



Nepal

Education FACT SHEET

June 2023

Nepal's school education system consists of at least one year of pre-primary education (also known as early childhood education and development or ECED), eight years of basic (grades 1-8) and four years of secondary (grades 9-12) education.¹ The Constitution of Nepal has mandated the provision of free and compulsory basic education and free secondary education. School education is provided mainly through two types of schools—government aided public or community schools, and unaided private or institutional schools.

¹ Prior to this restructuring in 2016, school education consisted of five years of primary (grades 1-5), three years of lower secondary (grades 6-8), two years of secondary (grades 9-10) and two years of higher secondary (grades 11-12) education. Approved teacher positions are still based on this old structure.

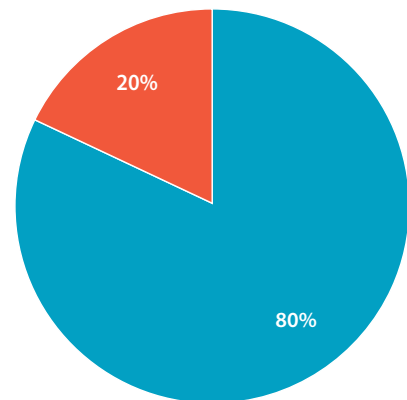


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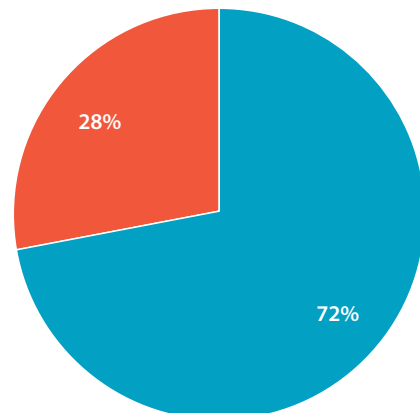
Protiva Kundu
June 2023

The share of public and private schools and student enrolments in the same is shown in Figure 1 below. It can be seen that private schools account for 20% of the total schools and 28% of the total student enrolments. In addition, there are a small number of religious schools providing education in the Hindu, Buddhist, and Islamic traditions.



Community Schools Institutional Schools

Figure 1. Share of Community and Institutional Schools



Community Schools Institutional Schools

Figure 2. Share of Student Enrolments by School Type

Source: Centre for Education and Human Resource Development (CEHRD), FLASH I Report 2022/23.



Teachers in Nepal

Teacher Availability and Types

There are various types of teachers in the system. These include permanent, temporary, privately hired teachers and Rahat. The Rahat teacher positions were created in the aftermath of the massive increase in enrolments, after Nepal committed to the global education for all movement and implemented its sector reform programs in line with the global commitments.

Teachers working in government approved positions (permanent, temporary and Rahat) account for 58% of the total teachers whereas privately hired teachers account for the remaining 42% (Figure 3). These figures exclude the 42,418 pre-primary/ ECED teachers, of whom 62.5% work in community ECED centers and the remaining in institutional ECED centers. It should be noted that private schools are not entitled to government approved teacher positions, and all teachers working in private schools are privately hired and funded through schools' internal resources (mainly student fees). However, community schools also have the practice of hiring teachers through their internal resources (including through some form of user fees levied on students). In community schools, such privately hired teachers account for 11.4% of the total teachers working in such schools,

whereas they account for 100% of teachers working in institutional schools. It should be noted that 77% of such privately hired teachers work in private or institutional schools whereas the remaining 23% work in community schools.

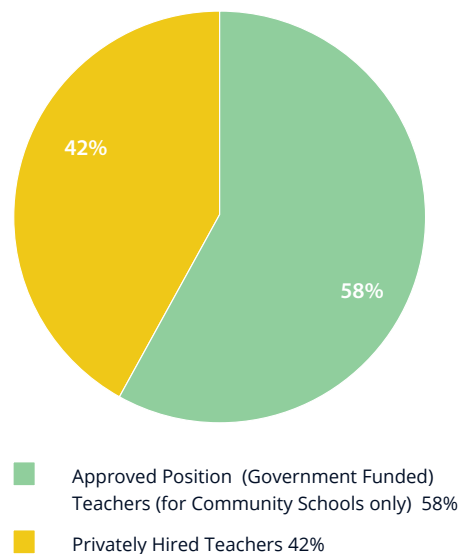


Figure 3. Number of Teachers by School Management and level of education (in million)

Source: CEHRD, FLASH I Report 2022/23.

Figure 4 below shows the level-wise share of teachers working in government approved positions. It shows that 67% of the teachers are working in primary education, and the number of approved positions decreases as we move up the education ladder. Likewise, the figure also shows that about 14% of the teachers are working as temporary teachers in permanent positions.

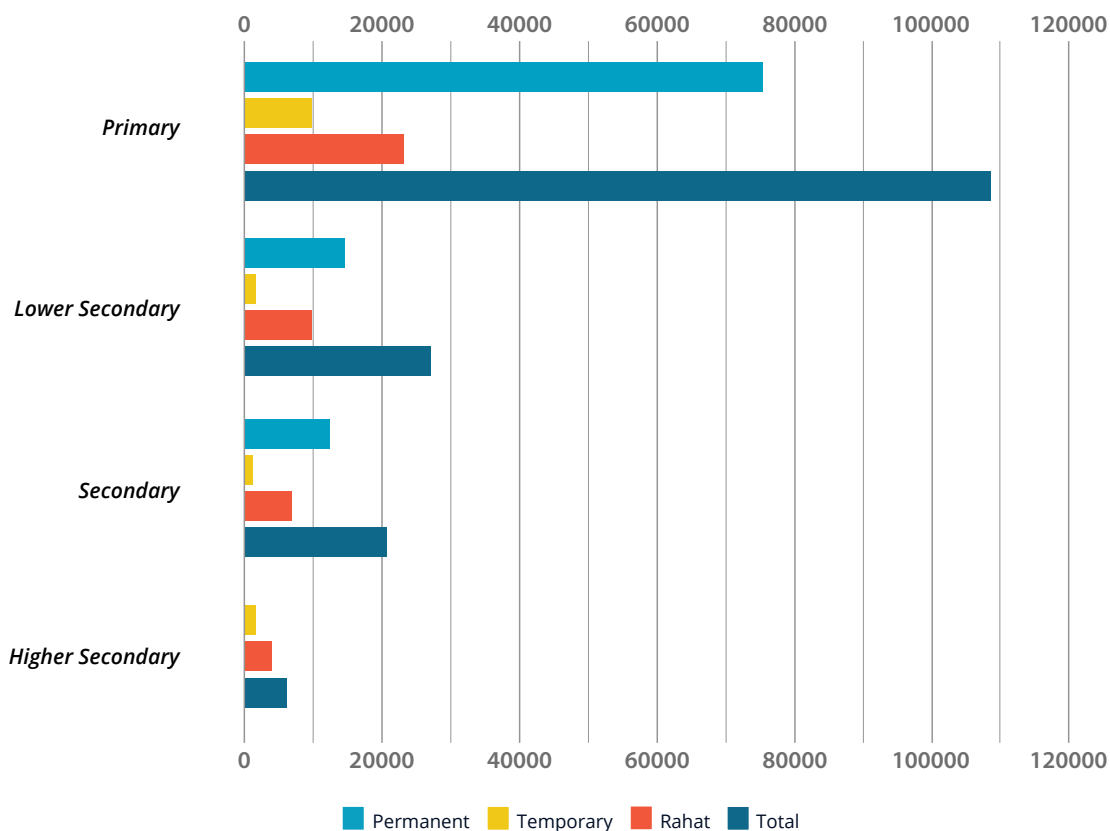


Figure 4. No. of teachers by education levels in different types of approved positions

Source: CEHRD, FLASH I Report 2022/23.

Sanctioned Positions and Vacancies

In the school education system, there are a total of 111,110 permanent teacher positions, and 42,165 Rahat or relief teacher positions. The Teacher Service Commission is responsible for teacher licensing and recruitment of permanent teachers in the vacant positions. However, due to various factors, the Commission has not been able to conduct regular examinations for teacher recruitment, as a result of which schools have been resorting to the practice of hiring temporary teachers in such positions. Currently, 12.6% of permanent teacher positions are occupied by temporary teachers, and these positions can be termed as vacant positions.

An internal study commissioned by the Center for Education and Human Resource Development of the MOEST has calculated a net teacher deficit of more than 65,000 over the current teacher positions if Nepal is to maintain the national student teacher ratio of 50, 45 and 40 in the Tarai, Hills and

Mountain regions of the country.² Such a deficit has emerged because the current sanctioned positions were determined more than 20 years ago (during which there has been a massive increase in the number of schools and students). Teacher deficit is felt particularly at the lower secondary and secondary levels, and in subjects such as mathematics, science and English. To address the gap, the Ministry of Education, Science and Technology has resorted to the practice of providing conditional teacher grants to schools with deficit. In FY2022/23, the MOEST has disbursed approximately NPR 3.5 billion to cover the costs of additional 7,000 subject teachers for mathematics, science and English.

² Working Group for Reallocation of Teacher Positions. 2018. Report on Redeployment of Teacher Positions 2018. Kathmandu: Government of Nepal, Working Group for Reallocation of Teacher Positions.



Student-Teacher Ratios

In general, student-teacher ratio (STR) is lowest in primary education and highest in higher secondary level (Figure 5). This clearly reflects the unequal deployment of teachers across the different levels of education. There

is also big disparity in STR between community and institutional schools, with institutional schools having a lower STR.

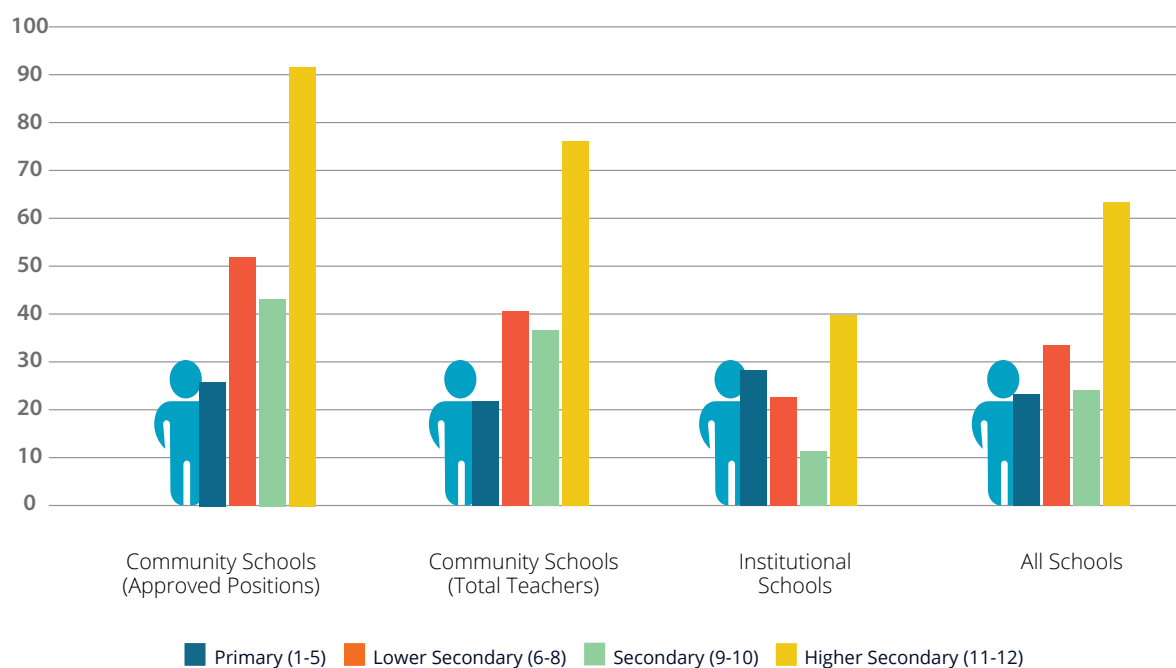


Figure 5. STR in School Education

Source: CEHRD, FLASH I Report 2022/23.

Teacher Work Load

According to the Education Act and Regulations, a community school must remain open for at least 220 days annually, of which minimum 190 days should be allocated for teaching. The same act and regulations stipulate that teachers (government approved positions) in community schools should teach 6 periods (of 40 minutes each)

per day, that is equivalent to four hours of teaching per day and 760 hours of teaching per year. In addition, teachers are expected to be involved in various co-curricular and extra-curricular activities and community engagements, including deputation during elections. There are no equivalent legal provisions for teachers (privately hired) in private schools.

Salary and Incentive Structures

The salary and incentive structures for teachers vary by the type of school and the type of position in which they are hired. Permanent teachers have salary structure that is generally at par with the civil service (Table 1). However, there are a few exceptions. First, there is no provision of special class in the teaching service as is the case in the civil service. Second, there are some disparities in the number of grade increments for teachers and civil servants, especially for secondary second class and lower secondary third class positions. Permanent teachers are entitled to pension and gratuity, insurance and medical leave allowance as well.

For teachers working temporarily in permanent positions, the salary structure comprises the basic entry

level salary (i.e., third class) of the respective level in which the teacher is teaching. Likewise, for teachers working in Rahat positions, they are entitled to basic entry level salary (i.e., third class) for 13 months (which includes one month's equivalent festival allowance). Temporary and Rahat teachers do not have privilege of grade increment, pension and gratuity, health insurance, dress allowance, medical leave allowance, and remote area allowance (in case of teachers serving in remote locations).

There is no standard salary and incentive structures for privately hired teachers. The existing Education Act and Education Regulation states that the salaries provided to privately hired teachers need to comply with the minimum wages as stipulated by

Table 1. Salary Structure of Permanent Teachers and Civil Servants (in NPR, as of FY 2022/23)

	Level Taught	Class	Civil Services							
			Gazetted				Non-Gazetted			
			Special	First	Second	Third	First	Second	Third	
Teachers	Secondary	First		56,787						
		Second			48,737					
		Third				43,689				
	Lower Secondary	First			45,682*					
		Second				43,689				
		Third					34,730			
	Primary	First					43,689			
		Second						34,730		
		Third							32,902	

Source: Ministry of Finance, 2023.

Note: * The first class position teachers of lower secondary level do not have a comparable status in the civil service, falling in between the gazette second and third class of the civil service.

the Labor Act. However, there are no monitoring mechanisms in place to ensure conformity to such provisions.

In the case of community ECED teachers, the MOEST provides NPR 10,000 per month for 13 months and yearly dress allowance. As in the case

of temporary and Rahat teachers, ECED teachers are also not eligible for grade increment, pension and gratuity, health insurance, and medical leave allowance.

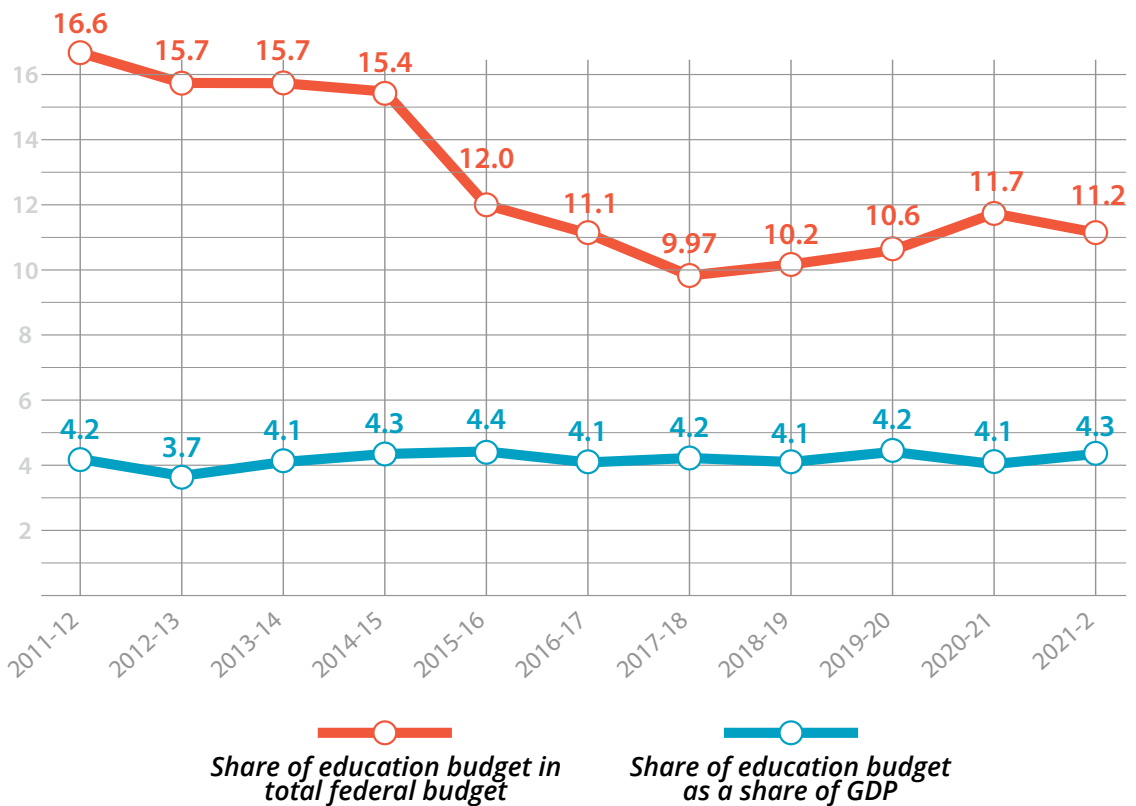


Figure 6. Public Financing for Education in Nepal as % of Federal Budget and GDP

Financing of School Education in Nepal

While the absolute amount allocated to education has been increasing over the years, the percentage of budget allocated to education has been decreasing since 2009/2010 and remains well below the country's commitment to allocate 20% of the budget for the education sector (Figure 6, on previous page). What is worth noting is that the downward trend continued even after the promulgation of the federal constitution in 2015 that had for the first time explicitly stated the right to free and compulsory basic education and free secondary education as a fundamental right.

After the federal restructuring in 2015, education is a concurrent function of the federal, provincial and local governments even though school education is treated as the exclusive function of the local governments. The federal and local governments have also been allocating additional resources derived from fiscal equalization grants and own revenue sources to fund school education. However, various studies have shown that significant additional resources are required to make education free and improve the quality of the same. An internal study commissioned by

the Center for Education and Human Resource Development of the MOEST has estimated that creation of new teacher positions alone is estimated to require an additional NPR 65–70 billion annually over the current expenditures in education. Likewise, a study commissioned by the National Campaign for Education-Nepal estimated that NPR 197.89 billion would be required in FY 2017/2018 against the allocation of NPR 71.89 billion in the same year to implement the constitutional provision of compulsory and free basic education and free secondary education.³

³ Kushiya, Binay Kumar. 2018. Research Brief on Financing Gap in Education. Kathmandu: National Campaign for Education. Available online at: <https://ncenepal.org.np/2018/05/982/>

