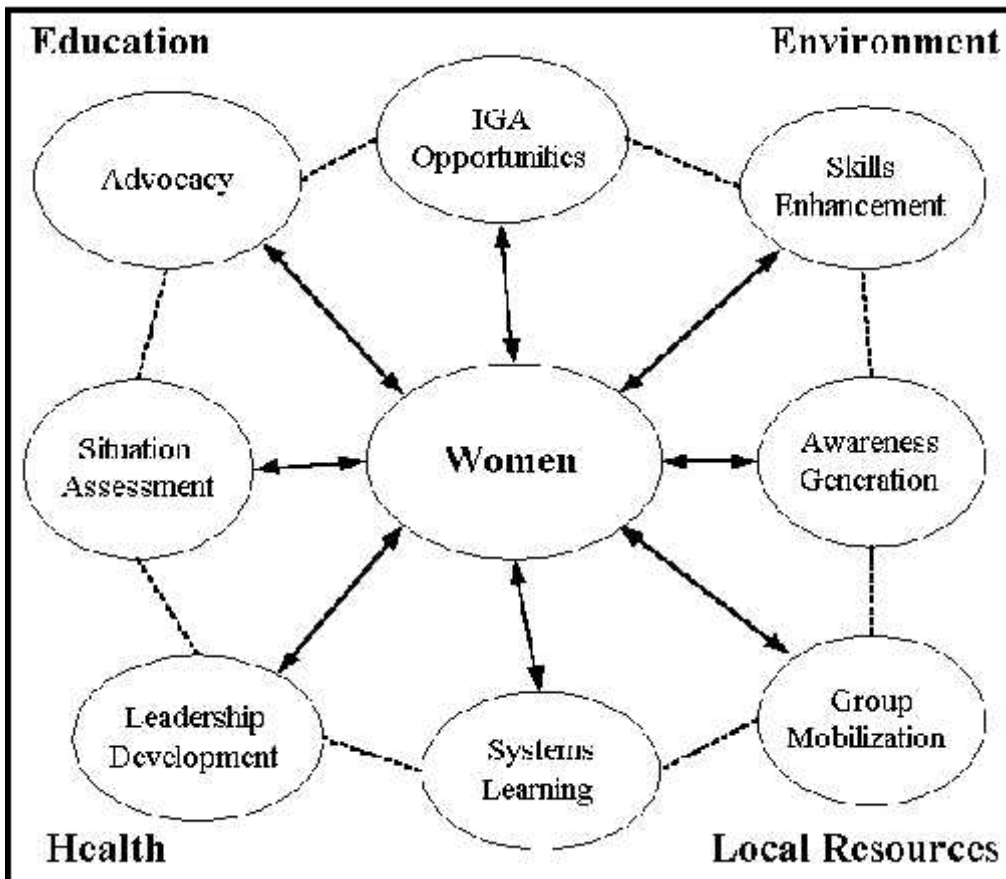
Gautam (2003), a case study from Saptari, Kaverpalanchwok, Kapilvastu and Dadeldhura Districts was carried out with the help of secondary data, along with primary information. The study revealed the awareness level has been rising among many to send their children to schools. Thought it is the form of inspiration, the scholarship scheme launched by the government and non-governmental organization has led to a rise in the number of children attending schools

UNICEF (2003) conducted a study program related on girl's education in different phases. The main objective of this study was to develop a precision action plan for improving status viz. inclusion and participation, of girls in education.

The study identified the key factors, which need to be addressed for promoting girls education in rural Nepal viz. poverty and gender discrimination, Discrimination at household by parent, alcoholism in the family, lack of awareness, lack of awareness, traditional perception and values, Dowry system, early marriage, having more children in the quest and desire to have a son, distance of schools, teachers Behavior, school infrastructure and facilities, government policy/practices, citizenship and birth certificate and prioritization of major factors by specific districts.

DidiBahini (NGO) has involved in women education in Nepal. It has made an approach including education, environment, and health through local resources (Figure 2.1)

Figure 2.1 An approach of women education



Source: DidiBahini NGO, 2006 (website)

In the above figure, it is clear that women can get leadership, skills, and different level of attainment through education. Education, health, environment, and local resources are important component closely connected with women participation in the society.

According to the MOES, participation of females in teaching is found to be very low in Nepal (20.9%, 2001) which is not better for the nation. This is a very useful indicator that shows not only the status of women in education but also describes the situation of women in society as a whole.

There is high disparity in literacy among the female of different caste and ethnicity. Tharu (2001) found that educational attainment of Tharu females in all three level shows high disparity where as, educated families is found more in primary level than other level, more literate females are found in families who had medium income, service background and business. Due to poor economic condition the females of kamaiyas and labor families have been deprived from formal education more

concentrations of literate females are in the age group of less than 15 yrs but more number of informal literate who are more than 20 years.

According to the CBS (2004) the literacy rate of population 15 yrs and above by caste/ethnicity (2001) the Brahmins (57.1%), Newar (53.6%), Rai (40%), Limbu (40%), Thakuri (40%) are leading and the Dalits and other females of minorities groups has the least literacy rate (CBS, 2004).

From the available literature, following conclusions can be drawn:

Although the educational plans and programs focus on the uniformity and equal opportunities of education for boys and girls, Nepal has disparity on female education. Planned programs have given priority for "Education for All" in the present condition. However, it hasn't got significant achievement on those objectives to empower female with equal opportunity and education. It would be worth to find out the facts and figures on challenges on equitable educational facilities for women and sacred people. The effective government policies, management facilities, political stability, decentralization, etc. also have played a prominent role in educational development.

Most of the developing countries have almost achieved universal primary education for girls. But at higher levels of education, however, some disparity in enrollment rates persisted and in post- school work opportunities discriminatory practices favoring males is still predominant. It is not that our educational programs do not reflect gender balance, but lack of equal gender participation; it is being difficult to succeed in achieving its objects.

Different castes, ethnicity, and regional variation influence the access and opportunity of education for women in Nepal. It is found that there is a significant gender gap in education which may be due to lack of household resources, lack of sense of importance since girls will marry, girls' workload at home, high school fees, lack of female teachers etc.

That is why; this study has the objectives to analyze the current educational status of women, chronological and regional variation of women's education in Nepal.

RESEARCH METHODOLOGY

3.1 Types of Research Design

This study was conducted to examine the actual situation of Nepalese women in the field of education, as composed with male. Data was used from secondary sources. It also includes two types of research as descriptive and analytical research design. To fulfill the objectives of the study, different statistical tools such as average, percentage etc are used for analyzing the data to make fact more clear and graph and chart is also used to present data for making clarification of fact and information so there may be different representation in terms of women's actual education status, whatever may be result, this study certainly reflects the educational status of women in Nepal in terms of Gender and regional disparity in the field of education.

3.2 Sources of Data

The main source of this thesis is secondary data. To achieve the stated objective of the study, secondary data, and information is analyzed and interpreted Most of the required secondary data and information is different governmental and non-governmental institutions, organizations, and agencies. Which are as follows: women in Nepal some statistical facts 2005, Central Bureau of statistic, National report, CBS Population monograph of Nepal 2003, Ministry of Education, and Central library of Tribhuvan University, Ministry of child and women Welfare, some publications books, journals, magazines, published and unpublished dissertations, newspapers articles., and internet as well as institutions related to Education field like UN,ADB,UNICEF,UNSCO and different NGOs and INGOs In this way, the research design of this research is descriptive and analytical.

3.3 Data Presentation and Analysis

In this study, all collected data and information of woman education status, variation of literacy rate and the spatial variation of education attainment in term of gender disparity in education was arranged in order and processed. Then, the descriptive tools and

statistical tools such as simple percentage, simple average, graphs, charts, and diagrams etc have been applied in the way of analysis so that the findings could be presented and interpreted properly in order and clear. The literacy rate of national is calculated by dividing the literate population of age 6 years and above by the total population of the same age. Same principle is applied to calculate the literacy rate for each development regions, ecological zones, zonal variation, rural-urban residence, and district wise. The trend line for the literacy rate for various years is presented for male and female. The review of policies and programs by HMG/N is done in very comprehensive way, to view the various activities so far carried out by the government to enhance the educational system in the country. The trend line for NGOs involved in the women sector and educational sector is shown with the help of values obtained from Social Welfare Council (SWC), along with the percentage of NGOs in the various development regions and ecological zones.

CHAPTER FOUR
**CURRENT STATUS OF WOMEN'S EDUCATION
IN POLICY AND PROGRAMS**

4.1 Government Policies and Programs on Women

4.1.1 Overview on education system and policy in Nepal

Nepal's education system comprises of five years of primary education, 10-12 years of secondary education, and 3-6 years of higher technical and university education. There are also vocational streams usually after 10 years of school education. The major issues in this sector are the quality of education, the disparity in male/female access and attainment, and the rural/urban and regional differences. In spite of the expansion in education facilities, the female adult literacy was only around 24-25 per cent at most in the mid-1990s and it is considered to be the main barrier to achieving the objective of 67 percent overall literacy by the year 2000. Responding to the illiteracy problem, HMGN formulated a special education policy for women in 1992 (MOE, 1997). The main objectives of this policy are to increase female literacy and educational levels through formal and informal education. The objectives and targets are to be achieved by:

-) using various media channels to develop a positive attitude to women's education among the public;
-) providing scholarships to girls from primary to higher secondary and proficiency certificate levels;
-) facilitating girls to complete their secondary level education by providing them with hostel facilities;
-) encouraging educated women to become teachers; and
-) developing female teachers as community change agents

In 1991/92, the Ministry of Education (MOE) established a separate Women's Education Section (WES) along with the initiation of the Basic and Primary Education Program (BPEP), to strengthen the school educational system. This program includes a special women's non-formal education component.

Current efforts to increase female education relate to both formal and non-formal education. The targets set for 2011 include an equal number of boys and girls in all

grades, and a gender enrollment rate (GER) of 100 percent in grades 1-5, 70 percent in grades 6-8, and 50 percent in 9-10. The Basic and Primary Education Project (BPEP), which started in 1992 and is funded by the World Bank, includes special scholarships for girls at primary, secondary, and intermediate and campus levels; recruitment and preparation of female teachers; advocacy through various media channels; and follow-up and community awareness programs.

The major emphasis of BPEP is on raising community awareness and on the encouragement of community involvement. Special efforts are made to:

- (i) Identify the problems at community level and find solutions;
- (ii) Develop an action plan for educational awareness according to the needs of the community; and
- (iii) Implement the educational awareness program in the community. BPEP has a strong advocacy program carried out through posters, calendars, brochures, street dramas, processions, television, and women's education activity bulletin.

The prime objective is to create an awareness of the importance and benefit of women's education. Compulsory recruitment of female teachers is another interesting component of this program. The recruitment of female teachers has expanded rapidly since 1992, when it was made compulsory for primary schools to have at least one female teacher. BPEP has a strong monitoring and evaluation component. The main objectives of this program are to

- (i) Identify the difficulties in implementing women's education programs at field level;
- (ii) Ascertain how to make future programs more effective; and
- (iii) Investigate how to make the programs more practical and functional so that substantial improvement can be made in women's education (MOE 1995 and 1996/1997).

For the future, private schools are expected to play a more prominent role, which would increase the financial burden on parents, discouraging girls' enrollment. Some policies are in place to mitigate such a possibility, including the proportion of female teachers (including quotas in teacher educational programs), scholarships for female trainees,

and separate training programs for women, and separate facilities for women in training institutions.

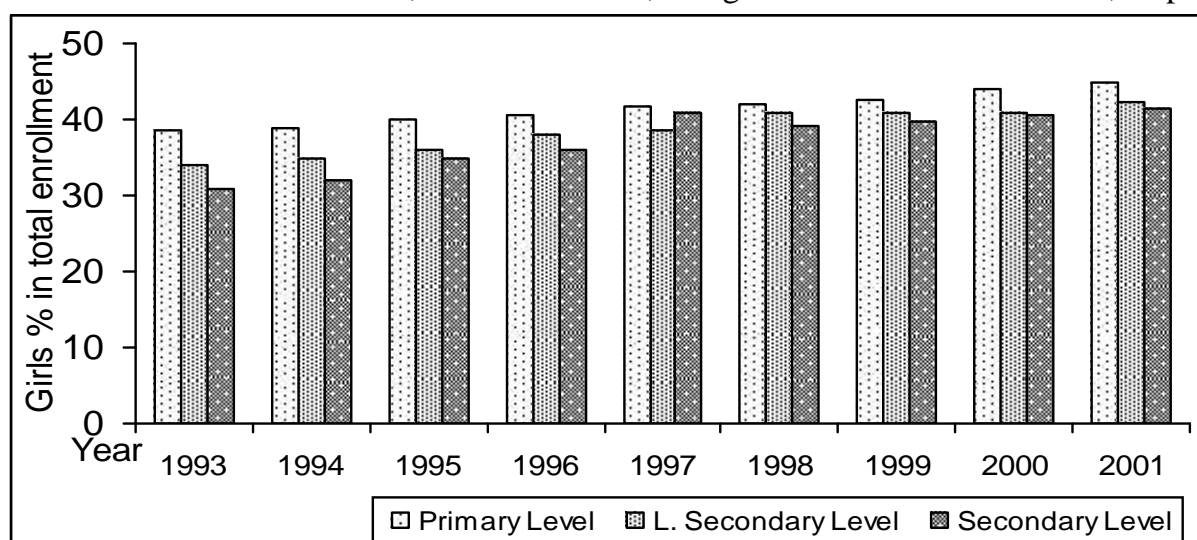
The need for separate sanitation facilities for girls in all schools, the elimination of gender bias in the curriculum, textbooks and examination questions, and the inclusion of gender awareness training in training programs are also proposed in the Secondary Education Program (SEP) (MOE 1997a).

Table 4.1
Trends in Number of Schools, Total, and Girls' Enrollment 1993-2001, Nepal

Level	Years	1993	1994	1995	1996	1997	1998	1999	2000	2001
Primary	1. No of schools	20217	21102	21473	22218	23284	23885	25527	25927	25943
	2. Total enrollment (in 1000)	3091	3191	3263	3447	3460	3587	3780	3623	3853
	3. Girls % in total enrollment	38.7	39	39.9	40.6	41.6	41.9	42.6	44.1	44.8
Lower Secondary	1. No of schools	4376	4739	5041	5506	6062	6617	7276	7287	7340
	2. Total enrollment (in 1000)	637	670	726	791	828	842	957	957	1058
	3. Girls % in total enrollment	34	35	36	38	38.6	40.9	40.9	41	42.2
Secondary	1. No of schools	2242	2482	2654	2903	3322	3624	4082	4350	4113
	2. Total enrollment (in 1000)	272	274	290	329	344	375	385	373	449
	3. Girls % in total enrollment	31	32	35	36.1	40.9	39.2	39.7	40.6	41.4

Source: Ministry of education, 1993 to 2001

Figure 4.1
Trends in number of schools, total enrollment, and girls' enrollment 1993-2001, Nepal



From the figure 4.1, percentage of girls' enrollment seems to be gradually increasing in recent years in all three levels. In primary level it has increased from 38.7 to 44.8 % over the period of 8 years. In case of lower secondary level, the enrollment percentage is lower than in secondary level for the year 1997. For the year 1997, secondary

enrollment percentage has reached to 40.9% which is higher than following consecutive years 1998, 1999 and 2000. Again it has reached to be 41.4%, greater than past years. This may be due to the introduction of conflict between political parties and devastating security situation in the country.

4.1.2 Educating women through Non-formal Education (NFE) program

In Nepal, adult teaching system has been come in effect since 1950s. Mainly, MOE has been providing reading and writing programs through various channels. In recent decades, many government and non government agencies including INGOs have begun to conduct literacy programs, and the number of such agencies has been increasing every year. The objectives of the current NFE policies of the Government as described in MOE/BPEP 1996/97 are:

-) achieve literacy for most women over 15;
-) reduce gender difference in literacy rates by increasing women's literacy; and
-) develop functional knowledge and skills to promote a healthy environment at home and in the family and community

NFE for women comprises three elements, i.e., basic literacy, post literacy, and skills' training.

Another MOE program is *Chelibeti*, directed to school-age girls who are not in school. It aims to prepare them for school entrance at appropriate levels, and is particularly popular among the rural population. Similar programs are also implemented for out-of-school boys from disadvantaged groups.

4.1.3 Current Tenth Five Year Plan (2002-2007)

The Current government policies programs are directed in accordance to the running Tenth Five Year Plan.

In the tenth plan, the policy objectives for education of the tenth plan has focused on expanding and developing quality education and producing as internationally competitive human resource for supporting the national economy, enhancing social development and contributing to poverty education. It has also emphasized implementing programs on literacy, post literacy, income, generation, and non-formal

education with a view to assist the disadvantaged communities and women in increasing their living standard.

The main objectives of the tenth plan in view of the long term concept of educational sector and the progress and challenges faced during the ninth plan period will be as follows:

a) Objectives

- Help raise the living standards, especially of the backward communities and women by carrying out programs of literacy, post literacy, income generating and valuable non-formal education.
- Develop and expand quality education according to the need of the country's development and make quality primary education easily accessible.
- Supply basic and medium level skilled, technical human resource required by the country.
- Utilize education as an effective means of economic and social development to eradicate poverty by way of developing human resource that can compete at the international level for all round development of the country and support the national economy.
- Give responsibilities to the institutions of all levels of education by way of making them capable to take leadership on the basis of the definitions and norms of quality education developed and refined and for this strengthen the system of supervision, monitoring and evaluation as well as develop infrastructure in order to make the teaching license compulsory to all levels and specify intermediate level as the primary school teacher.
- In the context of the principle of "Education for All," make special provisions to increase the access of women and people with disability to the opportunities to education.

b) Tenth Plan Policies on Education

More specifically, following are the policies and policy objectives outlined in the Tenth Plan (NPC, 2002) that are directly related to the basic and primary education sub-sector.

- Following the spirit of LSGA on decentralization, responsibility for educational planning and management will be given to the local bodies and communities.

- › SMCs will be responsible for planning and management of schools.
- › Capacity of the local bodies, communities, and SMCs will be enhanced to take the necessary leadership in educational planning and management.
- › Permission for new schools will be granted only on the basis of school mapping.
- › Free primary education will be gradually made compulsory and provisions for scholarships will be made for *dalits*, disadvantaged ethnic groups, girls, children with disadvantaged children.
- › Curriculum will be gender sensitized, life skills will be integrated into the curriculum from the primary level, and civic education will be emphasized.
- › School education will consist of grade one to twelve and curriculum, examination and financial management will be reformed accordingly.
- › The continuous assessment system will be scaled up to grade 5 based on the result of pilots.
- › NGOs and the local bodies will be given the responsibility to implement literacy programs with technical backstopping from the non-formal education center that will formulate policies monitor programs and evaluate them.
- › Local bodies will be responsible for establishing community learning centre for continuous learning.
- › Norms and standards for quality education will be developed for all levels, and effective mechanisms for monitoring and evaluation will be put in place.
- › Establish procedures at all levels for teacher licensing and implement them to ensure that all teachers have teaching license and the minimum level of required training.
- › Develop necessary infrastructure to upgrade of primary school teachers to grade 12 (or PCL) with teacher training.
- › Special programs for increasing access of girls, *dalits* disadvantaged groups to quality education will be made.
- › Programs that provide education in mother tongues will be encouraged in order to increase access of children from diverse linguistic groups.
- › ECD centers and pre-primary classes will be established in partnerships with NGOs, INGOs, private enterprises, and local communities will be encouraged.
- › Computer literacy and use of information technology in education will be promoted by introducing information and communication technology at the school level and by using information technology in education.

c) Main Quantitative Goals of Different Levels and in Aggregate

Non-Formal Education

In an attempt to achieve the goal of literacy determined by the plan, make 1866 thousand illiterate people, mainly women, lowest caste, backward indigenous/ethnic people, literate and provide post literacy level education to 933 thousand newly literate persons out of which impart skill-oriented training to 93300 individuals.

Towards non formal education, provide basic primary education to 200 thousand children and establish 205 community studies under local elected body's responsibility for piloting continuous education.

Pre-Primary Education

Increase the number of the early childhood development center to 13000. So that 40 percent of the students enrolled in class (MOE, 1997) come from the centers or pre-primary classes, provide orientation training to all head teachers and teachers of the primary schools, provide parental education to 266 thousand parents.

Primary Education

Raise net enrolment of primary level to 90 % improve the ratio of female teachers to 30 %, provide nutrition food to 450 thousand children every year, provide scholarships to the girls and children from disadvantaged communities (*Dalits*, backward indigenous communities, persons with disability and economically backward).

Secondary Education

Raise the gross enrolment to 65 % at the lower secondary level and 45 % at secondary level, to provide scholarship to 50,000 students where the girls, backward indigenous and lowest caste students will get the priority.

Higher Secondary Education

Develop an integrated curriculum for grades 1-12, establish at least one community higher secondary school in each constituency to add up to 205 in which education of science will get priority, and manage at least one higher secondary school to teach vocational subject in each district.

Technical Education and Vocational Training

Impart regular (full time) training to 7100 persons and short-term training to 23555 persons by establishing two additional technical institutions and two poly-technical colleges, and on the basis of feasibility studies, conduct annex programs with additional

classes to provide secondary level skill-oriented education in 75 community schools are in each district.

Higher education

Develop open unvarying and universities at the regional level to raise the gross enrolment rate to 6 % and provide scholarships and loans to the poor and intelligent students. Since the expansion of the Tribhuvan University has been too large affecting its efficiency and progress, break it up into regional Universities to develop qualitative, participatory, and competitive higher education in different disciplines.

4.1.4 Strategies for Women Education

- Make provision of scholarship in order to increase the access of women, the lowest-caste (*Dalit*) and disadvantage communities to education.
- Implement “Gender auditing” system by developing specific sensitive indicators in all aspects of holistic education such as study, teaching training, policy formulation, and management.

4.1.5 Government Actions: Ten actions

In eliminating gender discrimination in primary and secondary education by 2005, and achieving gender equality in education by 2015 with a focus on ensuring girls full and equal access to education and achievement in basic education by 2015, the MOES and DOE, has taken following ten actions:

1. Develop, agree and disseminate a gender policy for MOES/DOE
2. Redefine the women's remit in line with the recommended shift in department of education from implementation to planning, policy, and evaluation, moving for a women's education section to a gender unit or gender focal point.
3. Integrate gender into all departments, divisions, sections, and educational implementing agencies.
4. Set specific gender focused goals, objectives, and targets and ensure monitoring and performance indicators are gender specific.
5. Genders disaggregate all statistics.
6. Implement the policy on female teachers.
7. Increase the number of female managers at all levels to achieve 30 % in five years.
8. Revise civil service regulations to make them "Family Friendly" to benefit spouses and parents.

9. Present gender equitable role and ensure all teaching materials are free from gender bias.
10. Incorporate gender issues into all training.

4.2 Increased Partnership with Civil Society, NGOs and the Private Sector

The main objectives, policies, and programs of the tenth plan in view of the long term concept of educational sector and the progress and challenges faced during the ninth plan period will be as follows:

Objectives

- › Help raise the living standards, especially of the backward communities and women by carrying out programs of literacy, post literacy, income generating and valuable non-formal education.
- › Develop and expand quality education according to the need of the country's development and make quality primary education easily accessible.
- › Supply basic and medium level skilled, technical human resource required by the country.
- › Utilize education as an effective means of economic and social development to eradicate poverty by way of developing human resource that can compete at the international level for all round development of the country and support the national economy.
- › Give responsibilities to the institutions of all levels of education by way of making them capable to take leadership on the basis of the definitions and norms of quality education developed and refined and for this strengthen the system of supervision, monitoring and evaluation as well as develop infrastructure in order to make the teaching license compulsory to all levels and specify intermediate level as the primary school teacher.
- › In the context of the principle of "Education for All," make special provisions to increase the access of women and people with disability to the opportunities to education.

Some externally supported projects have been implemented during 1991-2001 to promote educational development. They are as follows:

- › Basic and Primary Education Project (1993-98) Phase I
- › Basic and Primary Education Project (1999-2004) Phase II

- › Secondary Education Development Project (1993-2000)
- › Primary Education Development Project (1992-97)

Some of the projects were focused on women education in primary level.

4.3 Education for All (2004-2009)

The Ministry of Education and Sports (MOES) and the Department of Education (DOE) developed education for all 2004-2009 is designed, as a 5 yrs strategic programme within the frame work of the fifteen year National Plan of Action (NPA) for Education for All 2015 to which His Majesty's Government of Nepal is committed. It draws from the goals of the Dakar frame work of action and has formulated the following six EFA goals.

-) Expanding and improving early childhood development.
-) Ensuring access to education for all children.
-) Meeting the learning needs of all children including indigenous people and linguistic minorities.
-) Reducing adult illiteracy.
-) Eliminating gender disparity.
-) Improving all aspects of quality education

4.4 Scio-economic situation of Nepalese women

Table 4.2

The Changes in socio-Economic indicators related to women in Nepal.

Subject	Years		Source
	1991	2001	
Literacy	25	42.8	CBS 2003
Life expectancy	53.5	60.7	CBS 2003
Percent of civil service (Gazette)	4.39	5.1	CBS 2002
Judge %	NA	2.08	CBS 2004
Lawyer	NA	4.97	CBS 2004
Active in communication	NA	12	MWCSW
Teacher	NA	24.1	DOE 2003
Fertility rate	5.8	3.8	CBS, 2003
Median age of marriage	18.1	19.5	CBS, 2004
Knowledge of contraceptive devices	90.2	99.5	CBS,2004
Percent of Economically active	48.7	60.4	CBS, 2004
Involvement in foreign job %	NA	10.85	MWCSW 2004
Involvement in Local Government	NA	20	CBS, 2002

Active in Agriculture and Forestry	45.0	48.1	CBS, 2003
CDR (per1000)	13.6	9.62	CBS, 2003
MMR (per1000)	850	415	CBS, 2003
CBR (per1000)	41.6	33.5	CBS, 2003

Source: MWCSW, March, 2005

As far as Nepali is concerned an improvement in the status of women has to late, become a national wide the socio-economic profile of Nepalese women will highlight the impact of complex inter-relationships between the social and economic variables on women's participation in the development process.

From the above table, it can be clearly seen that the literacy rate of Nepalese women has been significantly increased (from 25 to 42.8 %). Similarly, life expectancy has increased from 53.5 to 60.7 and women approach to government jobs has also been increased. Other different aspects of socio-economic indicators are presented in the table 4.1.

4.5 Achievements and Problems in Education

Progress in education and literacy was discussed in some detail in Chapter 2. Educational facilities have expanded rapidly to meet the increasing demand. The number of schools expanded from 14,332 in 1981 to 30,748 in April 1996, and the number of teachers from 46,288 to 121,599.64. The student/teacher ratio has improved significantly, and the proportion of female teachers has also gradually increased. Before the implementation of the policy on the mandatory recruitment of female teachers, women teachers formed only 12-13 percent of the total number of school-teachers compared with the current 19 percent.

Between 1987/88 and 1995/96, a total of 110,389 people received adult education through non-formal education classes sponsored by MOE. Since 1991, NFE programs and activities have been conducted on a much larger scale by NGOs and INGOs, which have contributed to accelerating the women's literacy process by about one percentage point a year.

The Ninth Plan Approach Paper (NPC/HMGN, 1997) reconfirms the targets and approach to women's education. The Government's policy is to develop remote

communities and disadvantaged groups through NFE, with priority given to those areas where the literacy rate is very low. The Center for Educational Research Innovation and Development (CERID) has conducted a small-scale qualitative review (CERID 1997a) of the NFE programs of selected agencies. It found that literacy has been successful in bringing positive changes to rural communities where NFE has been conducted. The participants of literacy classes showed a tendency to use new skills, and were more articulate in expressing their needs. However, literacy classes that do not offer skills other than reading, writing, and computation are not as popular as integrated ones. The review also concluded that there has been a little change in women's lives and everyday practices as a consequence to literacy classes. The participants gained knowledge and understanding of various subjects, but they did not change their behavior in the area of health and sanitation. Similarly, they learned about and discussed women's issues through the classes on women's empowerment and women's rights, but they did not lead to them to change their behavior. To make the programs more effective, the review recommends that men also need to be included in classes on health and sanitation and women's issues.

Another review by CERID on secondary education has also pointed to the lack of administrative capacity and coordination among agencies involved from the central to school levels as one of the major obstacles in implementing girls' education policy and programs. For example, in most cases, the scholarships do not arrive at school on time. In certain cases, the schools are slow to prepare the necessary documents, thereby delaying the receipt of scholarships. In other cases, the District Education Office (DEO) itself is slow to distribute scholarships to schools due to frequent changes in personnel or other administrative reasons. Similarly, the lack of clarity on their scholarship policy among local education administrations and/or schools is also reported. Head teachers and school management committees (SMCs) are not sensitive to gender issues either. Some head teachers are not even in favor of having female teachers. Moreover, the communities are not closely involved in school activities, and local initiatives to promote girls' education are negligible. DEOs do not have specific policies to promote girls' education in their respective districts, and schools lack basic physical facilities such as toilets for female teachers and students.

ANALYSIS ON CHRONOLOGICAL AND SPATIAL VARIATION OF LITERACY RATE AND EDUCATIONAL ATTAINMENT OF WOMEN

5.1 Literacy and Women in Nepal

Literacy is the knowledge of reading and writing in common interpretation. UNESCO (1965) defined a person to be functionally literate when he/she can read and write enough to be effective in the normal activities of life. It is different to measure the extent of knowledge and skills required to carry on daily responsibilities relating to work and supporting oneself and one's family. For census purposes, the ability to read and write and do simple computation is enough basis for categorizing a person as a literate.

It is the fact that education is one of the fundamental means for all alleviating poverty and bringing improvement in the standard of living through different social-economic activities. So, literacy is the most important single means of attaining socio-economic development and of opening for the individual, the door to innovative ideas and actions. Literacy enhances access to information that may be necessary to conduct various essential activities in daily life and work. It enables a person to improve his knowledge base, acquire education informally, and make progress in life. The objective of 9th plan (1997-2002) was to attain 70% literacy and that of the 10th plan to achieve 75% literacy by year 2007 for population 6 years and above and make all people literate at the end of twelfth plan period. A global priority is focused in eradicating illiteracy in this world with the aim of "Education for All" by 2015. Nepal needs to reduce illiteracy (45.9% in 2001) drastically in coming years to meet the target of education for all.

Among the various measures to raise the literacy rate, expansion of free primary education is one of the major contributing factor however large number of school dropouts especially girls is a challenging problem in Nepal.

Nepal has the overall literacy rate has increased more than two fold from 1981 to 2001. The male literacy has increase less than double and the female literacy rate increased more than three folds. The growth in the literacy rate has been greater for females than that of males. Further, there has been acceleration in the growth of literacy of females

from 1991-2001 decade compared to 1981-1991 decade. This in itself is a proof of the effort made towards eradication of literacy and encouragement of females to enroll in school system. However, Nepal has many discrepancies in regional and ecological zones.

5.2 Chronological and Regional Variation in Literacy Rate

Literacy records in Nepal have been collected in all the censuses conducted since 1952/54. The literacy competence was interpreted as ability to read and write in any language in the censuses of 1952/54, 1961 and 1971. The 1981 census made a slight improvement in the definition of literacy. The literacy competence was defined in these censuses as ability to read and write in any language with understanding. The 1991 and 2001 census made further improvement by defining literacy as ability to read and write with understanding and to do simple arithmetic calculation. Census of 2001 categories literacy in two parts able to read and able to read and write with understanding in any language.

The total literacy rate in 2001 was 54.1% for both sexes with 65.5% for the males and 42.8% for females. Nepal Living Standard Survey (NLSS) 2003/4 however shows low literacy rate of 43.05 (64.5 for male, 33.8% for female). As following the literacy definition 1991 census, Monitoring and Evaluation System (BCHIMES) conducted by Central Bureau of Statistics in year 2000 reported literacy rate of 57.6% (70% for males and 44.9% for female).

5.2.1 Chronological Analysis of Literacy Rate of Nepal by Sex (1952-2001)

Although the literacy definition has been changed with time, literacy rate has been increased continuously but there are still challenges in meeting targets of national policy and plans. The chronological variation of literacy rate for the census years 1952/54 to 2001 is shown in Table 5.1 which is based on literacy by sex.

The unique feature of this figure is that the trend line of literacy rate for next period of 2011 is forecasted based on least square method of forecasting. The literacy rate for the each period has been continuously increasing. At the beginning of the period in 1951, the female literacy rate was 0.7% but same for male was 9.5%. This literacy rate

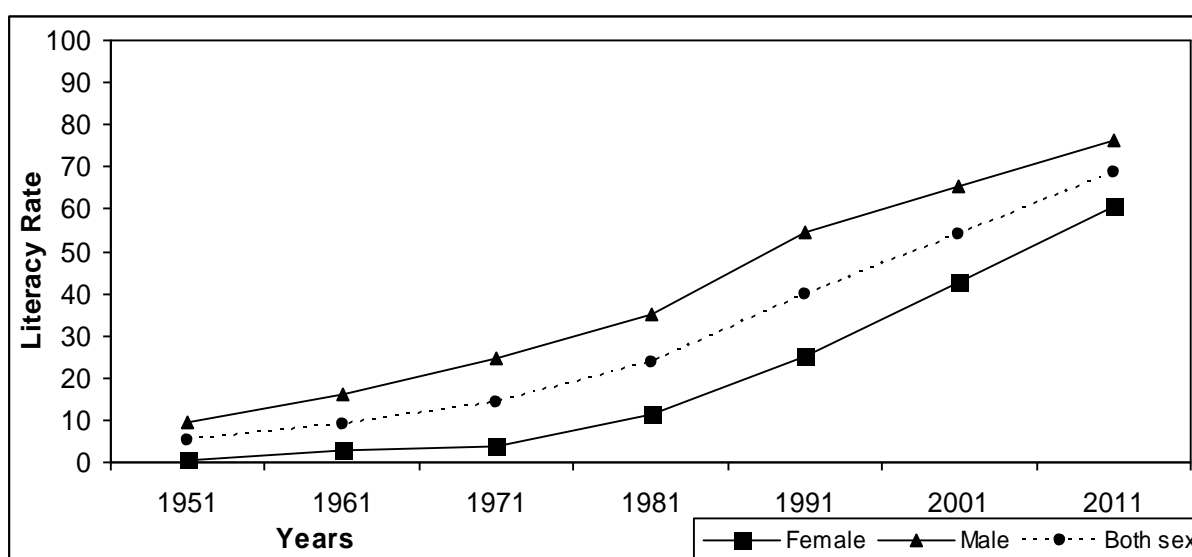
significantly increased in each period and reached to 42.8 and 65.5% for female and male respectively. The forecasted literacy rate for male and female for 2011 is 76.5% and 60.5% respectively.

Table 5.1
Literacy Rates by Sex, Census Years 1952/54-2001

Years	Literacy		
	Female	Male	Both sex
1952/54	0.7	9.5	5.3
1961	2.8	16.3	8.9
1971	3.7	24.7	14.3
1981	11.5	34.9	23.5
1991	25.0	54.5	39.6
2001	42.8	65.5	54.1

Source: CBS, 1995/2003,

Figure 5.1
Literacy rates by sex, census years 1952/54-2001



Source: Table 5.1

The lower literacy rates among females are the result of a variety of historical economic and social reasons; social prejudices against female education, restriction mobility of females, low social status of females, and the system of early marriage and low participation of female in formal education are the main reasons for low female literacy rate. The situation is now rapidly changing. Female have now greater access to primary as well as upper levels of education. Further, education has become a necessity for

social status as well as for economic betterment. There has been a considerable increase in the literacy rate for the population aged 6 yrs and above between 1981 and 2001. The female literacy can be expected to reach to 60.5% by 2011 according to this study.

5.2.2 Literacy Rate by Development Region

The status of literacy rate for development regions is not equal for each development region because of the physical and topographical condition of country and the availability of educational facilities as well as the female literacy is very low, which can be seen as following table.

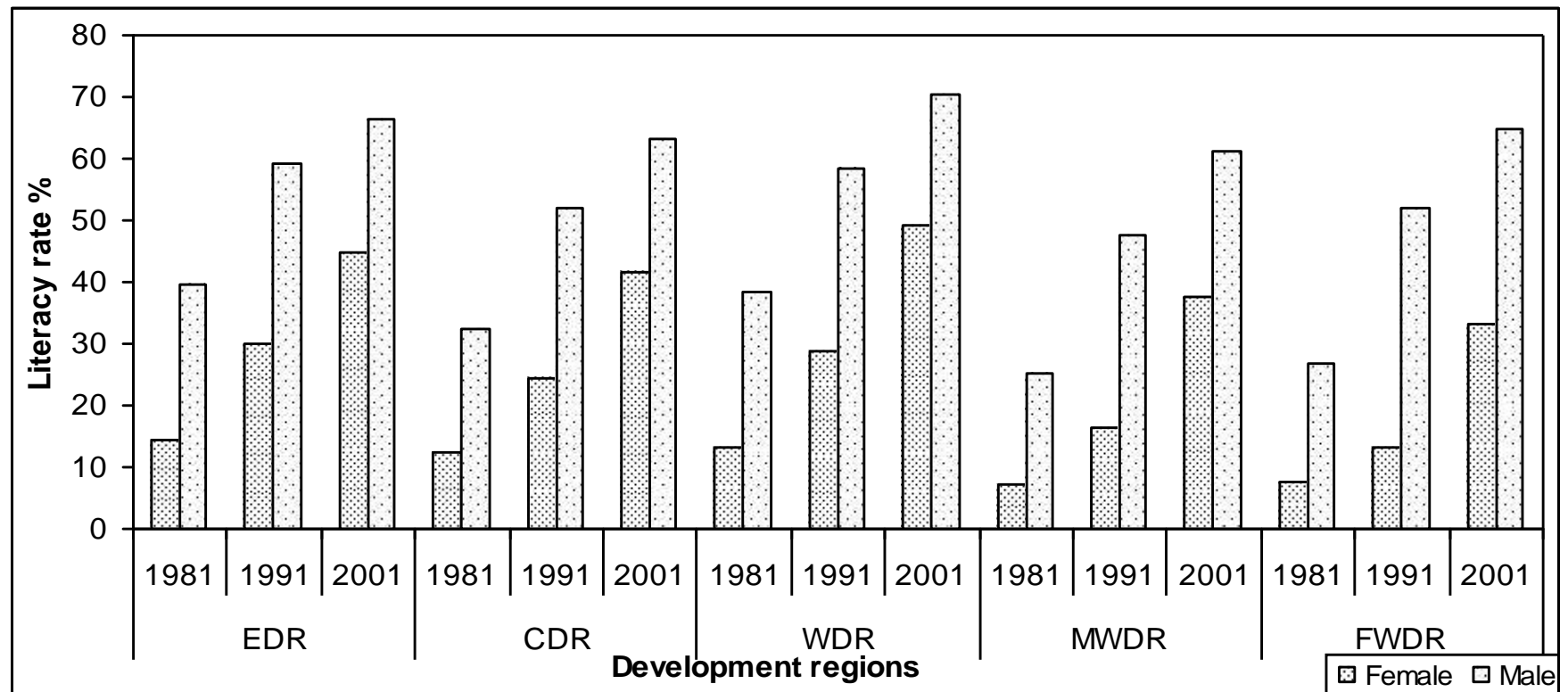
Table 5.2
Literacy rate from 1981-2001 by development region

Year:	1981		1991		2001	
Development Region	Female	Male	Female	Male	Female	Male
EDR	14.5	39.5	29.9	59.3	45	66.5
CDR	12.5	32.3	24.6	52	41.6	63.3
WDR	13.2	38.3	28.9	58.5	49.3	70.4
MWDR	7.3	25.2	16.3	47.6	37.7	61.1
FWDR	7.6	26.8	13.3	52	33.2	64.7
Nepal	12	34	25	54.5	42.8	65.5

Source: CBS, 2003

In different region of the country, the statistics of literacy rate from 1981 to 2001 is presented in above table no 5.2. In the year 1981, Midwestern Development Region has lowest female literacy (7.3%) rate while Eastern Development Region has highest literacy rate of 14.5% in the same year. In the consequent years, literacy rate has increased and significant changes can be seen in Western Development region which has a highest rate of 49.3% in the year 2001 however, male literacy in WDR is 70.4% in 2001. Similarly, Eastern Development Region has relatively higher literacy rate and Far Western Development Region has relatively lower rate of literacy in the country. The contrast between male and female literacy has been slightly decreased in recent years. It is also well illustrated in figure 5.2. Figure distinguishes the contrast between male and female in respective years and region.

Figure 5.2
Literacy rate from 1981-2001 by development region



Source: Table 5.2

5.2.3 Literacy Rate by Ecological Zones, Both Sexes in 1991 and 2001

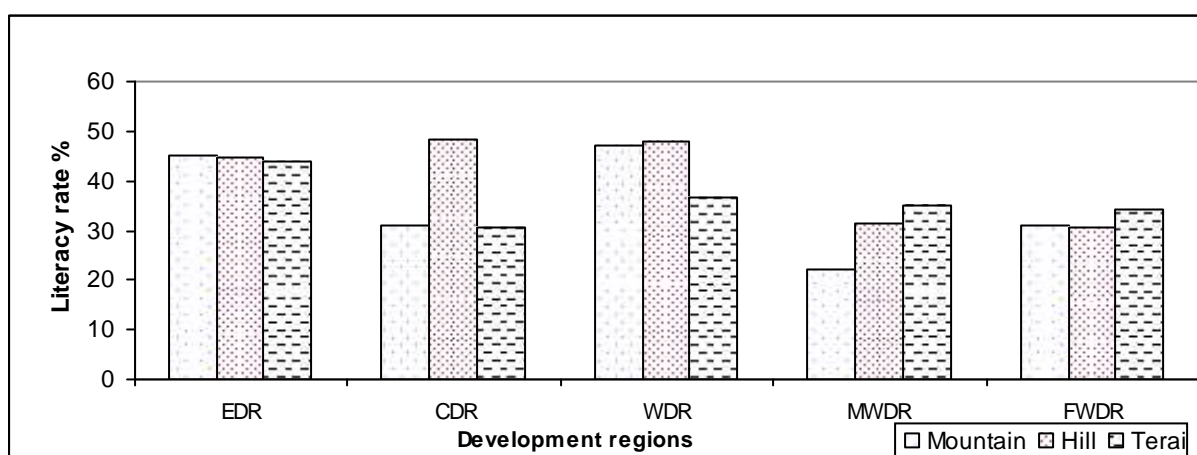
The total literacy rate by ecological zones And eco-development regions is presented in table 5.3 for 1991 and 2001. Among the ecological zones, the hills had the highest literacy followed by Terai and lowest in mountain both in 1991 and 2001 in Nepal. The highest literacy was noted in central hill followed by western hills and lowest in mid-western mountains among the eco-development regions both in 1991 and 2001.

Table 5.3
Literacy rate by ecological zones, both sexes in 1991 and 2001

1991						
Ecological Zone	EDR	CDR	WDR	MWDR	FWDR	Nepal
Mountain	45.1	31.1	47	22	31.2	33.2
Hills	44.6	48.4	48	31.6	30.6	43.9
Terai	44	30.8	36.6	35	34.4	36.5
Total	44.3	38.6	44	31.8	32.2	39.6
2001						
Mountain	51.4	43.7	55.4	31.2	39.7	43.5
Hills	56.9	63.9	61.8	47.2	44.6	58.6
Terai	55.7	43.8	55.4	54.1	55.5	51.3
Total	55.7	52.9	59.3	49.4	48.7	54.1

Source: (CBS 2003)

Figure 5.3a
Literacy Rate by Ecological Zones for 1991

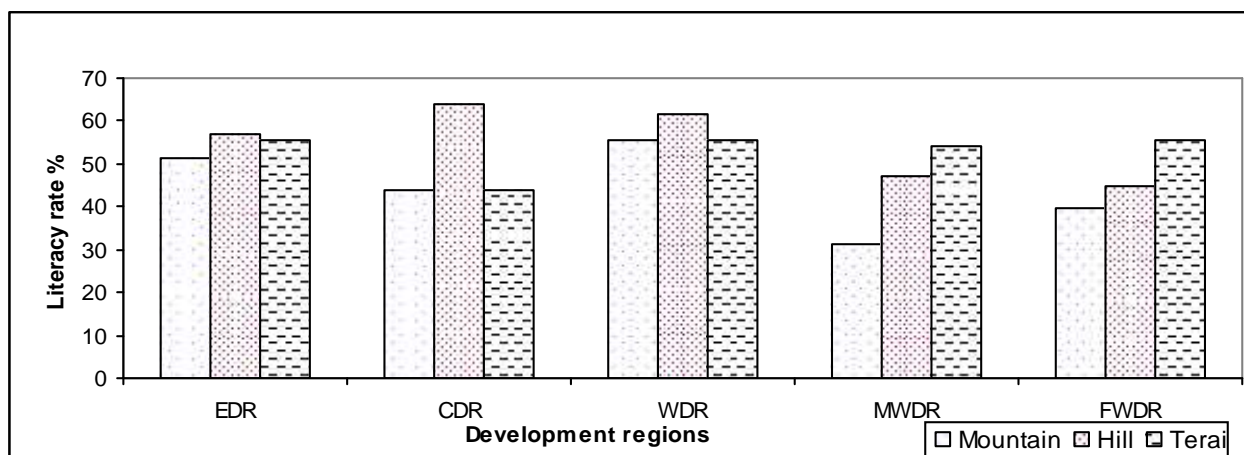


Source: Table 5.3

In the figure no 5.3, it is presented that literacy rate for the both sex in the different ecological region by various development region doe the year 1991. EDR is only one region where the literacy rate for each ecological region is approximately same. For ecological region literacy rate is 45%. But in case of CDR, there is more deviation in

literacy rate between ecological regions. The literacy rate is 48.4% in Hill in CDR. People are equally literate in Mountain and Hill in the WDR but in Terai; there is only 36.6% which is lesser by 12% than other ecological region

Figure 5.3b
Literacy Rate by Ecological Zones for 2001



Source: Table 5.3

People in the Terai in MWDR are more educated than Mountain and Hill. More educated person in the FWDR is observed in Terai zone than other zone of same territory. In an average, it is found that People in the hill zone is more educated and then in Terai. Comparatively, people in the Mountain region are less literate. Over the past of 10 years from 1991, the trend of literacy rate has not been drastically changed but positively increased a literacy rate but trend of increment is same as in 1991. The trend of educated person in the different region and zone has been increased in the same trend as past except in EDR. In 2001, the literacy rate is highest in the Hill, but in contrast, lowest in Mountain. Within region, people in western region is more educated and eastern region, central and mid western respectively.

5.2.4 Literacy Rate by Age Group and Sex, 1981-2001

The literacy rate for population 6 years and above by sex and their growth over the years is given in table 5.4. It is seen that during 1981-2001, the total literacy rate has increased more than two fold. The male literacy has increased less than double and their female literacy rate increased more than three fold. The growth in the literacy rate has been greater for females than that of males. Further, there has been acceleration in the growth of literacy of female from 1991-2001 decade compared to 1981-1991 decade.

This in itself is a proof of the effort made towards eradication of illiteracy and encouragement of female to enroll in school system.

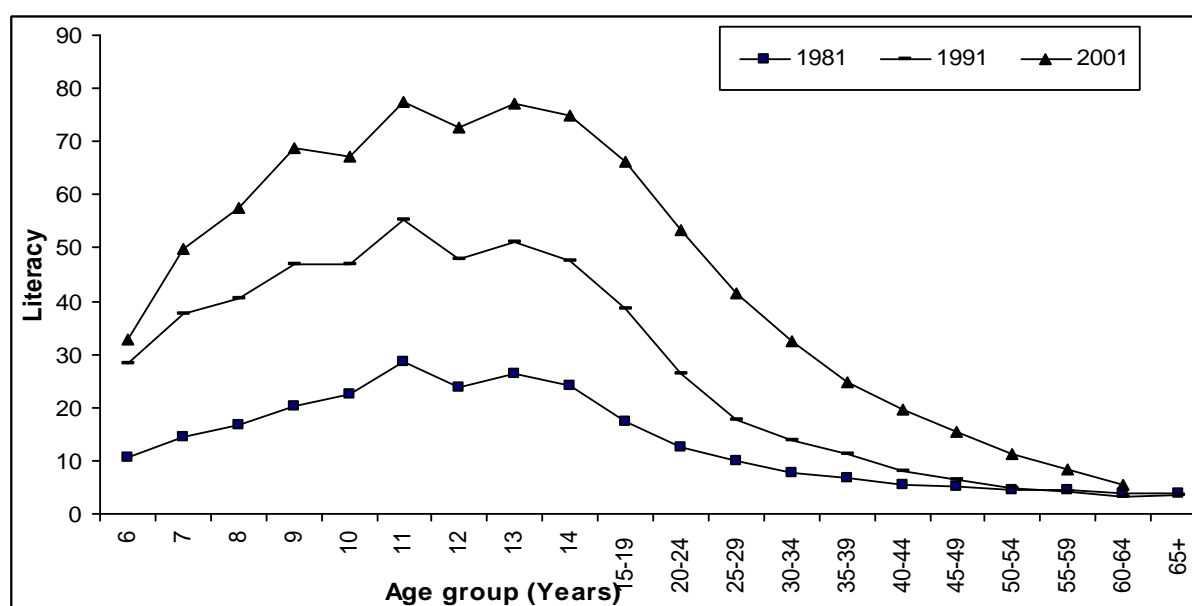
Table 5.4
Literacy Rate by Age Group and Sex, 1981-2001

Age/Sex	Literacy rate %								
	1981			1991			2001		
	Both Sexes	Male	Female	Both Sexes	Male	Female	Both Sexes	Male	Female
All ages (6+)	23.3	34	12	39.6	54.5	25	54.1	65.5	42.8
6 Years	14	17.5	10.5	34.3	40.1	28.3	34.9	36.9	32.8
7 Years	20.3	26.2	14.5	46.1	54.4	37.6	52.9	55.8	49.9
8 Years	24.3	31.1	16.8	51	61	40.4	61.8	65.8	57.6
9 Years	29.5	38.3	20.4	58.3	69.3	46.9	72.8	76.8	68.7
10 Years	34.4	44.4	22.6	60	71.8	46.9	72.5	77.4	67.1
11 Years	42.5	54.7	28.5	68.4	80.4	55.3	81.9	86	77.6
12 Years	38	49.8	23.9	61.9	74.7	47.8	78.5	83.9	72.5
13 Years	42.2	56.2	26.4	65.5	79.2	51	82.5	87.7	77.2
14 Years	40	53.9	24	62.3	76.4	47.5	80.7	86.4	74.9
15-19 Years	33.6	48.2	17.5	54.7	71.5	38.6	74.3	82.5	66.2
20-24 Years	26.5	41.7	12.6	43.8	64.3	26.3	65	78.2	53.4
15-24 Years	30*	45.1*	15.0*	49.6**	68.2**	32.7**	70.1	80.6	60.1
25-29 Years	23	36.3	10.1	35.1	54.7	17.6	55.7	71.4	41.4
30-34 Years	19.3	31.8	7.8	31	49.6	13.9	49.7	67.7	32.6
35-39 Years	17.5	27.6	6.7	28.4	45.3	11.2	42.4	60.3	24.7
40-44 Years	14.6	23.7	5.5	24.1	41.2	7.9	37.5	55.7	19.5
45-49 Years	14.2	22.2	5	21.7	36.5	6.3	33.7	51.3	15.4
50-54 Years	12.5	19.4	4.6	18.1	30.9	4.7	28.5	45.1	11.1
55-59 Years	13.3	20.7	4.5	17.2	28.5	4.2	25.7	41.1	8.3
60-64 Years	10.2	16.1	3.8	13.6	24	3.1	19.1	32.4	5.6
65+ Years	10.5	16.4	3.9	14.3	24.5	3.5	16	27.5	4.2

Source: CBS 1995, CBS 2002
*CBS 1984, **CBS, 1993.

In the figure 5.4, literacy rate for the different age group for female is shown for the year 1981, 1991, and 2001. The literacy rate for the 11 years age group is highest in 1981, which is 28.5%. The literacy rate was increasing trend and peaked at 11 years age group female and then after it is decreased with age of female increased. It can be said that there is inverse relationship between age group of female and literacy rate. Over the 10 years period from 1981, overall literacy rate has been increased. Just like in 1981, the literacy rate for the age 11 year female is highest in year 1991 and 2001. The literacy rate of female for 2001 is 77.6% which is highest literacy rate. Then after, literacy rate has been dramatically decline and boom at 4.2% for the age group 65 and plus.

Figure 5.4
Literacy Rate by All Age Groups of Female in Nepal, 1981-2001



Source: Table 5.4

5.2.5 Literacy rate by Rural and Urban Residence in Development Regions Nepal, 2001

There is evidently a wide disparity in the literacy rates in the rural in the urban area. The higher literacy rate in the urban areas is attributable to the facts that there is greater necessity of being literate in urban than in rural areas, greater access to educational facilities and also greater awareness in the urban areas as well as the tendency of educational rural people to migrate in urban areas for different job opportunities.

Table 5.5

Literacy rate by Rural and Urban Residence in Development Regions Nepal, 2001

Dev. Region	Rural			Urban		
	Both sex	Male	Female	Both sex	Male	Female
Nepal	51.0	62.6	39.6	71.9	81.2	61.9
EDR	54.0	64.9	43.1	88.6	77.8	59.0
CDR	46.9	58.1	35.5	75.7	84.2	66.2
WDR	57.7	68.6	47.5	73.3	83.1	63.5
MWDR	48.1	60.1	36.4	62.2	72.1	52.1
FWDR	47.2	63.5	31.5	60.3	73.7	46.4

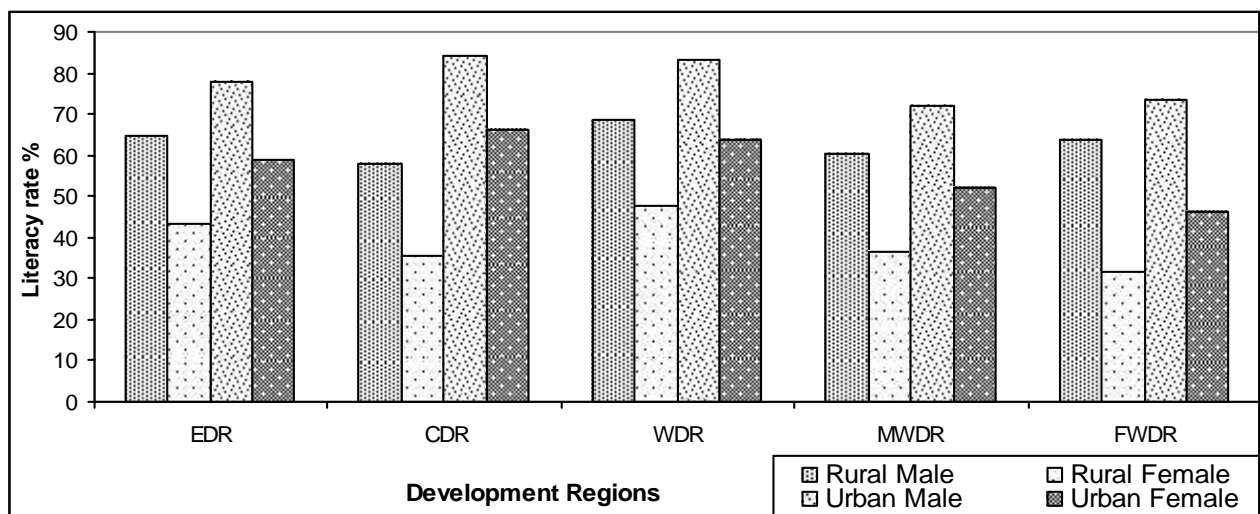
Source: CBS, 2003.

Table 5.5 presents the literacy status by the rural and urban residence and by the development regions for 2001. It is seen that in 2001 the rural areas in WDR had the

highest 57.7% literacy rate followed by rural areas EDR and lowest 46.9% in rural CDR. The male literacy rate are consistent higher than that of females in all areas. It suggests that greater efforts should be made to improve female literacy in all the areas. The data indicate greater efforts have been made in providing education in the rural areas of WDR and EDR as compared to efforts made in the rural areas of other development regions.

Figure 5.5

Literacy rate by Rural and Urban Residence in Development Regions Nepal, 2001



Source: Table 5.5

The literacy rates in the urban areas in different development regions for 2001 the CDR had the highest literacy rate (75.9%) and this is true for both the males and females literacy rates. The second highest urban literacy rate (73.3%) is found in the WDR and lowest (60.3%) was in FWDR in 2001 the male literacy in the urban areas of all development regions was above (70%). The female literacy rates in all the urban areas were above (46%) in 2001. The compared literacy can be seen in the figure 5.5.

5.2.6 Adult literacy rate in SAARC countries during 1990s

The literacy rate of SAARC countries states the Nepal's relative condition in literacy in regional context. The comparison of adult literacy status in Nepal with that of SAARC countries which can be seen in the following table 5.6.

Table 5.6 and figure 5.6 present the comparison of adult literacy in Nepal with south Asia Association of Regional co-operation (SAARC) countries. The literacy was highest for males 96% in Maldives followed by Sri Lanka 94% India 68% , Nepal 62%

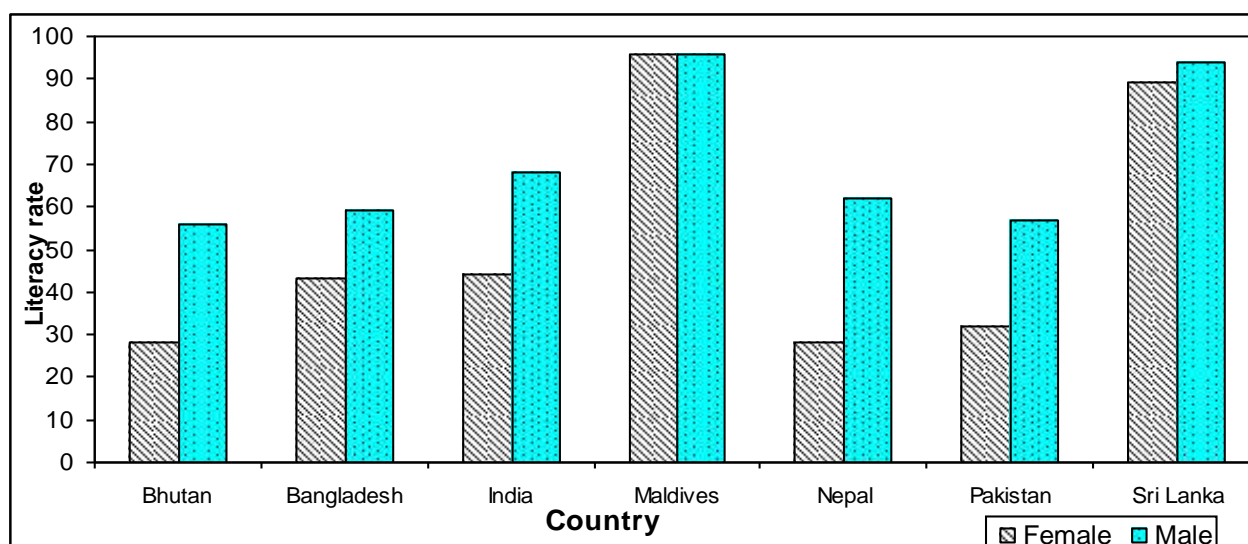
all of them in 1999, Bangladesh 59.1% in 1998 and Bhutan 56% in 1995. That indicator was highest for female in Maldives 96% by Sri Lanka 89%, India 44%, Bangladesh 43% Pakistan 32%, Nepal, and Bhutan 28% in the same time period. Therefore in terms of literacy achievement Maldives and Sri Lanka recorded highest position among SAARC countries. Nepal and Bhutan are the least literate country in SAARC countries.

Table 5.6
Adult literacy rate in SAARC countries during 1990s

Countries	Literacy Rate (1990)		Literacy Rate (1995-99)	
	Female	Male	Female	Male
Bhutan	23	51	28	56 (1995)
Bangladesh	23	47	43	59 (1998)
India	34	62	44	68 (1999)
Maldives	92	93	96	96 (1999)
Nepal	11	37	28	62 (1999)
Pakistan	21	46	32	57 (1999)
Sri Lanka	85	93	89	94 (1999)

Source: CBS 2003

Figure 5.6
Adult literacy rates in SAARC countries during 1990s



Source: Table 5.6

5.2.7 Inter-census growth of literacy rate by development regions in 1991-2001

The growth rate of literacy inter-census period gives the educational developments and results of targets in achieving the educational forecasts. It also helps in improving and

formulating policies to future decades. The inter-census growth of literacy rate is presented in table 5.7 and figure 5.7.

Table 5.7

Inter-census growth of literacy rate by development regions in 1991-2001

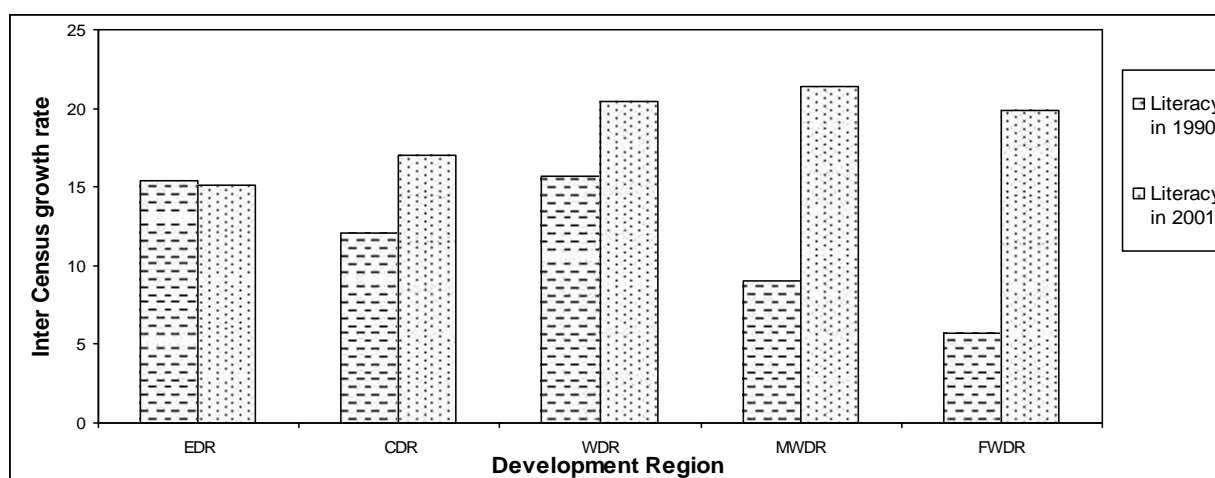
Development Region	Inter-census literacy growth rate 1981-1991 in %	Inter-census literacy growth rate 1991-2001 in %
EDR	15.4	15.1
CDR	12.1	17
WDR	15.7	20.4
MWDR	9	21.4
FWDR	5.7	19.9
Nepal	13	17.8

Sources: CBS 2003

The figure 5.7 shows the inter-census literacy growth rate by different development region from 1981 – 2001. It can be seen that inter census growth rate in the eastern development region is approximately same of 15.4%. But in the subsequent development region, the literacy rate is increased and variation is increasing trend. The maximum variation in inter census literacy rate is in the FWDR of 14.2% and that is lowest in EDR with 0.3%. Variation in inter census literacy growth rate in CDR and WDR is 4.9% and 4.7% which is approximately same. How much far we move from eastern development region to western development region, illiterate population is high and rate of literacy is not increasing as in eastern region.

Figure 5.7

Literacy rate and inter-census growth rate by development regions in 1991 -2001



Source: Table 5.7

5.3 Educational Attainment and Women Participation in Education

There is considerable improvement in the level of literacy achieved in the country over the years. The literacy shows only the basic status. It does not indicate the level of educational attainment of the people. Among the literates, there are persons who have been literate without undergoing any formal schooling. Along with the literacy rate, it is not possible to analyze the educational status of a nation. The explanation of educational facilities in the nation has aided the enhancement of educational attainment of people. The educational attainment differs from one place to another from one circumstance to another. So, the level of educational attainment is different by spatial and chronological basis.

5.3.1 Level of Educational Attainment of Literate Persons 6 Years and Above by Sex for Census Year 1991 and 2001

Literates who have got literacy without undergoing any formal schooling can be evaluated by their level of educational attainment. There may be differences of level of education among literates of different level of educational attainment they have completed under formal education. Expansion of education facilities, implementation of free education up to secondary school in recent years and awareness of the people has aided in the enhancement of educational attainment in Nepalese society.

Table 5.8 presents the summary distribution of population aged 6 and above by level of education for the whole country from 1971 to 2001. The increasing the level of educational attainments with decreasing the percentage of literates can be seen clearly from the figure 5.8.

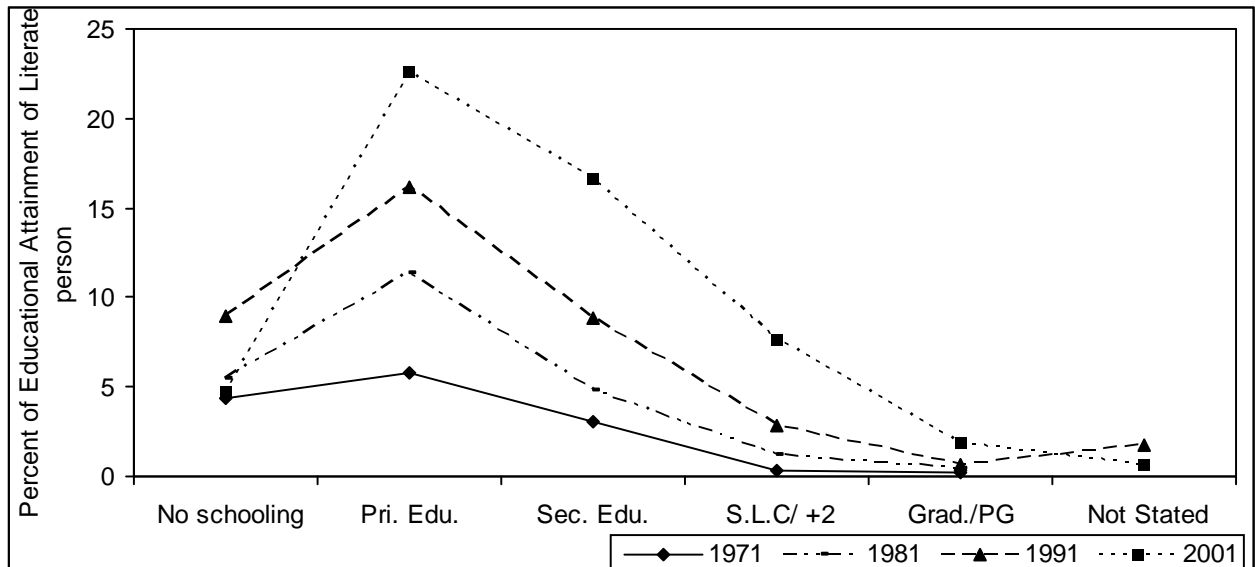
Table 5.8

Level of educational attainment of literate persons 6 years and above by sex for census year 1991 and 2001

Level of educational attainment	1971	1981	1991	Both Sexes	2001*	
	(%)	(%)	(%)		Male	Female
Literate but no schooling	4.42	5.5	8.98	4.73	5.54	3.92
Primary Education	5.79	11.33	16.15	22.65	25.2	19.62
Secondary Education	3.1	4.8	8.88	16.54	20.14	12.95
S.L.C/ Intermediate	0.34	1.23	2.88	7.65	10.25	5.06
Graduate/Post Graduate	0.24	0.39	0.64	1.84	3.01	0.68
Level Not Stated			1.8	0.68	0.81	0.54
Total	13.89	23.25	39.33	54.09	65.45	42.77

Source: C.B.S. 1995,CBS, 2002

Figure 5.8
Level of Educational Attainment of Literate Persons 6 Years and Above by Sex for
Census Year 1991 and 2001



Source: Table 5.8

In the figure as above, education attainment level in literate person is shown. Total literacy rate was 13.89% in 1971, out of this, person literate by primary education is highest of 5.79%, and lowest is person literate by graduate/post graduate. This ranking has not changed in each period in study period. The person literate by primary education is 11.33% in 1981 which has increasing trend and reached at 22.65% (for both sex) in 2001. Level of educational attainment of 1.8% and 0.68% literates in years 1991 and 2001 respectively is not known. There are increases in the percentage of literate persons by primary level education attainment in different census years but it lowers gradually for graduate/post graduate level education attainment. There is moderate deviation between percentage of literate by secondary education and higher secondary education attainment.

5.3.2 Primary Enrollment and Percentage of Girls, 2001 by Development and Geographical Regions

The primary level enrollment of girls and their percentage differs according to development regions and geographical regions (Table 5.9 and figure 5.9). The poor and uneducated social background leads to the low rate of enrollment.

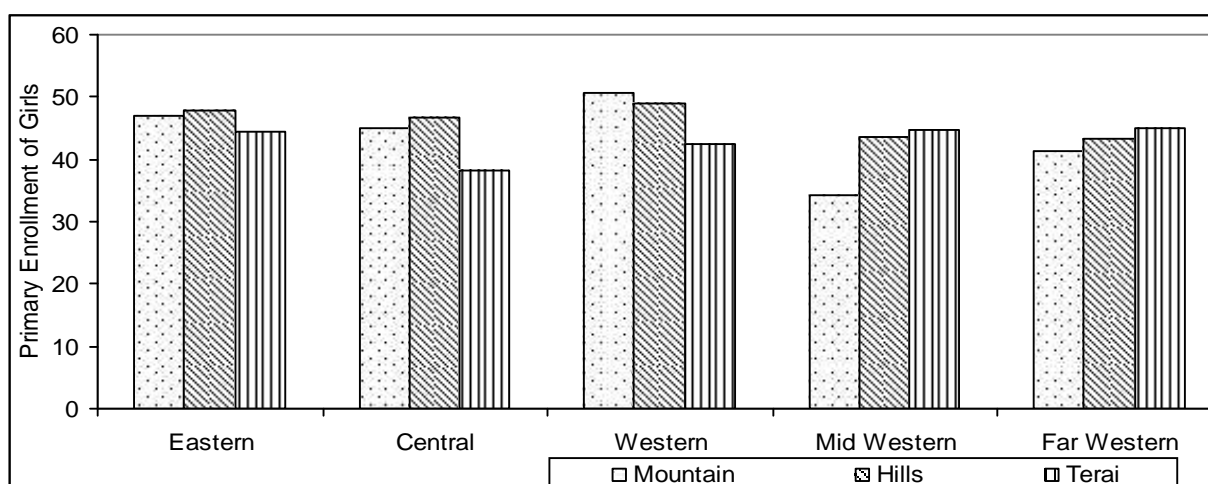
In the figure 5.9, the pattern of primary enrollment in 2001 by development regions and geographical zones is shown. The percentage of girl enrollment in primary level education is high in the Mountain and Hill zone in the respective Region.

Table 5.9
Primary enrollment and percentage of girls, 2001 by development and geographical regions

Region		Eastern	Central	Western	Mid Western	Far Western
Mountain	Total	100041	112131	3508	50814	73944
	% of Girls	47	45	50.7	34.3	41.4
Hills	Total	337674	352242	629543	300089	121624
	% of Girls	47.9	46.6	48.9	43.7	43.4
Terai	Total	445616	482246	259540	206615	156701
	% of Girls	44.3	38.2	42.5	44.7	45.1
Region	Total	883331	1167909	892591	557518	352269
	% of Girls	46	43.2	47.1	43.2	43.8

Source: MOES, 2001

Figure 5.9
Primary Enrollment Percentage of Girls, 2001 by Development and Geographical Regions



Source: Table 5.9

Lowest percentages of girls' enrollment are found in Mountain zones of Mid Western and Far Western Development Region and Terai zone of central region. The Highest percent of girl enrollment in primary level is in Mountain Zone in the Western Development Region, in contrast, that is lowest in same zone of Mid Western Development Region.

5.3.3 Number of Girls per 100 Boys by Level of Education and by Regions, 2004

The gender gap in different level of education can be seen by the ratio of girls and boys. The number of girls per 100 boys by level of education in different regions in the country is given in following table 5.10 and figure 5.10.

Table 5.10

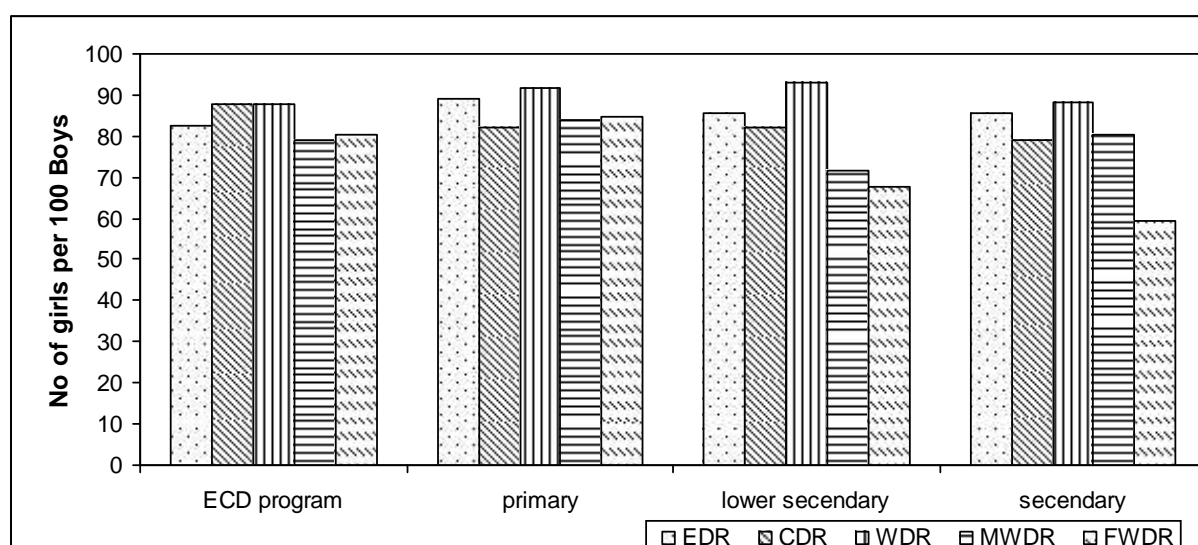
Number of girls per 100 boys by level of education and by regions, 2004

Area	ECD Program		Primary		Lower Secondary		Secondary	
	Total students	Girls /100 boys	Total students	Girls /100 boys	Total students	Girls /100 boys	Total students	Girls /100 boys
Nepal	512151	85.1	4030045	86.1	1444977	82.5	587566	79.6
EDR	113548	82.6	922827	89.2	345012	85.7	154948	85.4
Eastern mountain	5058	89.6	103311	91.5	34353	88.5	13513	86.7
Eastern Hill	21929	92.9	339731	96.5	135197	94.1	56954	89.4
Eastern Terai	86561	79.8	479785	83.9	175462	79.2	84481	82.6
CDR	212725	87.7	1217132	81.9	440711	82.3	183037	79.2
Central mountain	2905	80.2	101220	90.4	41529	82.4	13829	80.6
Central Hill	152289	90.5	607776	93.6	270890	90.5	112895	88.1
Valley	100179	88.5	228125	91.8	104235	94.1	54551	94.6
Central Terai	57531	81	508136	68.3	128292	67.2	56313	63.5
WDR	95934	87.8	849543	91.8	335905	93	143669	88.2
Western Mountain	419	87.9	2694	109	663	121.7	334	
Western Hill	69722	93.3	593407	97.8	253896	97.9	108957	67.8
Western Terai	25793	74.3	253442	78.8	81346	78.8	34378	91
MWDR	48693	79.2	622042	83.9	191111	71.5	58911	80.2
Mid Western Mountain	1737	62.2	51167	62.4	11005	37.6	3687	29.865.8
Mid Western Hill	7088	77.9	342478	85.7	98113	71.3	32280	69
Mid Western Terai	39868	80.2	228397	86.6	81992	77.7	22944	68.9
FWDR	41251	80.5	418501	84.5	132258	67.7	47001	59.2
Far western Mountain	139	61.6	78099	73.6	25062	54.9	7167	46.8
Far western Hill	16419	81.3	152838	83.7	42481	59.2	15088	51
Far Western Terai	24693	80.1	187564	90.1	64715	79.7	24746	69

Source: CBS2005

Figure 5.10

Number of girls per 100 boys by level of education and by regions, 2004



Source: Table 5.10

In the above table, the details of number of educated girls per 100 boys by education level attainment, by region and by zone. But in the figure, it is only shown number of

educated girls per 100 boys by region and education attainment level. The figure compare number of educated girls per 100 educated boys at different of education level in different region. The highest number of girls per 100 boys is in primary level education (86.1%) and lowest (79.6 girls) is in secondary level education. In average, the number of educated girls in western region is 90.2 per 100 boys, which is highest figure and same for mid western region is 72.97 per 100 boys, which is lowest in region wise. With in region, discrepancy in the educated girls per 100 boys is 5.5 (highest figure - lowest figure) which is lowest in region wise. As considering the data from east to west area of the country, this discrepancy has continuously increased and peaked in far western region of 21.3. From this analysis, in the western side of the country, there is less educated number of girls per 100 boys compare to eastern region. In an average for the country, overall number of educated girls per 100 boys is 83.32.

5.3.4 Gross Enrollment Rate (GER), by Development Regions, 2003

The gross enrolment rate is the ratio between school attending children, without considering their age at a given level of education and the total population of the age group specified for the level in a given time and area. In other words or the term GER is the total enrollment in a specific level of education, regardless of age and expressed on percentage of the eligible official school-age population corresponding to the same level of education in a given school year. It tells us to what extent the system can accommodate the school-going-age children. It is calculated by dividing the total enrollment at a given level by total number of age group population specified for that level.

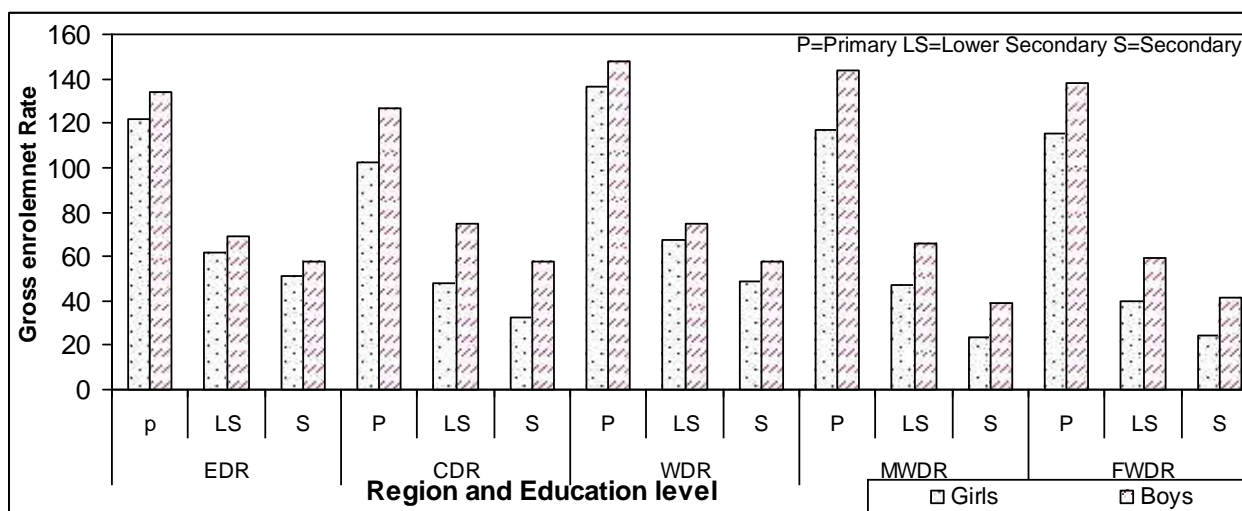
Table 5.11
Gross enrollment rate (GER), by development regions, 2003

Development region	Primary			Lower Secondary			Secondary		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
EDR	128.3	122.2	134.1	65.4	61.9	68.8	54.7	51.5	57.9
CDR	114	102.7	126.6	53.7	47.7	59.5	37.8	32.8	42.7
WDR	142.5	136.8	148	71.1	67.5	74.6	52.8	48.4	57.4
MWDR	130.8	117.3	144.1	56.8	47.2	65.9	31.4	23.7	39
FWER	127	115.4	138.2	50	39.8	59.6	33.1	24.5	41.6
Nepal	126.7	117.1	136	60	54.3	65.2	46.4	41.3	51.5

Source: DOE, MOES (2004),

Table 5.11 shows the GER in different development regions for the year 2003. It gives us an idea about access to and participation in schooling. Moreover, it gives us an idea about the service providing capacity of the system in different development regions. At the primary level, the GER exceeds 100 % both for boys and girls students in all the five development regions. Highest total GER is found in the Western Development Region. Relatively lower GER is found in MWDR. At the lower secondary level, the GER is 67.5 %, relatively low GER is found in EDR (61.9%), particularly for the girl students in 2003. At the secondary level, GER for the country is 46.4 %, the highest GER (54.7%) is found in the Eastern Development Region, and relatively low GER (52.8%) is found in Western Development Region in 2003, GER are particularly very low for the girl students in all development regions.

Figure 5.11
Gross enrollment rate (GER), by development regions, 2003



Source: Table 5.11

5.3.5 Net Enrolment Rate by Development Regions, Nepal – 2003

The net enrolment rate (NER) is the ratio between school attending children of the specified age group at a given level of education and the total population of the age group specified for that level in a given time and area. The NER is not equal in all development regions; there is a huge difference between different development regions. The following table 5.12 presents the NER in different development regions. Table 5.12 presents NER at different levels and development regions. In the year 2003, the total NER at the primary level was 83.5 %, in total, 77.5 % for the girls and for the boys 89.4

%. It means that about 17 % of primary school age children are not in schools. More girls of primary school age (22.5%) are not in schools, compared to 10.6 % of primary school age boys.

Table 5.12
Net enrolment rate by development regions, Nepal – 2003

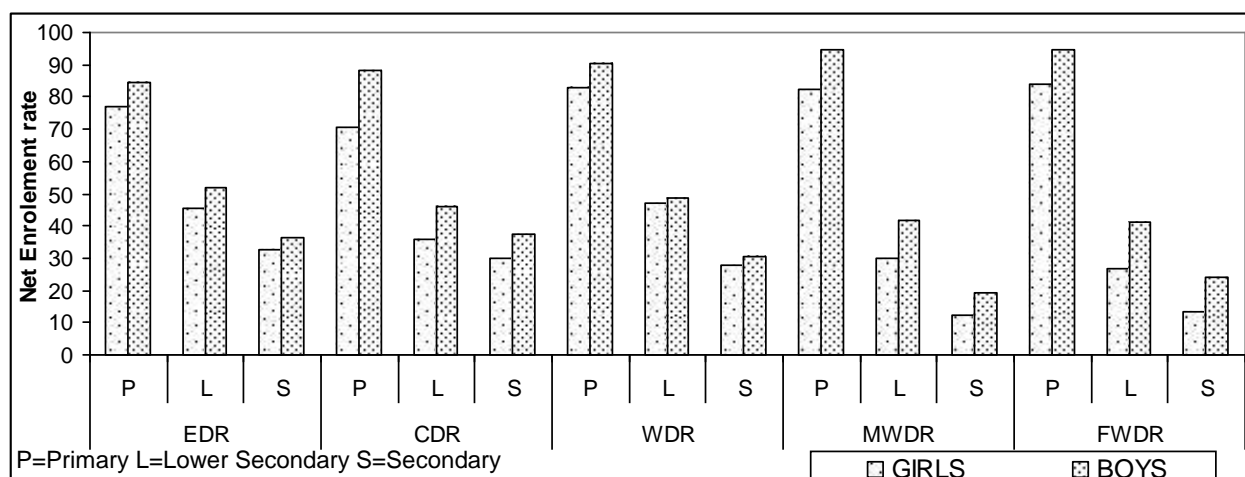
Development region	Primary			Lower Secondary			Secondary		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
EDR	77	84.5	80.8	45.7	51.8	48.8	32.8	36.5	34.7
CDR	70.8	88.4	79.8	35.8	45.9	41.1	30.1	37.5	33.9
WDR	83	90.3	86.7	47.1	48.6	47.8	28	30.4	32.9
MWDR	82.1	94.6	88.4	29.7	41.6	35.9	12.1	19.4	15.8
FWDR	84.1	94.7	89.5	27	41.3	34.4	13.3	24.2	18.8
Nepal	77.5	89.4	83.5	38.7	46.8	42.9	26.3	32.7	29.5

Source: DOE, 2003

Region wise the NER at primary level is higher the national average 83.5 % in three development regions (Western 86.7 %, Mid-western 83.4 %, Far-western 89.5 %). The NER for the Central development region and the Eastern development region is less than the national average. This is due to relatively low girl specific NER in this region.

Figure 5.12

NER in Different Regions for Each Primary, L Secondary and Secondary Level



Source: Table 5.12

The NER at lower secondary levels are quite low, particularly at the secondary level. Region-wise higher NER (48.3%) is found Eastern regions (girl's 45.7%, boys 51.8%) for the lower secondary level, and highest NER (34.7 %) is found also Eastern development region (Girls 32.8 %, Boys 36.5%) for the secondary level. The Central

development region shows slightly low literacy rate (33.9 %) for the secondary level. Girls specific NER is generally lower than the boy specific NER in all regions.

5.3.6 Net Enrollment Ratio at Primary Level by Geographical Regions, 2001

In each of the development regions, there is not same NER for each geographical region. Differences in NER in each geographical region can be seen in table 5.13 as in below.

Table 5.13

Net enrollment ratio at primary level by geographical regions, 2001

Regions	Boys	Girls	Total
Nepal	86.9	75	81.1
Eastern Regions	83.9	75.8	79.9
Mountains	90.4	94	92
Hills	93.3	88.5	90.9
Terai	78.4	67.1	72.9
Central Region	86.3	69	77.9
Mountains	94.6	90	93
Hills	94	84.8	89.5
Terai	79.8	51.7	66.3
Kathmandu Valley	91.4	89.5	90.5
Western Region	89.7	81.4	85.7
Mountains	96.5	97.4	97
Hills	93.1	90.4	91.8
Terai	84.1	67	75.8
Mid Western Region	91.1	80.7	85.7
Mountains	92.9	67.8	80.5
Hills	95.3	88	91.7
Terai	85.8	75.1	80.5
Far Western Region	84.7	73.1	79
Mountains	96.6	85.2	91.1
Hills	82.5	70.5	76.7
Terai	81.9	70.7	76.4

Source: DOE, MOES, School Level Educational Statistics of Nepal for the years and 2001

In the above table, the details net enrollment ratio at primary level by development region and geological region. The highest net enrollment ratio for the boys at primary level is 91.1 percent in the mid western region. But the lowest net enrollment for the boys at primary level is 83.9 percent in eastern region. Similarly, the net enrollment ratio for the girls at primary level is highest in western region of 81.4 percent. That is lowest in central region of 69 percent. The enrollment rate for each region by its ecological region is presented and in an average, net enrollment of boys for the country is 94.2 percent and for girls is 86.88 percent. In the Hill zone, the net enrollment of boys for the country is 91.64 percent and for girls is 84.44 percent. For the country, net

enrollment of boys at primary level is 86.9 percent and that for the girls is 75 percent. The net enrollment of girls at any region and any zone never has been greater than boys until now.

5.3.7 Population Aged 6 Years and Above by Educational Attainment and Sex, 1981-2001

Total literates by sex for the population aged 6 years and above by educational attainment from 1981 to 2001 states that there are still more than half of female are illiterate whereas male literates are more than half of their population (Table 5.14 and figure 5.13).

Table 5.14

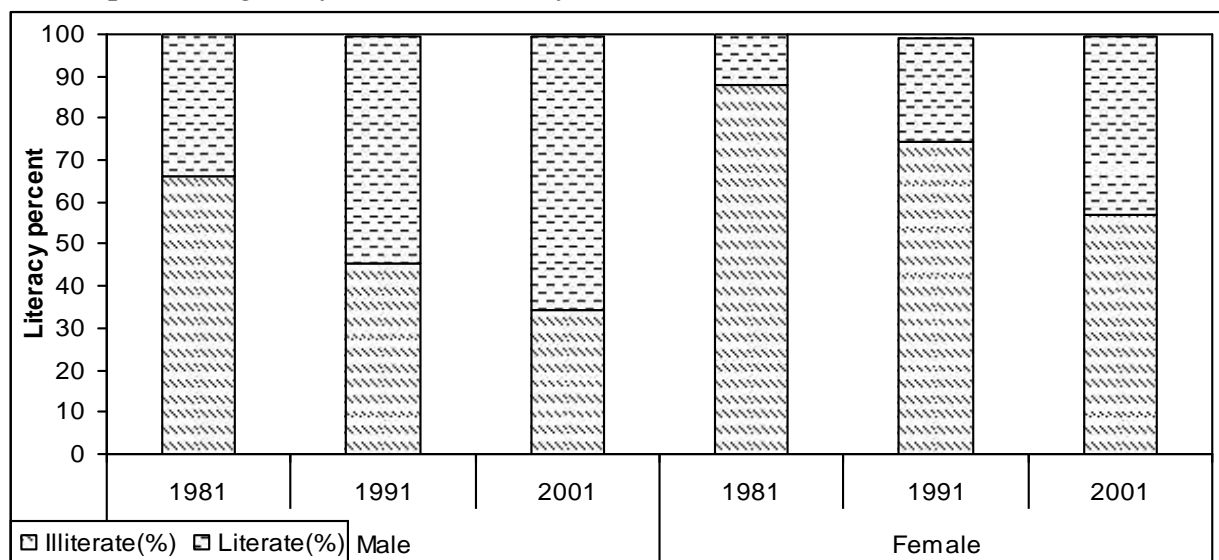
Population aged 6 years and above by educational attainment and sex, 1981-2001

Literacy, level of education	1981		1991		2001	
	Male	Female	Male	Female	Male	female
Total number (in 000)	6233	5947	7523	7622	9593	9663
Illiterate (%)	66	88	45.2	74.4	34.3	56.8
Literate (%)	34	12	54.1	24.7	65.1	42.5
Total	100	100	100	100	100	100

Source: MOES 2001a, 2001b.

Figure 5.13

Population aged 6 years and above by educational attainment and sex, 1981- 2001



Source: Table 5.14

Figure 5.13 shows education attainment by sex for 1981, 1991, and 2001. The literacy percent for both sexes has been increasing over the period study. While study separately, the increasing rate literacy of female was greater than that of male. The literacy rate of female in 1981 was 12% only but it has been doubled in 1991 and more

than three times in 2001 of 42.5%. Illiterate percent of female is 88% in 1981 while same of male is only 66%. This discrepancy of 22% literacy rate between male and female has increased to 29.5% in 2001. The illiteracy rate of male in 2001 was 34.3 where as female's is 56.8 and difference between illiteracy is 22.5%. It can be concluded that Literacy rate of male and female has been increasing but incremental rate of female is greater than that of male.

5.3.8 Female Teachers at School Level 1996-2001

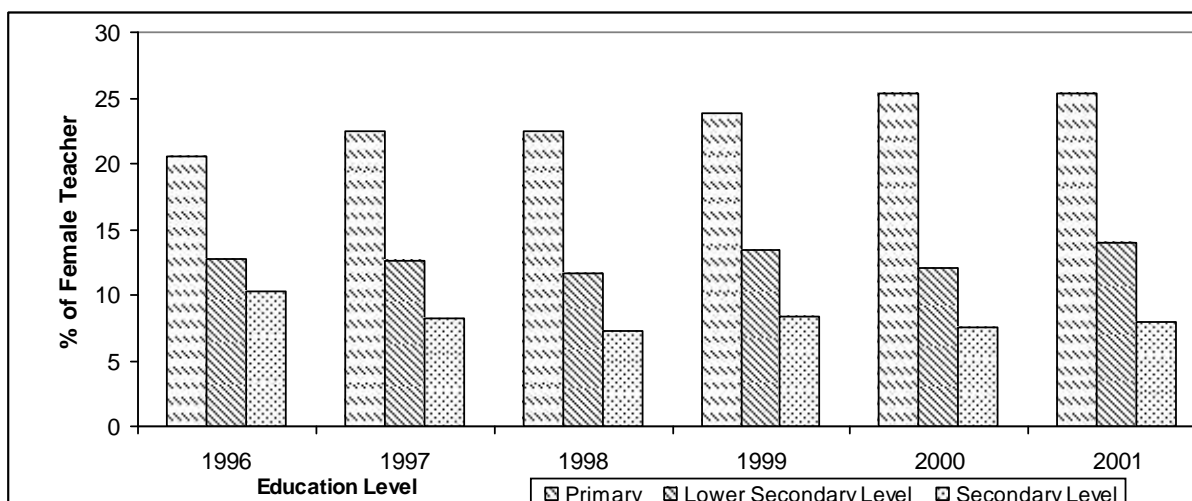
Total number of teachers and percentage of female teachers are given in table 5.15.

Table 5.15
Involvement of Teachers at School Level 1996-2001

Level	Category	1996	1997	1998	1999	2000	2001
Primary Level	Total Teachers	89378	91646	91878	99382	97879	96659
	% of Female Teachers	20.6	22.5	22.5	23.8	25.3	25.3
Lower Secondary Level	Total Teachers	19704	20641	22095	24696	25375	26678
	% of Female Teachers	12.8	12.6	11.6	13.4	12	14
Secondary Level	Total Teachers	16423	16494	16677	19185	19498	18846
	% of Female Teachers	10.3	8.2	7.2	8.4	7.6	7.9

Source: Ministry of Education, Educational Statistics Reports, Various Years, 1996-2001

Figure 5.13
Involvement of Female Teachers at School Level 1996-2001



Source: Table 5.15

The figure as above is shown to present clear picture of female teacher as in total teachers at school level. The percent of female teacher at primary level is 20.6% in 1996 and it is reached at 25.3 in 2001. This percent has been increased gradually. The

percent of female teacher in lower secondary level is 12.8% in 1996 but it has reached 14% with some fluctuate. Female teacher at secondary level has been decreased from 10.3% to 7.9% in 6 years period from 1996. Out of the total in school level, the highest number of female in teaching is in primary level but in contrast, that is lowest in secondary level.

5.3.9 Percentage of Girls

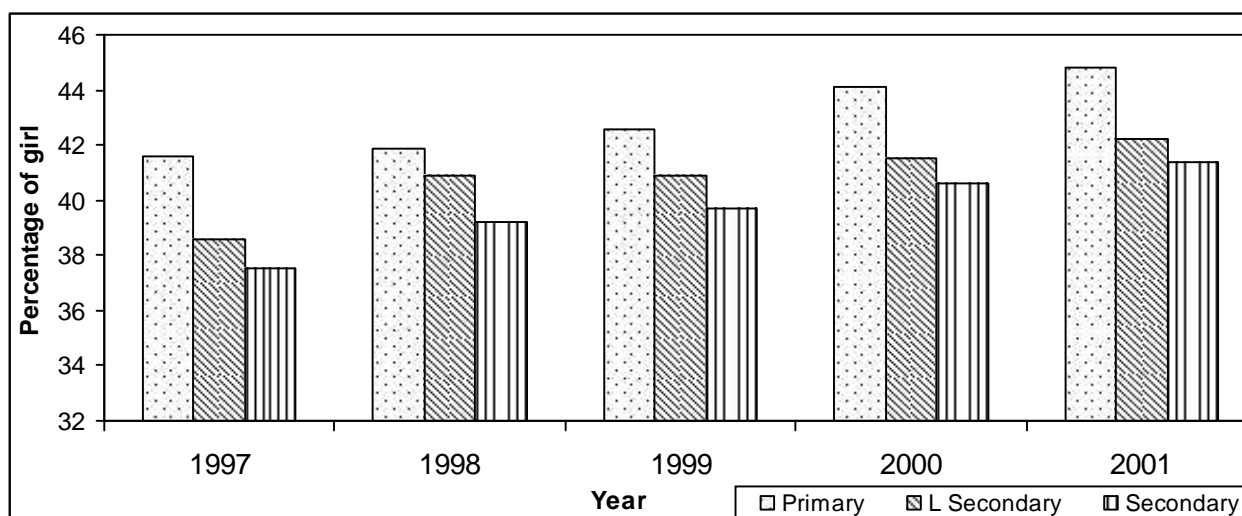
The percentage of girl's students is an input and access to education. The indicator which derived by dividing the number of girl students by the total number of students. It is also an indicative of discrimination, particularly in the countries like ours where traditionally girls have been facing various forms of socio-cultural and economic discriminations in accessing schooling, which is shown in the following table.

Table 5.16
Percentage of girls by levels of education Nepal, (1997-2001)

Year	Primary	Lower Secondary	Secondary
1997	41.6	38.6	37.5
1998	41.9	40.9	39.2
1999	42.6	40.9	39.7
2000	44.1	41.5	40.6
2001	44.8	42.2	41.4

Source: MOES 2004

Figure 5.14
Percentage of girls by levels of education Nepal, (1997-2001)



Source: Table 5.16

Table 5.18 presents the percentage of girl students in different levels and years. The percentage of girls is only about 45 % in 2001 at the primary level which goes decreasing in lower secondary and secondary level education. It indicates the increasing gender disparity from primary to secondary level. Therefore, there is a need for taking innovative and strategic actions to increase girls' enrolment in school. It is still a major challenge how to ensure gender equity in education. The new strategy of MOES should how to focus on addressing economic and socio-cultural issues that come in the way as barriers for promoting girls education. In order to mitigate the effects of social distance between girls' home and school, there is an imperative need for ensuring girls friendly environment in school.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

Equality of both genders in all sectors of social, cultural and political aspects are being challenging issues in recent days in Nepal. There are no differences between them from the view point of political, legal and some of the social aspects. However, significant differences can be seen from practical situation in Nepalese social and cultural background.

Disparity in gender issue is well marked by literacy rate. Nepal has diverse climatic, cultural, social, economic, as well as political scenario in the small area. So, each of the factor has different type of influences in women's education in the country. Similarly, gender issue is also quite different in every aspect of the development activities. Differences of physical, social, and economic accessibility and capability of each household discriminates the opportunity of education for male and female members of that family.

The objectives of government policy are to increase female literacy and educational levels through formal and informal education as in 9 and 10th five years plan. The major issues in this sector are the quality of education, the disparity in male/female access and attainment, and the rural/urban and regional differences. Government has also initiated to associate in working with NGO and INGOs for the educational development of the country.

In the recent years, the global priority in education is focused in "Education for All" by 2015, a declaration of World Conference on Education held in 1990 in Thailand. In this context, Nepal has also preferences in meeting this target however there are great challenges of gender equality, developing infrastructure, quality of education and employment, and to address the burning issues of the country.

This literacy rate significantly increased in each period and reached to 42.8 and 65.5% in 2001 for female and male respectively. The lower literacy rates among females are the result of a variety of historical economic and social reasons; social prejudices against female education, restriction mobility of females, low social status of females, and the system of early marriage and low participation of female in formal education are the main reasons for low female literacy rate. Female have now greater access to primary as well as upper levels of education. There has been a considerable increase in the literacy rate for the population aged 6 yrs and above between 1981 and 2001. The male and female literacy can be expected to reach to 76.5 % and 60.5% by 2011 according to this study.

On the chronological basis, (from 1952/54 to 2001) literacy rate of both sexes has gradually increasing from 5.3% to 54.1% while female rate has come up with 42.8% in 2001 from 0.7% in 1952/54. The female literacy is 42.8 % in compared to male literacy of 65.5% in 2001.

Among five development regions, Mid Western Development Region had the lowest female literacy rate (7.3%) while Eastern Development Region had the highest rate of 14.5% in 1981. In the year 2001, highest female literacy has reached up to 49.3% in Western Development Region while male literacy is 70.4%, the highest of the same year. So, Western Development Region seems to be more educated in compared to other development regions. However, the gap of female and male literacy is slightly decreasing during recent years, which is a good indicator of educational development.

By ecological zones, there is largely unequal educational achievement of the people in most of the areas, but Eastern Development Region has nearly the same literacy rate for 1991 (44%). Central Development Region has the highest gap (31.1% in mountains and 48.4% in hills) in educational opportunity to the people in this period. In 2001, highest literacy (63.9%) is observed in hills of CDR whereas lowest literacy (31.2%, less than half of the highest one) appears in mountains of MWDR. It suggests that the equal access to the all countryman is still challenging issue.

Among all age groups, the literacy rate for the 11 years age group is highest in all of the census year, which is 28.5% in 1981, 55.3% in 1991, and 77.6% in 2001. The overall trend shows the higher literacy rate for female aged 11-14 years and then it goes continuously decreasing for old aged females. However, in recent years literacy has significantly grown up for younger groups.

In compared to rural areas, the literacy of urban residences is drastically higher. In 2001, the rural areas of WDR had the highest (57.5%) literacy rate followed by rural areas of EDR whereas the lowest (46.9%) in rural CDR. The male literacy rate has not such large gap like female literacy in rural areas. The data indicate greater efforts have been made in providing education in the rural areas of WDR and EDR as compared to efforts made in the rural areas of other development regions. The contrast of lowest literacy of rural areas occurs in FWDR (31.5%) and highest literacy of urban areas found in CDR (66.2%) has large gap. Highest literacy of male (84.2%) and female (66.2%) is found in the same area of urban CDR.

The literacy rate of SAARC countries states the Nepal's relative condition in literacy in regional context. Maldives has the highest literacy of both male and female in all the period of 1990s and female literacy is 96% in 1999. It is followed by Sri Lanka to be second and final female literacy in 1999 is 89% while Nepal has lowest in the period and it has 28% female literacy in 1999, same as to Bhutan among all seven countries. Therefore in terms of literacy achievement Maldives and Sri Lanka recorded highest

position among SAARC countries. Nepal and Bhutan are the least literate country in SAARC countries.

The growth rate of literacy for consecutive census years gives the educational developments and results of targets in achieving the educational forecasts. Inter-census growth of the literacy in Nepal has geared up markedly in WDR, MWDR, and FWDR in which MWDR has the largest increase (9% to 21.4%) among them. But EDR has very small decrease in literacy rate (15.4% to 15.1%).

Educational attainment

Among the literates, there are persons who have been literate without undergoing any formal schooling. So, taking account of educational attainment, there were 4.42% literate without any schooling in 1971 but it had reached up to 8.98% in 1991. Again it has reduced to 4.73% people are literate without any schooling. In 2001, 22% literate have only got primary education which is decreasing in higher level and reaches up to 1.84 % for graduate or postgraduate level literates.

There are large increases in the percentage of literate persons by primary level education attainment but it lowers gradually for graduate/post graduate level education attainment. The person literate by primary education is 11.33% in 1981 which has reached at 22.65% (for both sex) in 2001.

The highest percent of girl enrollment in primary level is in Mountain Zone in the Western Development Region, in contrast, that is lowest in same zone of Mid Western Development Region. In all level average, the number of educated girls in western region is 90.2 per 100 boys, which is highest in region wise and that for mid western region is 72.97 per 100 boys, which is lowest in region wise. The gender gap in different level of education can be seen by the ratio of girls and boys.

GER (Gross Enrollment Rate) at the primary level is more than 100 % for both boys and girls in all the five development regions. Highest GER (136.8) of girls is found in the Western Development Region. At the Lower Secondary level, GER (67.5 %) is relatively low than in EDR (61.9%), particularly for the girls in 2003. At the secondary level, GER for the country is 46.4 %, the highest GER (54.7%) is found in the Eastern Development Region and relatively low GER (52.8%) is found in Western Development Region in 2003, for the girl students in all development regions. Anyway, GER for girls is relatively much lower in all development regions.

The NER is not equal in the all development region there is huge difference between different development regions. Region-wise, the NER of both girl and boys at primary level is higher than the national average of 83.5 % in three development regions (Western 86.7 %, Mid Western 83.4 %, Far Western 89.5 %). The NER for the Central

development region and the Eastern development region is less than the national average. Girls specific NER is generally lower than the boy specific NER in all regions.

For the country, net enrollment of boys at primary level is 86.9 percent and that for the girls is 75 percent. The net enrollment of girls at any region and any zone never has been greater than boys until now.

Total literates by sex for the population aged 6 years and above by educational attainment from 1981 to 2001 states that there are still more than half of female are illiterate whereas male literates are more than half of their population. It can be concluded that Literacy rate of male and female has been increasing but incremental rate of female is greater than that of male.

In all levels of school level, the percentage of female teachers is decreasing by increasing the level of education. The percentage of female teachers is highest (25%) in primary level but it has been decreased in secondary (7.9%) for the year 2001.

. The percentage of girls is only about 45 % in 2001 at the primary level which goes decreasing in lower secondary and secondary level education. It indicates the increasing gender disparity from primary to secondary level. Therefore, there is a need for taking innovative and strategic actions to increase girls' enrolment in school. It is still a major challenge how to ensure gender equity in education. The new strategy of MOES should how to focus on addressing economic and socio-cultural issues that come in the way as barriers for promoting girls education. In order to mitigate the effects of social distance between girls' home and school, there is an imperative need for ensuring girls friendly environment in school.

6.2 Conclusions

Nepal has no differences between male and female from the view point of legal and political and aspects, but equality of both genders in all sectors of social, cultural and political aspects are being challenging issues in recent days. Differences of physical, social, and economic accessibility and capability of each household discriminates the opportunity of education for male and female members of that family. Significant differences can be seen from practical situation in Nepalese social and cultural background.

Education for All' by 2015 is the global priority and Nepal is making efforts and getting assistance from the world in meeting this target, however there are great challenges of gender equality, developing infrastructure, quality of education, employment, and other burning issues of the country.

From 1952/54 to 2001 literacy rate of both sexes has gradually increasing from 5.3% to 54.1% while female rate has come up with 42.8% in 2001 from 0.7% in 1952/54. The lower literacy rates among females are the result of economic and social reasons; social

prejudices against female education, low social status of females, and the system of early marriage and low participation of female in formal education. Female have now greater access to primary as well as upper levels of education. The male and female literacy can be expected to reach to 76.5 % and 60.5% by 2011 according to this study.

There is unequal educational achievement of the people in most of the development regions and ecological zones. Central Development Region has the highest gap among each ecological zone which suggests that the equal access to the all countryman is still a challenging issue. In compared to rural areas, the literacy of urban residences is drastically higher. The male literacy rate has not so large gap as female literacy in rural areas.

Among all age groups, higher literacy is found for the age group 11-14 years females which go continuously decreasing for old aged females. However, in recent years literacy has significantly grown up for younger groups. Its continuity is necessary as this age group goes older.

In terms of literacy achievement in SAARC countries, Maldives and Sri Lanka recorded highest position among SAARC countries. Nepal and Bhutan are the least literate country in SAARC countries.

Besides the literacy rate, the educational attainment shows 4.73 percent literates without any schooling which is also large in Nepalese context. There are large increases in the percentage of literate persons by primary level education attainment but it lowers gradually for graduate/post graduate level education attainment.

GER (Gross Enrollment Rate) at the primary level is more than 100 % for both boys and girls in all regions; however GER for girls is relatively much lower in all development regions. NER of both girl and boys at primary level is higher than the national average of 83.5 % in three development regions (Western, Mid Western and Far Western) but NER for the Central Development Region and Eastern Development Region is less than the national average. Girls specific NER is generally lower than the boy specific NER in all regions. The net enrollment of girls at primary level in all region and zones has never been greater than boys.

More than half of female populations are illiterates whereas more than half males are literate. In all levels of school level, the percentage of female teachers is decreasing by increasing the level of education. The percentage of female teachers is highest in primary level but it has been decreased in secondary for the year 2001.

The percentage of girls goes decreasing from primary to secondary level education in all census years since 1997, which indicates the increasing gender disparity from primary to secondary level. Therefore, there is a need for taking innovative and strategic actions to increase girls' enrolment in school. It is still a major challenge how

to ensure gender equity in education. The new strategy of MOES should how to focus on addressing economic and socio-cultural issues that come in the way as barriers for promoting girls education

6.3 Recommendations

-) Nepal should reduce the differences of physical, social, and economic accessibility and capability of each household which has discriminated the opportunity of education for male and female members of that family. Sustainable policy and programs with practical approach should be helpful in addressing Nepalese social and cultural background.
-) The aim of compulsory education should be implemented more effectively with social collaboration and priority concern. This could help all girls to go for education, especially in remote rural areas.
-) Females should be given opportunities not the special quota for education or service. It will motivate them to develop their capabilities.
-) Equal facilities should be made compulsory for the girls. It is also necessary to increase the female teachers in school education.
-) Public awareness programs should be conducted effectively through media and social workers on female education.
-) The lower literacy rates among females are the result of economic and social reasons; social prejudices against female education, low social status of females, and the system of early marriage and low participation of female in formal education. Female have now greater access to primary as well as upper levels of education. The male and female literacy can be expected to reach to 76.5 % and 60.5% by 2011 according to this study.
-) Central Development Region has the highest gap among each ecological zone which suggests that the equal access to the all countryman is still challenging issue.
-) However, in recent years literacy has significantly grown up for younger groups. Its continuity is necessary as this age group goes older.
-) In compared to rural areas, the literacy of urban residences is drastically higher. The male literacy rate has not so large gap as female literacy in rural areas. The data indicate greater efforts have been made in providing education in the rural areas of WDR and EDR as compared to efforts made in the rural areas of other development regions.
-) Regional cooperation in SAARC region can be useful in increasing the literacy in this region because of similar social background.

-) The growth rate of literacy for consecutive census years suggests more effective policies and strategies should be formulated instead of current policies in achieving the educational forecasts.
-) There should be equal accessibility of girls in enrollment in all regions and zones. There may need of physical and awareness development to increase the enrollment of girls. The net enrollment of girls at primary level in all region and zones has never been greater than boys. So, advocacy and incentives should be introduces to backward societies and areas.
-) To increase the literacy, it is also important to incorporate more female teachers in school education. Female can contribute in educating a family than a man.
-) The new strategy of MOES should focus on addressing economic and socio-cultural issues that come in the way as barriers for promoting girls education to reduce the increasing gender disparity from primary to higher level.
-) There is a need of innovative and strategic actions to increase girls' enrolment in school because current policies and plans are not so effective meeting the targets made on educational equality.

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