

# NCEFGYAN

THE MONTHLY NEWSLETTER OF THE NEPALESE CHILDREN'S EDUCATION FUND

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**gyan:** *n.* knowledge acquired  
by direct perception

## SELECTION OF KABITA IN SINDHUPALCHOWK

“My daughter was 3 years old when her father passed away. Her brother and sister were also very small. Seeing that everyone in the village was sending their children to school, I felt compelled to send my kids to school as well. It is very difficult to live on a farm income and pay for my children’s school fees, their books and their stationery items. Fortunately, my son’s school gave him a scholarship. That really lowered the financial burden of schooling. If someone can provide financial assistance to my two daughters, I would be very pleased, as I would really love to give them a good education. I feel like I will not be able to support their education any longer.”



This is what Kabita’s mother told a volunteer, who helped prepare the scholarship application for her. Kabita is a new student that was recently selected for a NCEF scholarship in Sindhupalchowk. (Sindhupalchowk is a new NCEF region.) Thirteen-year old Kabita lives with her mother, an older brother and an older sister. Her father passed away when she was very little. Her mother, who is illiterate, supports the family by working in a farm. Since Kabita’s (and her sister’s) cost of school attendance is approximately US \$120 per year, her mother could not have afforded to send her to school for much longer. With NCEF’s help, she can ensure her daughter continues with her education.



# EDUCATION IN NEPAL: STATISTICS AND FIGURES

## INTRODUCTION:

Since the early 1950s, when schooling was opened for the public, significant improvements have been made in raising the literacy rate and changing people's attitude towards education. Although the first school was established in 1853, it was only open to the ruling family and their courtiers. The general public was denied education until 1951, the year when a popular movement ended the autocratic regime and established a democratic system. Hence, the history of Nepal is such that it is a country that fell behind by a hundred year in the field education. Although Nepal has made some progress over the years, half of the population is still illiterate.

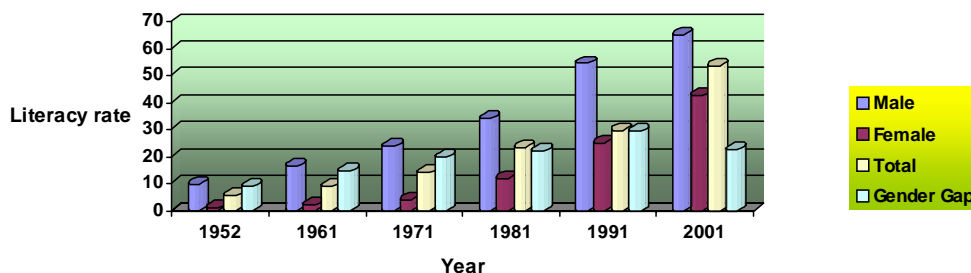
The statistical presentation below seeks to address the major topics and concerns in educational development historically and today. A more detailed information can be found in the Nepal Ministry of Education and Sports website:

[http://www.moe.gov.np/Educational%20Statistics/Educational\\_Statistics\\_index.php](http://www.moe.gov.np/Educational%20Statistics/Educational_Statistics_index.php)

## A. THE LITERACY RATE AND MALE-FEMALE GAP.

One of the major issues concerning education has been the schooling of females. Girls are often thought of as assets to be given away upon marriage. Parents, especially in the rural areas, do not send their daughters to school. With programs to emphasize the education of girls, Nepal has seen a great increase in the literacy of females. Although the gender gap is still high, it is nevertheless decreasing. In addition, the aging population has a very small literacy rate, mostly because of not having access to academic institutions. For instance, people who were born in the 1950s or earlier are mostly illiterate because of low literacy rate during their "growing-up" years.

Figure I. Literacy rate of the Nepalese population since 1952



*Continued on the next page...*

## ABOUT NCEF

*NCEF is a nonprofit organization whose mission is to develop the potential of disadvantaged Nepalese children through education. Need-based scholarships are provided to deserving students who would otherwise be unable to attend school. Our social workers in Nepal meet regularly with the selected children and their parents to assist in each child's development. We dedicate our resources to each NCEF child until they complete high school (twelfth grade).*

Figure 2. Literacy rate of males and females and source of literacy

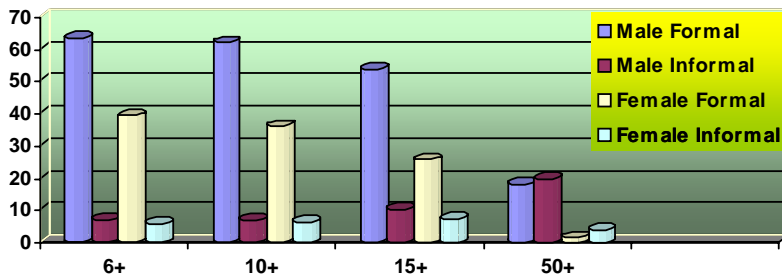
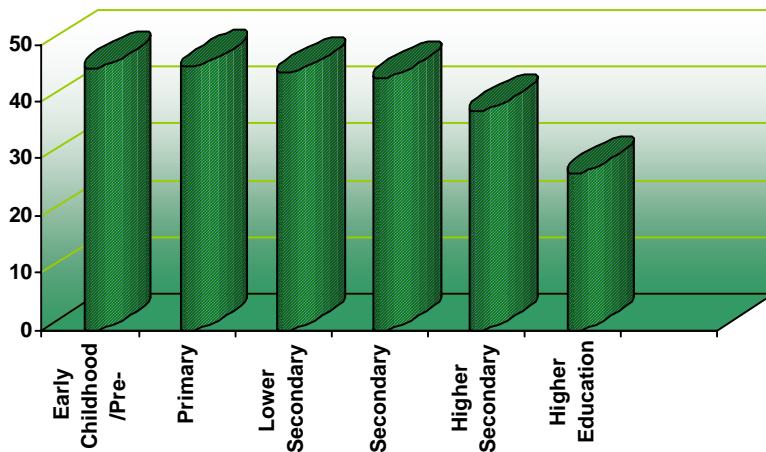


Figure 3. Percent of female enrollment at different academic levels



ACADEMIC LEVELS

Early Childhood/Pre-primary	Kindergarten
Primary	Grades 1-5
Lower Secondary	Grades 6-8
Secondary	Grades 9-10
Higher Secondary	Grades 11-12
Higher Education	College, University or Professional Institutions

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2006 FUNDRAISING METER

\$18000

MAKING DONATION

Online:

[www.nepalchildren.org/donation.html](http://www.nepalchildren.org/donation.html)

Checks:

**Make checks payable to:**

Nepalese Children Education Fund or NCEF

**Mailing address:**

Nepalese Children's Education Fund

P.O. Box 380061

Cambridge, MA 02238-0061

**Questions?**

Website: [www.nepalchildren.org](http://www.nepalchildren.org)

Email: [contact@nepalchildren.org](mailto:contact@nepalchildren.org)

THANK YOU!

WHAT ARE CHILDREN DOING?

Kabita in Palpa enjoyed an exchange of greetings among students on the occasion of Hindu festival Tihar.

Mankumar in Palpa was happy to listen to the teacher tell a story.

Kripa in Patan participated in a dance competition at her school.

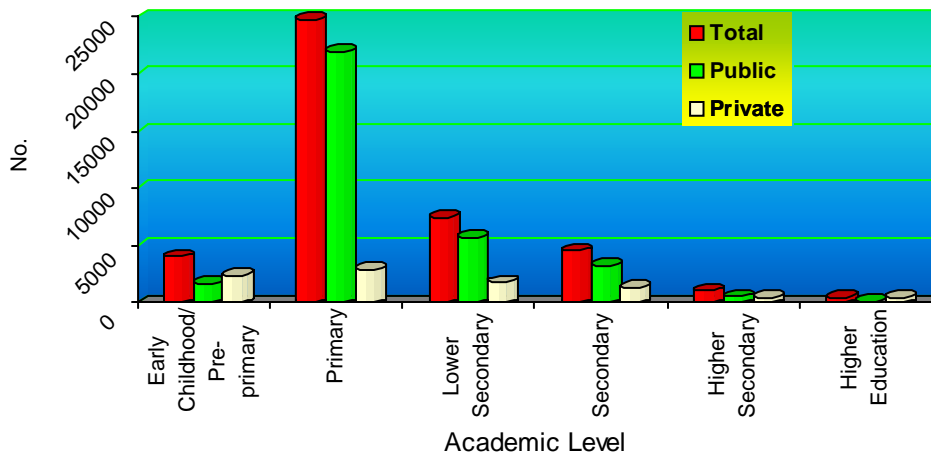
Dinesh in Patan enjoyed going to a puja with his mother at a temple.

Pramila received a prize for her entry in a painting competition at her school.

### B. PRIVATE V. PUBLIC SCHOOLS

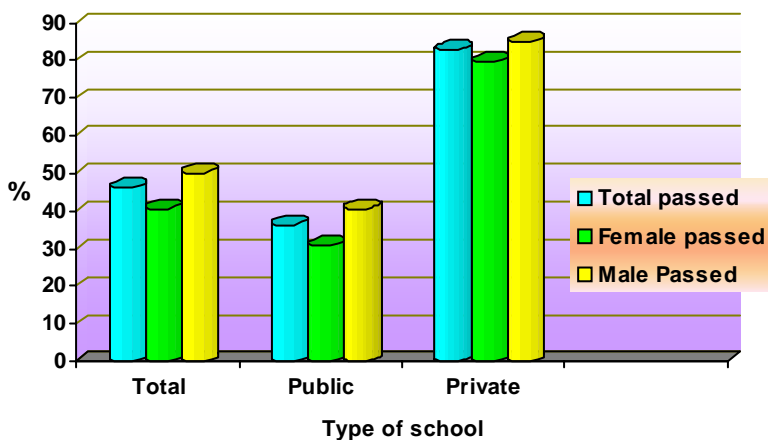
**Figure 4. Number of Public and Private Institutions**

Another important concern has been the quality of education. Generally, at the secondary education level, private schools are preferred over the public schools, mostly because the latter’s reputation of lower quality of education. However, private schools are mostly located in urban regions and are often expensive. Such schools are not feasible and convenient for people living in the remote areas and those living in limited income. A large number of children attend public schools and then drop out after primary level education. Only a small number of students, most of whom attended private school, find the opportunity to finish higher secondary and higher education.



**Figure 5. Percent of students in public and private secondary schools who passed the School Leaving Certificate (SLC) Exam**

The SLC is a national level that students take at the end of the tenth grade. Students must pass the exam to move on to higher education. Students who fail to do so have to repeat tenth grade all over again. Some students who pass the exam may discontinue their education due to financial reasons and/or due to household responsibilities. For instance, some parents discourage or stop sending their daughters to school as “daughters are to be given away upon marriage.” The following graph presents one very interesting fact. Percentages of males and females who passed the exam are very close. In addition the results show that the percent of private school students, who pass the exam, is much larger than that of public school students.

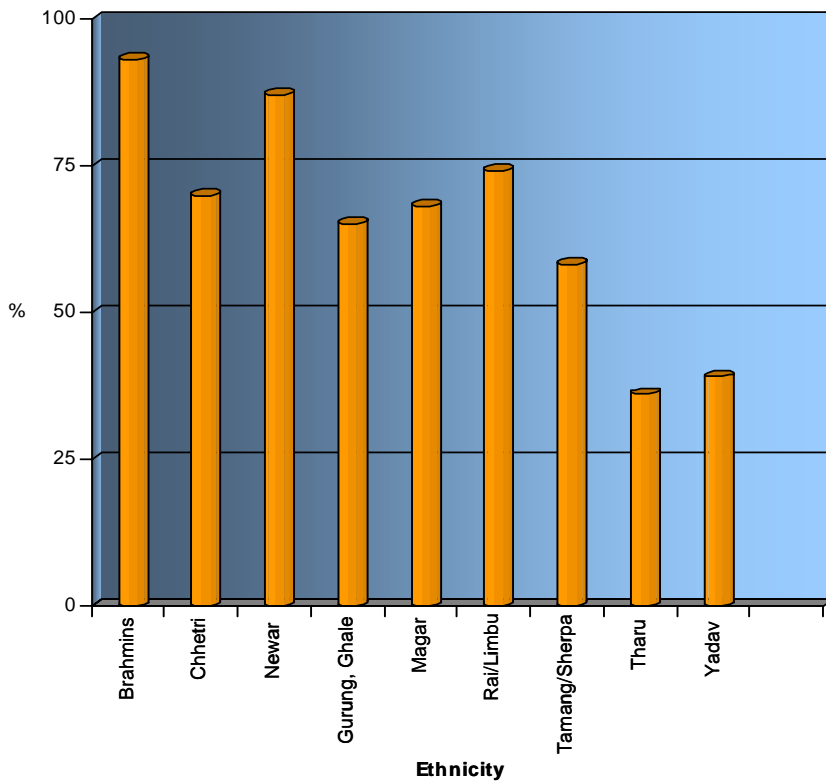


### C. ETHNICITY

**Figure 6: Net enrollment of girls aged 6-10 by ethnicity.**

Ethnicity, which is directly related to a group’s economic, cultural and social status in the Nepali society, is another major factor that divides the percent of enrollment of girls. For instance, Brahmins and Chhetris, who used to be regarded as the “top classes” have high enrollment. Whereas, Tharus and Yadavs, who were considered to be in “lower class” have low enrollment. In fact, education was often denied to the “lower classes,” who were commonly called “untouchables.” In recent years, major initiatives have been taken to assist the marginalized groups in obtaining equal education.

[Statistics Source: Maslak, Mary Ann (2003). *Daughters of the Tharu: Gender, Ethnicity, Religion, and the Education of Nepali Girls*. UK: Routledge]



Looking at these graphs, it is not difficult to conclude that much needs to be done to improve the availability, quality and equality of education. NCEF seeks to play an important role in the lives of many disadvantaged children who cannot obtain education only because they happened to grow up in midst of poverty or fall in a marginalized group. With the help of our generous donors, we hope to give the gift of light and warmth to many that are still left behind in the darkness of illiteracy and the blizzard of poverty.

### GETTING INVOLVED

#### Why?

- To make a lasting difference in the lives of children.
- To be a part of an exciting team of interesting and dedicated volunteers.
- To put your spare time, no matter how little, to good use.

#### How?

- **Join** our announcements list!
- Help fundraise money for NCEF scholarships.
- Help with the administrative aspects of NCEF.
- Take part in discussions to ensure NCEF is increasingly effective.
- Help expand NCEF to new areas in Nepal
- Become a field volunteer in Nepal.
- Help lead NCEF by running for a position on the Board or Executive Committee.

### SUBSCRIBE/UNSUBSCRIBE

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### NCEF PAMPHLET

Share information about NCEF with your friends with [this printable pamphlet](#)

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