

# Gaps in Education Financing for Implementation of SDG4 and the context of COVID and Post-COVID

# 2021



**National Campaign For Education Nepal**  
**(NCE Nepal)**

# Gaps in Education Financing for Implementation of SDG4 and the context of COVID and Post-COVID 2021

**Editor:**

Mr. Ram Gaire

**Research and Analysis:**

Dr. Binaya Kumar Kushiya

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## ACRONYMS

ASIP	Annual Strategic Improvement Plan
AWPB	Annual Work Plan and Budget
CBS	Centre Bureau of Statistics
CEHRD	Centre for Education and Human Resource Development
COVID 19	Corona Virus Disease 2019
ECED	Early Childhood Education Development
ESP	Education Sector Plan
GDP	Gross Domestic Product
GoN	Government of Nepal
ICT	Information Communication and Technology
MTEF	Mid-Term Expenditure framework
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
NER	Net Enrolment Rate
NLSS	Nepal Living Standard Survey
NPC	National Planning Commission
PGD	Post Graduate Diploma
PPE	Pre Primary Education
NASA	National Assessment of Student Achievement
NPR	Nepalese Rupees
SDG4	Sustainable Development Goal Four
TEVT	Technical Education and Vocational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
USD	United States Dollar

# 1. Introduction

## 1.1 Setting the context

Sustainable Development Goal 4 envisions for every children, youths and adults to get education at their levels. Constitution of Nepal, 2015 has restructured the State and the distribution of power and duties in three levels of structure: federal, provincial and local. These levels shall protect the fundamental rights and duties according to constitution. Among several fundamental rights and duties, one of the most important rights is related to education. Under this, "Every citizen shall have the right to get compulsory and free education up to the basic level and free education up to the secondary level from the State" (GoN, 2015). Pursuant to this provision, every Nepali citizen does possess the right of attaining free education till the school education level. Moreover, the Constitution has listed school education within the exclusive jurisdiction of Local level. This infers that the expenditure towards school education is also made through the local level.

This report shall focus itself on the financial provisions and investment of free education as set in the Constitution. As per the constitution, providing the free and compulsory basic education and free secondary education is the duty of the federal, provincial and local government. This structural transformation of the nation has encompassed the way that the federal, provincial and local government makes policy, generates revenue and allocates funds, manages schools, and ensures that education is provided as per the Constitution. With this, generally it can be expected that the federal structure of the nation with current responsibility to the local government, promotes efficiency, establishes institutional legitimacy, improves quality of teaching learning, addresses cultural differences and linguistic pluralism and most importantly, provides alternative to the financing gap from the local level.

In theory, 'education is not free goods, many cost involved in it' (Kushiyait, 2008). In other words, one or the other shall have to shoulder the cost if education is to be made free. Then, who will foot the bill? The answer is evident: It is the obligation of State to discharge the constitutional commitment. As such, the State itself will be liable to bear the entire costs towards education up to the secondary level. As it has been inscribed in the Constitution itself, the State cannot retract on this. However, given the status of government investment in school education, it has given many rooms to doubt about free education. In recent years, the government has gradually constricted its investment in education. As per the red book published by the Ministry of Finance (red book), the State investment (public budget) in education during 2010/11 was 17.11 percent of the total budget which has now shrunk to 10.91 percent during 2021/22. Due to this downward and regressive trend on educational investment, it is natural to cast aspersion on the fulfillment of this constitutional commitment. Hence, it is expedient that we become serious and wary on this issue in time. Despite of the commitments made by the government in the various national and international forums (especially in Incheon Declaration on Sustainable Development Goals - SDGs4) allocating at least 20 percent of the national budget and 4 to 6 percent of GDP to the education sector, sufficient fund has not been allocated.

The use of alternative methods in education has become indispensable for the continuation of children's learning after COVID and post COVID. For this, additional budget needs to be allocated for education. The use and combination of new technologies from online education for the continuity of education demands more budget in education. Therefore, this research tried to find out the total financing gap in implementing constitutionally provisioned education rights. In addition to this, this also suggests the government the possible ways of financing including that of domestic financing to fulfill the gap and harmonize the government's commitment to appropriate national budget. This may help to policy makers, practitioners, and rights holders for budget allocation, expenditure, governance and utilization.

Some scenario on school education shows in table 1. The share of private schools in the secondary level education is increasing more than the basic level in the case of schools, teachers and students. About two lakhs less students have been enrolled in the last year than the previous year due to effect of COVID. The Net Enrollment Rate (NER) at the basic and secondary levels is declining more than at the primary level. The survival rate of students at the upper level is declining.

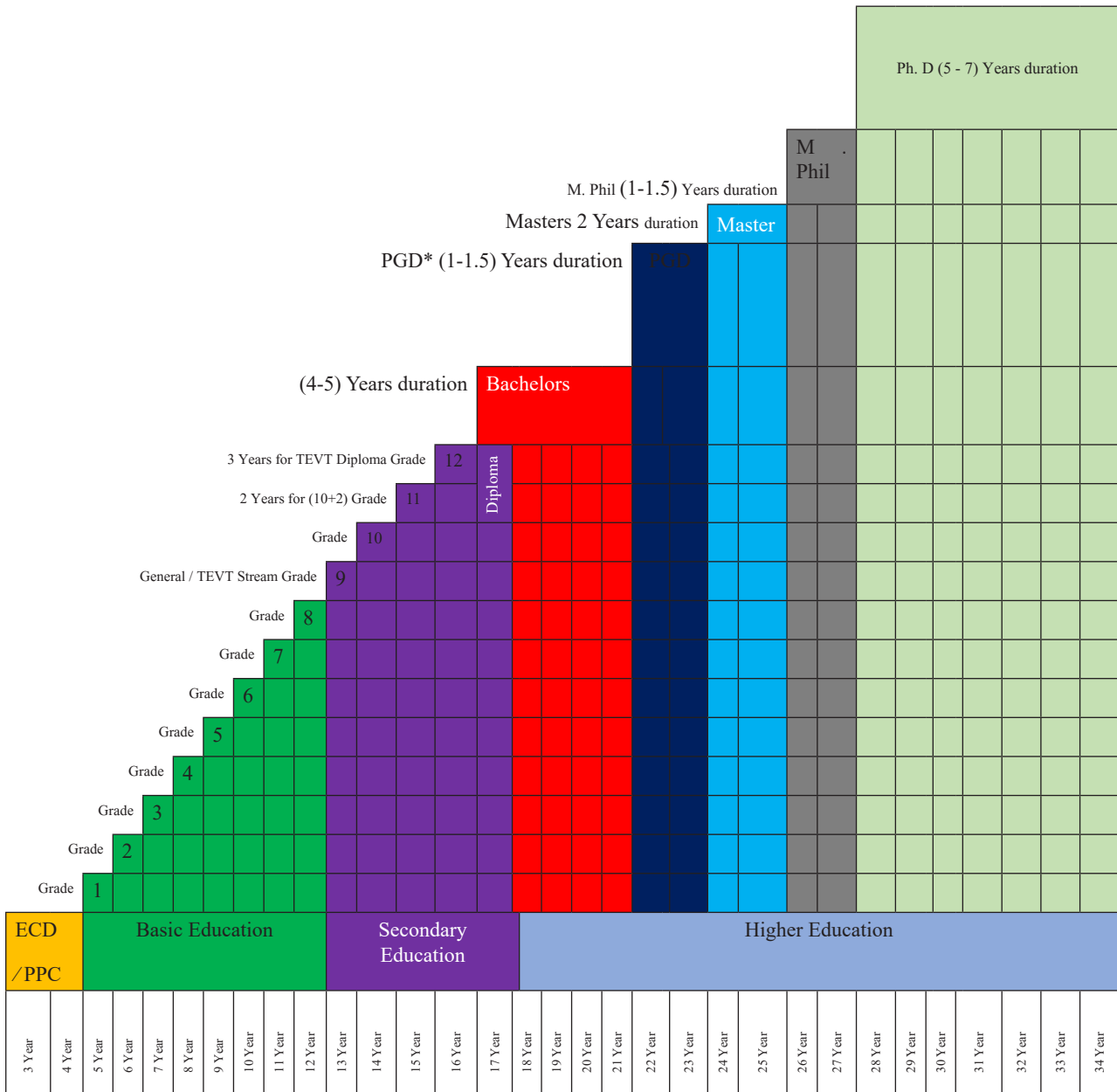
**Table: 1 Education at a glance, 2020**

Key particulars	Primary Education (Lower Basic)	Basic Level Education (Grade 1-8)	Secondary Education (Grade 9-12)	Total (Total Units)
Total number of schools	35,063	35,262	10,889	35,520
Community Schools	27,540	27,692	7,105	27,704
Institutional Schools	6,420	6,441	3,745	6,687
Religious Schools	1,103	1,129	39	1,129
ECED and PPE	-	-	-	36,450
Community	-	-	-	29,587
Institutional	-	-	-	6,411
Religious	-	-	-	452
Enrollments of Students (2019/20)	35,43,862	53,19,004	17,02,618	70,21,622
Enrollments of Students (2018/19)	37,30,602	55,55,379	16,59,146	72,14,525
Net Enrolment Rate (in %)	97.1	93.8	47.6	-
Number of teachers	2,00,177	2,54,578	62,156	-
Share of Private Sector (in %): Schools	18.3	18.3	34.8	18.8
Enrollments	29.8	28.4	28.3	-
Teachers	25.2	26.5	34.5	-
Survival Rate of grade, 5, 8 and 10 (in %) respectively	93.0	79.3	60.3	-

Source: Flash Report I (2020), CEHRD, Bhaktapur, Ministry of Education, Science and Technology

The education structure of Nepal is as follows;

## Structure of Education



Note: \*PGD as professional and optional course. Stream of school curriculum (General, Sanskrit, Technical and Vocational)

Source: MoEST (2017). Education in Figure 2017 (At a Glance)

Nepal has achieved a significant gains expanding access to school education and maintaining gender parity in school education, increasing female teachers in school education and increasing the participation of disadvantaged groups in school education. But there are questions in quality and relevancy as well as efficiency of education. As revealed by National Assessment of Students' Achievement (NASA) test, is not satisfactory in terms of learning achievement in all subjects. The NASA analysis found that the socio-economic status of students had a low, that effect on scores in mathematics and medium effect on Nepali language scores (MoEST, 2021). It means extra efforts on tutorial classes especially low social and economic strata groups has been initiated. Proper investment in education helps to reduce inequity in education in terms of level of achievements in education.

## 1.2 Objectives of the study

The overall objective is to find out the actual gap in education financing in Nepal particularly in relation to SDG 4 in the COVID and post-COVID context. More specifically the study attempts:

- To find out the budget required to fulfill commitment of SDG4 in the COVID and Post-COVID context keeping into the threats of increased out of school children and youths in the pandemic.
- To identify the trends and patterns of budget allocated in the heading of current and capital budget and its sufficiency to improve the quality of schools education and find out the total gaps in relation to SDG4 commitment.
- To identify the critical issues associated with education budget spending and utilization and suggest/recommend the possible ways of financing to fulfill the gap to influence policy makers for better budget allocation and expenditure.

## 1.3 Rationale of the Study

A credible education finance sector needs to be based on evidence, needs and priorities, and be compatible with the context of being implemented in and matched with available resources. Due to the need for the government to increase investment in education for access to equitable education and quality education, it is necessary to study the state of education finance and costing. Under financing in education in Nepal, it will be difficult to achieve the target set by the SDG4, so it seems necessary to look for alternative financing mechanism in education also. The challenge is to increase education finance as per the Constitution of Nepal must ensure the right to education for every citizen. In addition to this, recently, education sector is more victimized by pandemic of COVID, it has also need to enhance the education budget to facilitate the continuity of children in education.

## 1.4 Delimitation of the study

- The MTEF of the National Planning Commission has considered the budget allocated for this SDG as the existing budget on education.
- When calculating the budget for SDG, only school education is included. Higher education and technical and vocational education are not included.
- This study is based on secondary data only. Therefore, field level data or local government budget is not included.
- The budget of the Ministry of Education, Government of Nepal has been included for COVID in contingency plan. It is unable to provide actual expenditure figures for COVID.





## 1.5 Method of Study

The key approaches of the study was analyzing country's status in financing education and an overall practices and estimate the cost and funding gap in attaining universal pre-primary, primary and secondary education. The overarching research question of this study was: “What is the current gap in education finance for ensuring the rights to education for all as envisioned by Constitution of Nepal?” In addition to this, recently education has been suffering from COVID and in this context what is the need to support of children in terms of investment? The study was carried out to answer the following questions:

- What are the sources (e.g. revenue, debt, etc) and their shares in current budget allocation to education sector?
- How much budget has been allocated to strengthen the access and quality of public education in the COVID and post-COVID scenario?
- What kinds of gaps (in numeric) exist for the implementation of the constitutionally provisioned education rights and SDG4 in the context of school education?
- What is the actual budget required to provide free and quality education per child and what is the current budget provided? What is the amount of gap per children in terms of financing?
- What are the government's mechanisms and or the processes (of each ministries related to education) exist for the effective implementation of education budget?

For this purpose, it was necessary to collect and analyze a quantitative data such as Government Budget, red-book of ministry of finance, national and international report on education finance are major sources of this study. In this process, first desk review of relevant literature was undertaken to inform the study and second, collect, compile and analyse the data to prepare study report on gaps in education financing for implementation of SDG4 and the context of COVID and Post-COVID. Therefore, this study entirely based on secondary source of data for instance, reports of governmental (Red book, budget speech, Nepal Living Standard Survey (NLSS etc), non- governmental and development partners.

## 2. Trend and Pattern of Allocation of Budget

Retention and quality education is main concern in education system. The delivery of quality education will only be possible once the country has strong, effective and efficient education system. Among others, good funding system is one of the features of education system which takes into account of accuracy, fairness and transparency while funding to schools with the aim of ensuring the quality of a child's education does not depend on the place where he or she lives.

### 2.1 Allocation of Education Budget

The allocation of public budget to education varies year to year. In some year it reaches up to 17

percent whereas recently it went down to about 11 percent. So the education budget is fluctuating and in most cases education budget are analyzed in allocation. Schools, students, teachers are taken as a basis for annual budget allocation to education sector by the government authority. The allocation of education budget against Gross Domestic Product (GDP) and National Public Budget is given below (Figure1).

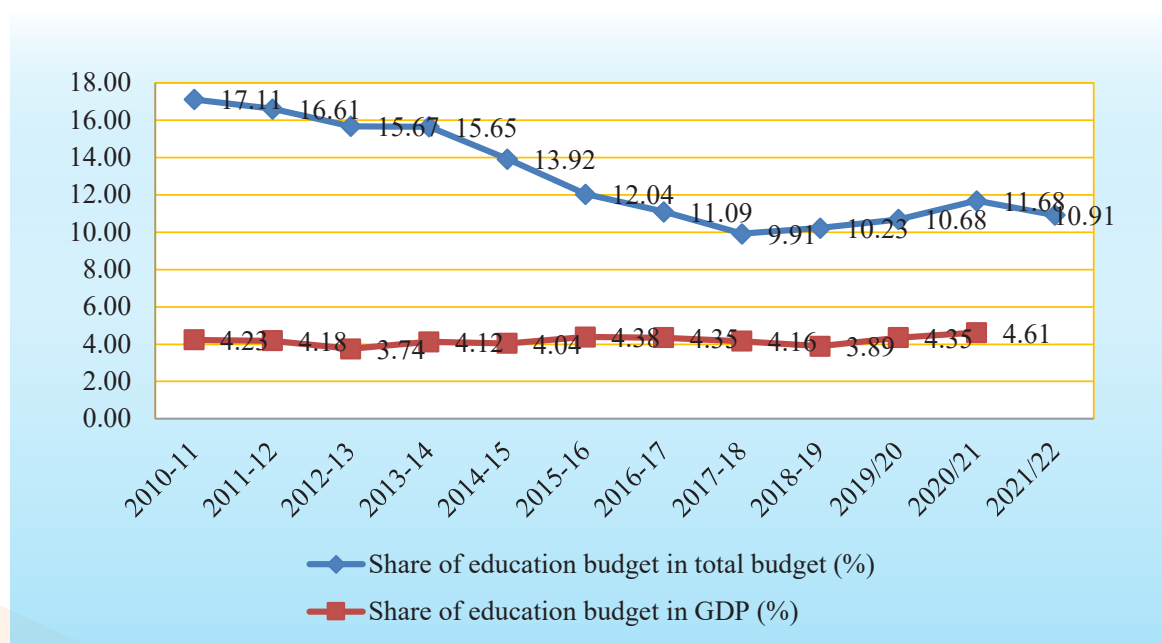
**Table:2 Comparison of education budget with GDP and national budget, 2010-2011 to 2021/22**

FY	GDP (NPR'000) at current price	National Budget (NPR'000)	Education Budget (NPR'000)
2010-11	1,366,950,000	337,900,000	57,827,542
2011-12	1,527,340,000	384,900,000	63,918,839
2012-13	1,695,010,000	404,820,000	63,431,397
2013-14	1,964,540,000	517,240,000	80,958,000
2014-15	2,130,150,000	618,100,000	86,030,000
2015-16	2,253,160,000	819,468,000	98,643,000
2016-17	2,674,490,000	1,048,920,000	116,361,000
2017-18	3,044,930,000	1,278,994,855	126,790,813
2018-19	3,458,790,000	1,315,161,700	134,508,700
2019/20	3,767,040,000	1,532,967,100	163,760,000
2020/21*	3,733,270,000	1,474,645,400	172,192,200
2021/22	-	1,632,829,200	178,202,100

\*Nominal GDP at basic price

Source: MoF Economic survey, Red book 2010-11 to 2021-22

**Figure:1 Share of Education budget against GDP and National Budget (%)**



Source: MoF, Economic Survey and Red Book 2010/11 to 2021/22

Declining trends are observed in allocation of education budget against the total budget. The allocation of budget to education in Nepal is far from the international commitment of SDGs as committed to allocate at least 4 to 6 percent of GDP and at least 20 percent of national budget to education in global forum of SDGs. When including all tiers of government from the central government sources, education represents 190.3 NPR billion (13.7 percent) of government total expenditure excluding debt service; which is a rather a low level considering the 20 per cent used as an international reference (Source: Sante, Conseil, 2020 Facility for Studies and Support to the Elaboration of the New Education Sector Plan (ESP 2030), Nepal).

### 2.2 Allocation of National and Education Budget by Level of Government

This budget allocation is based on the allocation made by the Government of Nepal. It does not include the amount allocated to education from the revenue sources of the provincial and local governments. The grants transferred from GoN and provincial level to the local levels are included in the budget figure given below. Level-wise allocation of national and education budget shows in following table and figures (Table 2, Figures 2 and 3).

**Table 2 : Level wise allocation of national and education budget for FY 2021/22**

Level of Government	National Budget (NPR Million)	Percent (%)	Education Budget (NPR Million)	Percent (%)
Federal	12,45,53,05	76.28	58,26,77	32.70
Province	1,04,16,30	6.38	5,02,34	2.82
Local	2,83,13,57	17.34	1,14,91,10	64.48
<b>Total</b>	<b>16,32,82,92</b>	<b>100.00</b>	<b>1,78,20,21</b>	<b>100.00</b>

Source: Red Book and MoEST (Centre for Education and Human Resources Development, Sanothimi), 2021

Fig.2 Allocation of National Budget, 2021/22

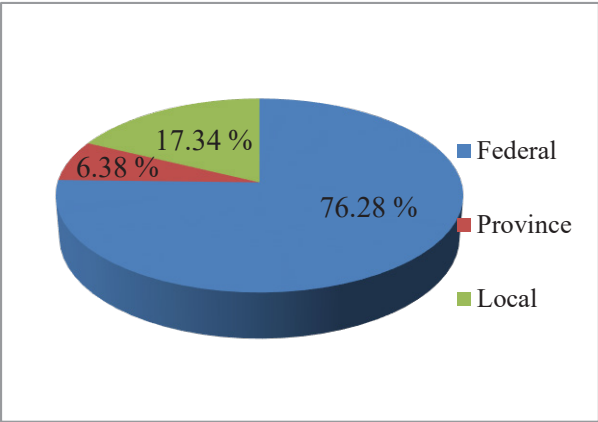
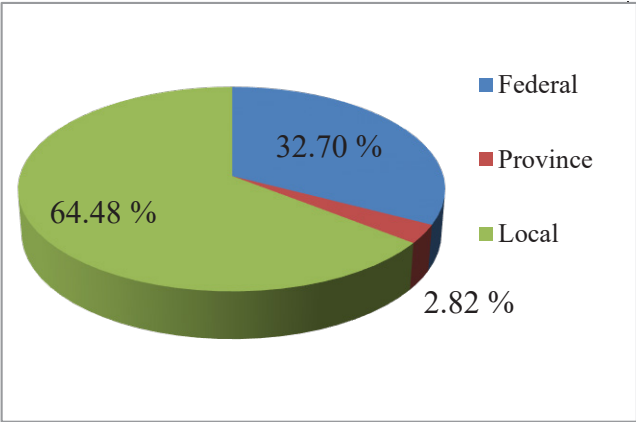


Fig. 3 Allocation of Education Budget, 2021/22



Source: MoEST (Centre for Education and Human Resources Development, Sanothimi), 2021



Figure 2 and 3 shows that out of total budget, 76.28 percent allocated to federal level, 17.34 percent to local level and 6.38 to provincial level, whereas out of total education sector budget, 64.48 percent budget to local level, 2.82 percent to province and 32.70 percent to federal level. It shows that in federalism structure, as per constitution the distribution of education budget is not yet fair. It is relatively like an existence of centralized system.

### 2.3 Allocation of Education Budget by Level of Government and sources

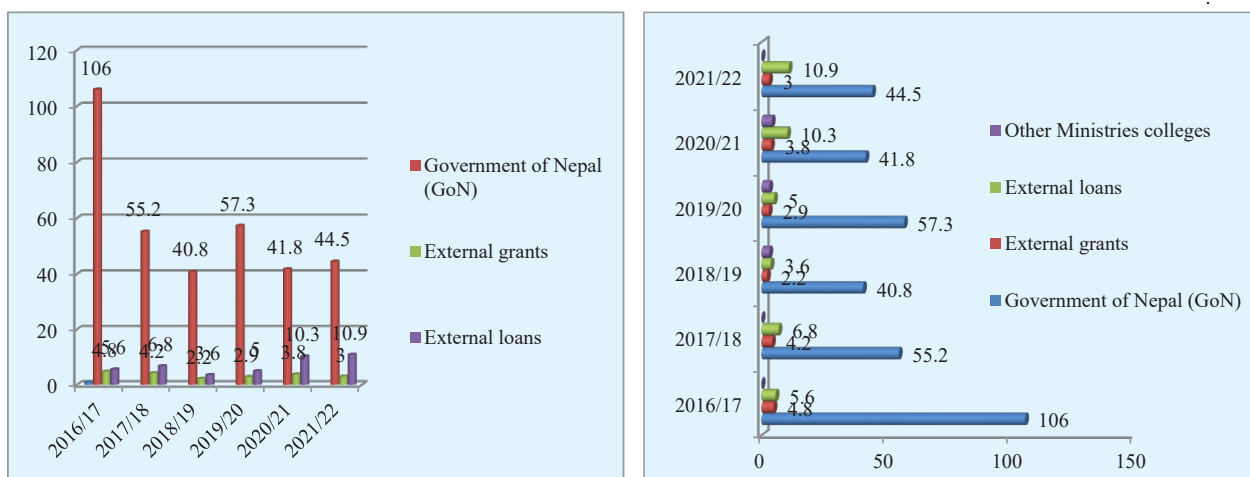
Budget on education by level of government and source are given in following table (3) figure 4 and 5.

**Table: 3 Budget on Education by different Years(2016/17 to 2021/22) in NPR billion**

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
<b>MoEST</b>						
<b>Federal</b>	116.4	66.1	46.5	65.3	55.9	58.3
<b>Provinces</b>	NA	NA	2.9	4.3	5.1	5.0
<b>Local government</b>	NA	NA	85.1	94.2	110.7	114.9
<b>Total Federal Budget</b>	116.4	122.4	134.5	163.8	171.7	178.2
<b>Implemented at Federal</b>						
<b>Government of Nepal (GoN)</b>	106.0	55.2	40.8	57.3	41.8	44.5
<b>External grants</b>	4.8	4.2	2.2	2.9	3.8	3.0
<b>External loans</b>	5.6	6.8	3.6	5.0	10.3	10.9
<b>Other Ministries colleges</b>	-	-	3.1	3.1	4.1	-

Sources: Budget Speeches and Red-book, 2016/17 to 2021/22

Fig.4 Budget on Education by level (in billion) Fig. 5 Budget on Education by sources (in billion)



(Sources: Budget Speeches and Red-book, 2016/17 to 2021/22)



## 2.4 Current and Capital Budget

Schools of Nepal are receiving fund under the heading of grants but it is very difficult to mention what percentage of budget goes to schools under the current heading and what percentage is under the capital heading. The entire budget to schools is kept under simple grant headings. Inter-governmental fiscal transfer act has provisioned in a different way than the method ministry used earlier. While discussing with the officials of Ministry and Department of Human Resources, they expressed that about 70 percentage of the school education budget goes to the teacher's salary.

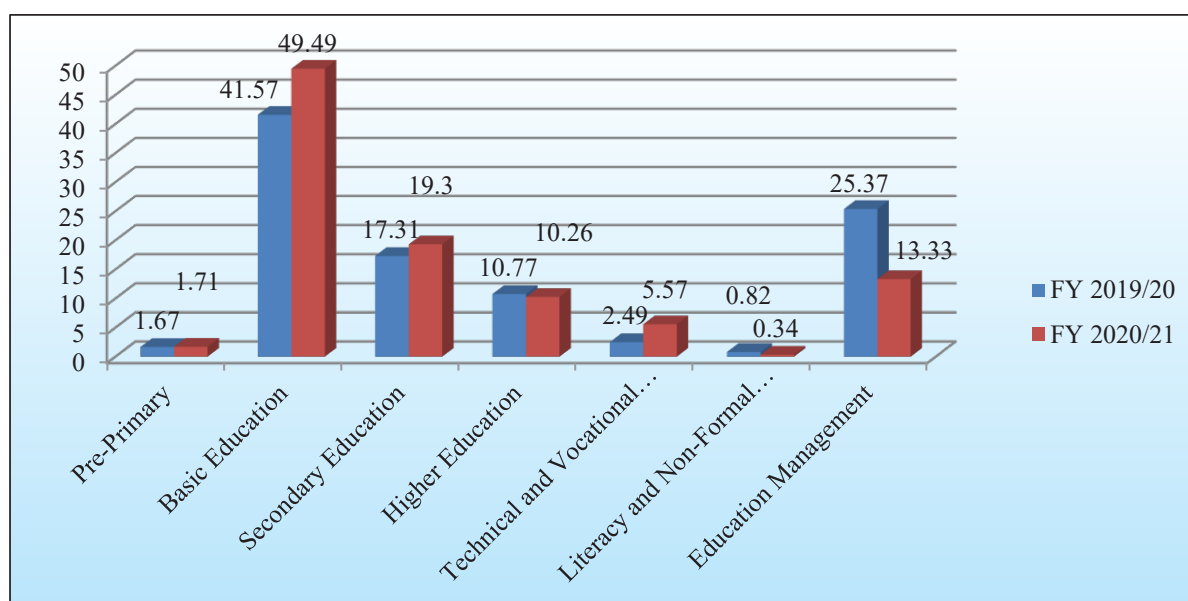
As per Red Book 2021/22, budget allocation in capital expenditure is very low. Out of 582677 million education budget from federal level 3840 million NPR has only allocated in capital expenditure headings.

## 2.5 Share of Education Budget to Sub-sectors of Education

Nepal's governance system converted into federal structure which allowed federal, provincial and local governments to carry out their budget and program. The above calculation is on the basis of federal level red book which is annually published by the Ministry of Finance. The federal level red book does not include the figures by sectors and sub-sectors, therefore it is difficult to capture such budget figures. But, sub-sector wise budget in education recently presented in SSDP document such as Annual Strategic Implementation Plan (ASIP) and Annual Work Plan & Budget (AWPB) for FY 2020-21. The share of budget allocation to different sub-sectors of education has also been fluctuating, difficult to predict or forecast any trend in the allocation.

Out of total education budget for FY 2019/20 and 2020/21, the share of sub-sector wise budget is as the following figure 6 below.

Figure: 6 Sub-Sector wise Budget in Education, 2019/20 and 2020/21 (in %)



Source: MoEST (Centre for Education and Human Resources Development, Sanothimi), 2020

As presented in the above figure 6, more than 70 percent budget been allocated to school level education. 49.5 percent budget is spent on basic education while 19.3 percent budget is spent on secondary for FY 2020/21. Pre-primary education has given less priority in terms of investment in education by government. For pre-primary level only 1.7 percent budget is spent in FY 2020/21. Trend of budget allocation by subsector level is found in 2019/20 is almost same except slightly fluctuation in basic education, TEVT and education management. Above figures show that in the context of compulsory and free basic education and free secondary education has not justified with constitutional provision.

## 2.6 Education Expenditure pattern

In Nepal, the gap between education budget and its expenditure are found recently. Total budget and education expenditure in terms of nature are as follows;

**Table: 4 Distribution of education expenditure in total budget by nature (in NPR'000)**

FY	Budget			Expenditure		
	Current	Capital	Total	Current	Capital	Total
2011/12	63627339	291500	63918839	61914207	138809	62053016
2012/13	63248768	182629	63431397	62290719	139060	62429779
2013/14	80745056	213024	80958080	77699273	126424	77825697
2014/15	85860138	173917	86034055	79744808	96046	79840854
2015/16	98474008	168818	98642826	90456236	233256	90689492
2016/17	116134198	226451	116360649	108852865	237207	109090072
2017/18	65716450	407966	66124416	45763936	243817	46007753
2018/19	46206200	330200	46536400	36202749	249965	36452714
2019/20	64678000	603700	65281700	39255267	145660	39400927
2020/21	55486800	382100	55868900	36285000	335800	36620800
2021/22	57883700	384000	58267700	---	---	---

Source: Data available as per the request to the Ministry of Finance in 2020 December

**Table: 5 Percentage of expenditure in total budget by nature**

FY	Current (%)	Capital (%)	Total (%)
2011/12	97.31	47.62	97.08
2012/13	98.49	76.14	98.42
2013/14	96.23	59.35	96.13
2014/15	92.88	55.23	92.80
2015/16	91.86	138.17	91.94
2016/17	93.73	104.75	93.75
2017/18	69.64	59.76	69.58
2018/19	78.35	75.70	78.33
2019/20	60.69	24.13	60.36
2020/21	65.39	87.88	65.55

Source: Data available as per the request to the Ministry of Finance in 2020 December

The government expenditure on education has decreased as compared to the previous year. From 2011/12 to 2016/17, such expenditure was more than 92 percent. At present, from 2017/18 to 2020/21, it has decreased sharply. Such a state of expenditure has no place in the satisfactory development of education. The main reason behind this is poor governance in education in Nepal. This brings major hindrance of achieve the meet target by SDG4.

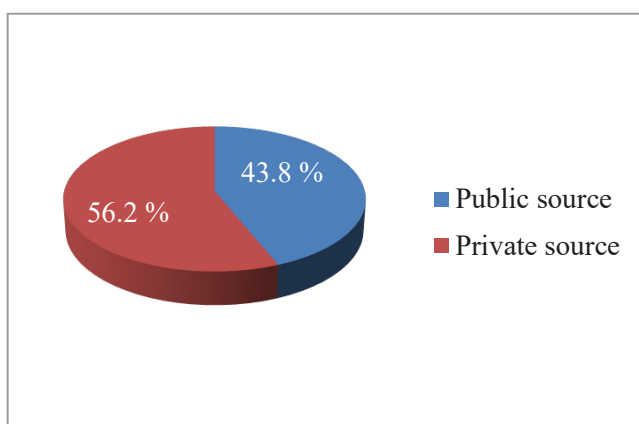
## 2.7 Source of Education Funding from expenditure

In Nepal, the funding sources to schools are generally categorized into public sources and private (non-public) sources as both the sources include several categories including contribution from parents. Public sources include funds from the federal, provincial and local government. The funds from any government are channeled through its own budgeting system (red book system) which is made up of internal revenues, external support received through bilateral and multi-lateral agreement, and other borrowings. It means the support to the government from external donors is kept under the heading of public budget in Nepal. Private sources in Nepal include the support from individual, households, communities, charitable organizations, non-governmental organizations and international non-governmental organizations.

Only the public schools receive government budget; private schools do not receive any funds directly from the government. Private schools are fully dependent upon parental support through students' fees. Private schools receive government support in the form of tax waives in certain items, such as in the purchase of vehicles for students.

A study carried out by the Ministry of Education, UNESCO Montreal and IIEP revealed that the funding sharing patterns on education is as follows (MoE and UNESCO, 2016) in figure 7.

**Figure 7 : Funding source of Education, 2016**



(Source: Ministry of Education and UNESCO/IIEP, 2016)

The figure 7 shows overall picture on how expenditures are distributed in public and private sector. As per study report on National Education Accounts in Nepal from UNESCO/IIEP-UIS, public authorities are funding 43.8 percent of education expenditure whereas 56.2 percent are being covered by the private sources including household contribution.

## 2.8 Per-capita expenditure in education

In Nepal, per capita allocation and expenditure are hardly researched over the years. In 2016, for the first time in Nepal's education system, the Ministry of Education carried out a study with UNESCO/IIEP titled "National Education Account". This study calculated per unit expenditure in different levels of education which remains as below;

**Table: 7 Per unit expenditure in different levels of education 2016**

Level of Education	Public/Community Institution				Institutional/Private Institution			
	Total	Government (%)	Household (%)	Others (%)	Total	Government (%)	Household (%)	Others (%)
Preprimary	3,602	52	8	40	17,336	0.1	94.6	5.3
Primary	11,536	66	2	31	20,254	0.3	92.4	7.3
Lower secondary	11,251	58	6	36	19,984	0.3	93.2	6.5
Secondary	10,681	85	14	1	31,696	0.2	93.2	6.7
Higher Secondary	16,556	40	48	12	37,752	0.1	93.1	6.9
TVET	1,77,053	87	8	5	89,159	2.1	92.9	5.1
Higher education	56,525	65	16	18	1,32,136	1.9	80.6	17.5

(Source: Ministry of Education and UNESCO/IIEP, 2016)

The table above shows that the students studying in private schools have received more total funding than students studying in public schools. The pre-primary education students who are studying in private schools are receiving higher share of fund as compared to their public education counterpart in all levels. Among others, the table above also shows the per student expenditure in higher education from both the sources, public and private. It indicates that the per student expenditure from private sources are double of the public sources.

On the basis of enrolment and expenditure in students by level of education, per student cost is presented in table 8.

**Table: 8 Per student spending by Level of Education, 2019/20**

Sub-sector	Enrolment in public education	Expenditure in Million NPR	Per student cost (in NPR)
Pre primary/ECD	555,075	2,733.2	4,924
Basic Education	3,806,639	68,072.8	17,883
Secondary Education	1,221,444	28,348.4	23,209
Technical Education	23,000	4,077.2	77,270
Higher Education	275,000	17,638.4	64,140
Literacy and non-formal Education	780,000	1,345.2	756
Education Management and others	-	41,540.7	-
Total		163,755.9	-

Source: ASIP/AWPB and EMIS data, CEHRD, 2019/20 (Calculation)



Average expenditure per student is given in above table for FY 2019/20, where enrolment statistics are available. The Government of Nepal is spending an average of about 18,000 NPR for a student in basic education, 23,000 NPR in the secondary education, 64,000 NPR for a higher education student. It shows that a higher level of education demands more spending than lower level and that technical education is more costly than other levels.

## 2.9 Household Financing in Education

Nepal living standard survey provides some information about the household financing from wealth perspectives. For this survey purpose, the entire population of Nepal are grouped into five different categories, namely from poorest to richest. The amount of their consumption used in education is taken as proxy indicators of household financing in education.

**Table 9 The expenditure of households by consumption quintiles over the periods**

SN	Economic quintiles	2003/04		2010/11	
		Household Consumptions (NRs)	Share of Education	Household Consumptions (NRs)	Share of Education
1	Poorest	32,028	1.3	81,714	3.4
2	Second	44,679	1.8	108,152	3.9
3	Third	51,524	2.3	131,337	4.6
4	Fourth	73,005	3.2	161,503	5.7
5	Richest	181,064	4.8	304,616	7.6
	Nepal	83,593	2.8	170,735	5.3

Source: NLSS, 2003/04 and NLSS, 2010/11

The information from the above table reveals that richer groups have been paying more shares of their consumptions for education as compared to the poorer groups. It will be useful to draw conclusion that there is unequal amount of investment in education from households.

## 2.10 Education Budget for Sustainable Development Goals

The education budget in Nepal is allocated separately for three tiers of government by federal government. Since the federal government is formulating the budget for all the three levels of education budget in Nepal and the provincial and local governments themselves are insignificant in investing in education, when we talk about budget allocation in education, it only means budget allocation by the federal government. In this context, in terms of sustainable development goals, how much budget has been allocated for education is considered very important. The Ministry of Education, Science and Technology has not allocated budget keeping in view the goal of sustainable development related to education. In this context, the National Planning Commission of Nepal has mentioned the budget for quality education in the budget allocation on the basis of sustainable development goals in the Medium Term Expenditure Framework (MTEF-2021-22). It said that the

allocation for sustainable development goals did not include the amount to be provided to the state and local level. The following table shows the budget allocated for the Sustainable Development Goals in relation to quality education.

**Table: 10, Budget Estimation and Projection for SDG in Education (In ‘00000 NPR)**

Sustainable Goals	FY 2020/21 Revised Estimation	FY 2021/22 Expenditure Estimation	FY 2022/23 Expenditure Projection	FY 2023/24 Expenditure Projection
Quality Education	373,388	594,430	705,558	759,620
Total	6,896,768	11,177,095	11,631,501	12,379,181
No Encoding	4,895,630	5,151,97	6,299,499	7,598,819
Total Expenditure	11,792,398	16,328,292	17,931,000	19,978,000

Source: NPC, Mid Term Expenditure Framework (FY 2021/22)

As per the above table for FY 2021/22, the Government of Nepal has allocated only 5.32 percent for achieving the Sustainable Development Goals in education. Education ranks eighth among the 17 Sustainable Development Goals in terms of priorities. It is clear that the education sector has been given less priority in achieving the Sustainable Development Goals. For FY 2021/22, the Government of Nepal is estimated to spend 5944300 thousand NPR for achieving the SDG4. This amount shows or equal to the total budget of federal government which not cover the indicators of sustainable development goals in education. As per this, the amount is not indicated as per the sustainable development goal, which makes it difficult to find the gap of insufficient amount for SDG4.

## 2.11 Estimation of Budget for Education

According to Mid-Term Expenditure Frame work 2078, the budget allocated for the Ministry of Education of the Federal Government is called the budget related to the Sustainable Development Goals. The current expenditure included teachers, staff salaries, allowances, uniforms, construction of physical infrastructure are included under this headings. Education and Child Development Program for All includes training and program expenses are also includes as a same headings. In addition, expenses for vocational education and training enhancement scheme (2), reading skills promotion program, School Sector Development program and Presidential Educational Reform program are also included. Institutional expenditures such as Education Human Development Center, Education Development and Coordination Unit, Curriculum Development Center, Educational Review Office (ERO), School Teacher Library (pension and provident fund etc) , University Grants Commission, Teacher Service Commission, Higher Education Reform Project Program and administrative expenses are included in same headings.

Here, in estimating the budget for SDGs, it is necessary to estimate the education budget keeping in view the indicators covering sustainable development goals related to education in addition to the above expenses.

Based on the above scenario and annex tables, the table below includes the summary of the existing allocation in different items, total requirements and based on certain assumptions and norms and gaps at present to cover the requirements. This is time we need to estimate required budget for education in the context of free education.

### 2.11.1 Estimation of budget for teacher salaries

On the basis of above conditions, estimation of required education budget and gap at present in teacher salaries is presented in table 11.

**Table: 11 Estimation of requirements and gaps in teacher salaries, 2020/21**

Items	Existing allocation	Total requirements	Gap at present
<b>Teacher salary</b>	Amount (NRs)	Amount (NRs)	Amount (NRs)
<b>Primary (1-5)</b>	79,65,64,33,610	83,71,57,17,540	4,05,92,83,930
<b>Basic Education (6-8)</b>	10,81,32,75,200	28,07,96,88,000	17,26,64,12,800
<b>Secondary Education (9-12)</b>	32,31,30,39,720	39,62,60,51,010	7,31,30,11,290
<b>Teacher salary</b>	1,22,78,27,48,530	1,51,42,14,56,550	28,63,87,08,020

Source: Calculation based on the assumptions given in annex table

As the teacher's salary and allowance has been included in the grant amount to be given to the local government, the amount has not been included in SDG budget by Mid Term Expenditure Framework. In addition, since school education is free, the need for teachers and the estimation of the cost is based on the total number of community and institutional teachers.

As per annex table (see table 1A and B ), at present, there are 2,88,165 teachers (government and non government funded) working in school education. As per the Education regulation 2002 (BS 2059), the number of teachers required by school (minimum number of teachers as per the individual class) are also given in the annex table. Based on the minimum teachers required for school as per the given norms above, total requirement is about 3,53,681 teachers which resulted gaps of more than 65 thousands teachers in the country. However this table does not estimate the requirement of teachers for the schools who have two or more than two sections. If we include and calculate for this, the gap may even go up.

### 2.11.2 ECD number and their salary

ECD centers are also considered important for the holistic development of children as it is also equally important to make them ready (both psychologically and physically) before they enter grade 1. In line with the sustainable development goals, there is a need to ensure the quality ECD services to all children irrespective of where they live. It is assumed that the existing number of ECD center will fair enough if they are strengthened.



**Table: 12 Total required budget for of ECD centers**

ECD	Number of ECD Centers	Salary per month	13-months salary	Total required amount for salary	Total requirements
Facilitators	30,448	15,000	1,95,000	5,93,73,60,000	
Support Staff	30,448	15,000	1,95,000	5,93,73,60,000	11,87,47,20,000

(Source: Calculation based on norms and assumptions)

At present there are 30,448 ECD centers running in the country. Each ECD has only one facilitator who are also low paid and such center do not have any support staff. In order to ensure the functioning of such centers, every ECD should have one facilitator and one support staff, and they should be paid as per the government norms. Now government spends about 2 million NRs whereas the total required budget for this item is more than 11 billion NRs.

### 2.11.3 School personnel requirements and their salary

The table below shows the total number of non-teaching staff at each level of school.

**Table: 13 Number of non-teaching staff required for schools (2020/21)**

Levels	Total number	Support Staff	Khardar	NayabSubba	Total	Assumptions
Basic- Grade 1-3	5436	5436	0	0	5436	One support staff
Basic - Grade 1-5	12516	12516	0	0	12516	One support staff
Basic- Grade 1-8	5084	10168	5084	0	15252	Two support staff and one Khardar
Secondary - Grade 1-10	3466	6932	3466	3466	13864	Two support staff, one Khardar and one NayabSubba
Secondary - Grade 1-12	2705	5410	2705	2705	10820	Two support staff, one Khardar and One NayabSubba
	29207	40462	11255	6171	57888	

(Source: Calculation based on norms and assumptions)

The total number of non-teaching staff required for schools in Nepal (minimum number of staff as per the norms given in table above) about 58,000. But these numbers are distributed in different categories of non-teaching staff. At present schools are receiving lumpsum grants to manage the non-teaching staff, which is extremely low paid (meaning they have not been receiving their salaries as per the norms set by the government). In order to provide their salaries as per the norms, the total requirement is given about 13.7 billion NRs whereas existing allocation is about 2.3 billion NRs resulting gap of about 11.4 billion NRs. The assumptions to calculate the total requirements are given as follows;

**Table: 14 Number of non-teaching staff required and estimated budget required for them (2020/21)**

	Support Staff	Khardar	NayabSubba	Total
Number	40462	11255	6171	
Salary per month	16,230	22,170	23,500	
13-months salary	210,990	288,210	305,500	
Total required budget	8,537,077,380	3,243,803,550	1,885,240,500	13,66,61,21,430

(Source: Calculation based on norms and assumptions)

The tables (tables 13 and 14) above give an idea about the total number of non-teaching required for community schools in Nepal. These numbers are calculated based on the assumptions of minimum number of non-teaching staff for all schools. These tables also reveal the total estimated budget required to pay the salaries of these non-teaching staff. The details are given in a sheet below under the summary table.

#### **2.11.4 Students related costs**

As per the Constitution, students have right to receive the free and compulsory basic education and free secondary education. First country should define the meaning of free and compulsory basic education, and free secondary education as there is no universally accepted definition of free and compulsory basic education and free secondary education. The draft bill of Right to Education has included some of the provisions of the free and compulsory basic education. The assumptions below are made based on the assumptions included in the draft bill and other international practices. The unit costs are also assumed with the best assumption model with a view to cover the minimum level of requirement for students in each item. The unit costs also vary as the grade increases because their living may different with the increase in age. The table includes in annex the basic items, unit costs and total budget required for these items.

#### **2.12 Summary of the total requirements**

Based on the above and annex tables, the table below includes the summary of the existing allocation in different items, total requirements based on certain assumptions and norms and gaps at present to cover the requirements. This is time we need to estimate required budget for school education in the context of free education. On the basis of above conditions, estimation of required school budget and gap at present in school finance is presented in table 15.

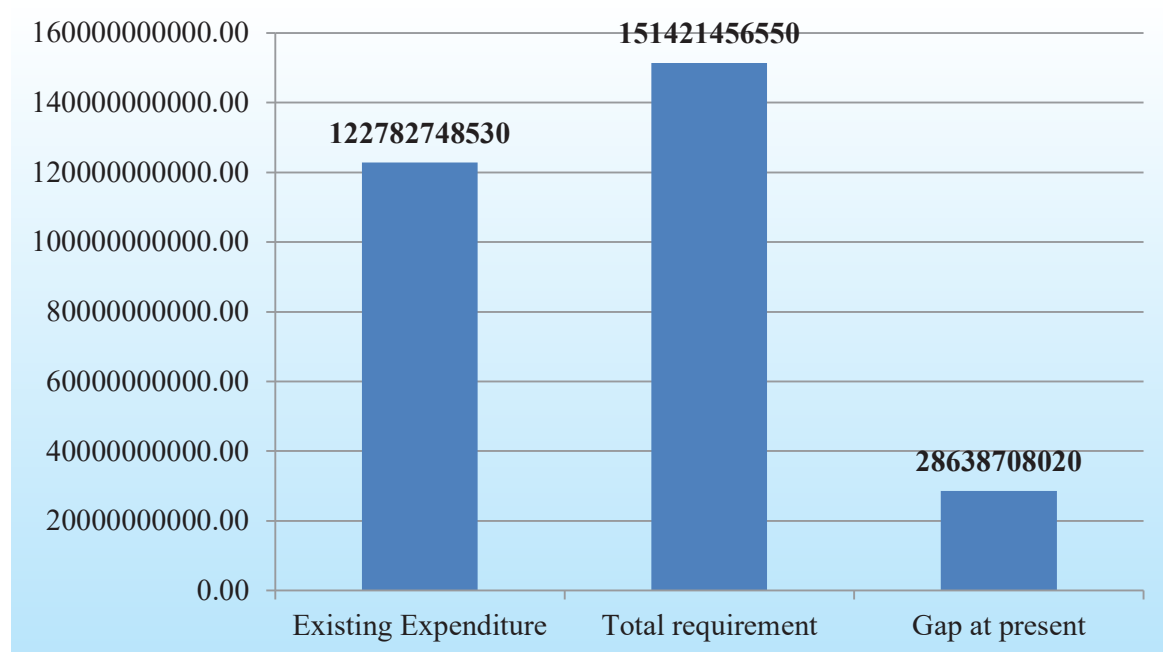


**Table: 15 Estimation of required school budget, 2020/21**

Items	Existing Expenditure	Total requirements	Gap at present
Teacher salary	Amount (NRs)	Amount (NRs)	Amount (NRs)
Primary (1-5)	79,65,64,33,610	83,71,57,17,540	4,05,92,83,930
Basic Education (6-8)	10,81,32,75,200	28,07,96,88,000	17,26,64,12,800
Secondary Education (9-12)	32,31,30,39,720	39,62,60,51,010	7,31,30,11,290
Sub-total	1,22,78,27,48,530	1,51,42,14,56,550	28,63,87,08,020
Textbooks	2,75,78,41,000	3,05,50,25,900	29,71,84,900
Scholarship	1,61,28,51,000	3,43,56,91,500	1,82,28,40,500
ECD	2,64,67,92,000	15,19,96,41,600	12,55,28,49,600
School Karmachari	3,52,30,11,000	13,66,61,21,430	10,14,31,10,430
Mid day meal grants	7,51,09,11,000	29,32,88,15,000	21,81,79,04,000
Insurance	0	10,63,98,78,300	10,63,98,78,300
Stationary	0	15,61,66,15,800	15,61,66,15,800
Uniform	0	17,17,84,49,000	17,17,84,49,000
Teacher Capacity Development	0	2,88,16,50,000	2,88,16,50,000
PCF grants, Learning materials (Non-salary)	2,06,02,00,000	5,19,50,89,000	3,13,48,89,000
Sub-total	20,11,16,06,000	1,16,19,69,77,530	93,20,37,21,530
Total	1,42,89,43,54,530	2,67,61,84,34,080	1,22,84,24,29,550

Source: Calculation based on the assumptions given above and annex table.

**Figure: 8 Estimation of required school budget for Teachers, 2020/21**



While discussing the commitment of free education, at the school education, the existing allocation for teacher of Rs. 122.78 billion seems to be way below sufficient. This sum seems to have been determined on the basis of teachers in community and institutional schools. The teacher requirements in institutional schools are also included from this calculation.

Similarly, if we are to include the per students expense for midday meal of Rs. 25 per day for 200 days for basic level students and Rs. 35 and 40 per day for 200 days for secondary I (grade 9-10) and secondary II (11-12) level respectively, then sum of Rs. 29.33 billion needs to be earmarked. Likewise, if we set aside Rs. 3000 to 3500 covering uniforms for primary and basic level and Rs 4000 and Rs 4500, for secondary I (grad 9-10) and secondary II (11-12) level respectively, then the amount of Rs. 17.18 billion needs to be arranged for. Nearly 10 percent students from the age group of basic school level are currently away from schools. If we are to introduce them also into the provision of free education, this amount shall spike further.

The above details offer a basis to calculate the size of investment or the additional amount to be managed by the State of Nepal so as to implement the constitutional sentiment of making the school level education (1-12) free. A sum of Rs. 267.62 billion current budget for school education is needed. Thus, altogether, incur an additional financial burden to the tune of Rs. 122.84 billion on the State. Thus, if we are to add this Rs.122.84 billion on top of the present education budget for SDG of Rs. 59.44 billion, then it would reach a figure of Rs. 63.65 billion. This is more than 2 times more budget required the current financial layout.

The above calculation does not include the budget required for the construction of physical facilities and school environment improvements, technical and vocational education and higher education. If we include this the required amount may go further up.

Another matter is that in order to enhance the positive school environment need to be developed invariably. It would be equally expedient to garner expenses at this end also. In addition to the expenses towards free education, it would be urgent to also foot the costs incurred in heads such as incentive of teachers, use of audio-visual material, co-curricular activities and development of sports, tour, and additional coaching for maintaining the quality of school education. As per an estimate, every school should compulsorily spend a minimum of 20 percent of the total education budget in its quality enhancement.

Though the Constitution has conferred the power of management and operation of school education to the Local levels, it is not possible at the moment that the expenses required for sustaining free education could be mustered from these levels. Thus, the federal government should step in to provide for the same and assume liability thereof. The Provincial governments also cannot rid of this responsibility and liability. Hence, in order to guarantee free and quality education, the Union and Provincial governments shall have to make adequate investments in this regard. Moreover, it is compulsory that the Local levels should allocate certain percent budget from their sources so as to retain their ownership in this area.



### 3. Budget and Activities to address the effect of COVID-19

There is no doubt to say that education sector is more victimized by COVID-19. During the 61 weeks of closure of educational institutions, around 8,796,624 students attaining pre-primary, primary, secondary, and tertiary levels of education have been affected in Nepal (UNESCO, 2021). There are need to budget rechanneled and reallocated to address the effect of COVID 19. As per ASIP report, 2020/21, per student 240.00 NPR was transferred to all Local Governments to develop, transmit/broadcast and produce/print the learning materials to students. Likewise, 100 million NPR was allocated to each province at the beginning of FY 2019/20 to address the disasters occurred in education sector. Similarly, 11.20 million NPR was reallocated to produce more audio and audio-visual lessons to support the students to bridge the learning gaps. In the context of COVID-19, only 20 percent of its population connected with online (Gautam, 2020) education in Nepal. According to UNICEF Nepal (2020), only 3 out of 10 students have access to internet-based learning platforms, radio, and television. It further claims that more than two-thirds of students are deprived of distance learning. Need to Establish an ICT enabling learning environment by including ICT prerequisites such as internet facilities and various Apps. Lack of Development of Teacher support system on ICT Education.

Budget allocation has been made for developing, producing and broadcasting lessons through radio and television. Online teacher training provision has been made to address the prevalent situation. Contingency plan has been prepared (annexed herewith) and is being implemented in coordination, collaboration and resource sharing from different government and non-governmental agencies. With lack of monitoring and supervision in COVID period, all provisions have not been implemented yet. Due to the unavailability of proper data of actual expenditure on education during the Covid period does not exist. One of the key challenges of school financial system is unavailability of financial support/funding to manage disasters, accidents and emergency.

#### 3.1 COVID-19 and Budget and Activities

In the context of COVID-19 Ministry of Education, science and Technology has prepared Education Cluster Contingency Plan, 2020 to address the affect of education by COVID. Budget and activities in Education cluster contingency programme, 2020 for COVID-19 are presented below:

Table: 16 Budget and Activities in Education Cluster Contingency Plan, 2020 for COVID-19

SN	Activities (Scenario I)	Proposed Budget
1.	<b>Ensuring adequate capacity for management and coordination</b> <ul style="list-style-type: none"><li>• Coordination between stakeholders and local and provincial governments to support schools and ECED/PPE and non-formal education centers to continue to provide education.</li></ul>	68,042 (US\$) (81,6500 NRs)



2.	Strengthening prevention and resilience within the school system and among students, teachers, parents <ul style="list-style-type: none"> <li>Improved hygiene in schools, ECED/PPE centers and non-formal classes.</li> <li>Psychosocial support to needy children, teachers and parents.</li> <li>Mobilize the media to disseminate education related messages and content.</li> </ul>	10,30,566 (US\$) (12,36,67,920 NRs)
3.	Support Continuity of Education/Learning for all children in all areas including children with disabilities and from marginalized backgrounds; <ul style="list-style-type: none"> <li>The continuity of learning for all children in all areas including children with disabilities and from marginalized backgrounds. The development, adaptation and dissemination of distance and virtual learning, and self and peer learning materials in case of the closure of ECED/PPE centres and schools for a longer period</li> <li>Support teachers to use digital and remote teaching materials and to increase their awareness on the transmission of COVID-19</li> </ul>	53,62,612 (US\$) (64,35,13,440 NRs)
4.	Scenario 2 Clean school, Awareness programme, Prevention activities, Print and dissemination learning package, Teacher support for remote teaching Update learning pack Access to reading materials	3, 33,87,515 (US\$) (4,00,65,01,800 NRs)
<b>TOTAL</b>		<b>4,77,44,99,660/-(NPR)</b>

Source: SSDP, ASIP and AWPB, FY 2020/21

### 3.2 Additional budget for COVID affected children

- Most of Government budget focuses on supply side of education
- Need to include budget in demand side of education such as internet facilities and other support to children
- Many study report of Nepal share that about only 20 percent children have internet access to conduct online classes
- At least 30 % more students need to support budget for Online classes
- At least 15,00,000 students needs to support i-e scholarship

**Table:17 Estimation of Additional budget for COVID affected children**

Item	Per unit cost	Total cost ('000 NRs)
Internet access for 6 months	500/- (3000/-)	4,50,00,00/-
Soft loans for apps	6,000/-	9,00,00,00/-
<b>TOTAL</b>		<b>13,50,00,00/-</b>

Source: SSDP, ASIP and AWPB, FY 2020/21

## **4. Findings and Conclusion**

### **4.1 Findings and Conclusion**

In order to impart free and quality education, it is expedient that the current investment rate is beefed up. Gap at present school finance system is found very huge. More than twice time school budget required to maintain free and quality education in terms of financial obligations. On one hand, the State is required to invest on indicators or standards associated with free and quality education; and on the other, it also has to mobilize resources for ensuring such investment. It is urgent that the federal, Provincial and Local governments increase their investments in education by means of education tax and other internal sources. For this to happen, the various levels of government are better off paying special attention to the mobilization of internal as well as external resources.

#### **Following are major findings of the study**

- Gap at present school finance system is found very huge.
- About 2.5 times school budget required to maintain free and quality education in terms of financial obligations of SDG4 and implementation of constitutional provision
- Local and provincial budget in education are very low. It is urgent that the federal, Provincial and Local governments increase their investments in education by means of education tax and other internal sources.
- Additional budget for Covid affected children should be priorities

### **4.2 Way Forward**

Schools should have at least minimum enabling conditions for ensuring the equitable access to quality education and continuing learning process,

- From the study findings, the recommendations can be made.
- There is an urgent need to increase the budget to education. As per the commitment made by the government in international forum, the education budget should be at least 20 percent of public national budget.
- There is a need to re-engineering the existing school education budget with a view to give more

focus on quality of education and continuing learning process of children affected by Covid.

- In order to mitigate the existing gaps, there is a need to explore the alternative sources of financing together with the partnership with the private sectors as well.
- All schools should have at least minimum enabling conditions for ensuring the equitable access to quality education. For this, Government should give the priorities to allocate the budget as per need the assessment of schools.



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## 6. Annexes

### 1. Teacher requirements and their salary

The table below includes the total number teachers at present and required teachers as per the norms given in education regulation 2059.

Table: 1A

#### Available and required teachers as per the existing norms given in Education regulation

Levels of Education	Number of schools	Norms of teacher allocation	Total number of required teachers	Available teachers at present	Additional required teachers
Primary - Grade 1-5	35,063	6	2,10,378	2,00,177	10,201
Basic - Grade 6-8	16,770	4	67,080	25,832	41,248
Secondary - grade 9-12	10,889	7	76,223	62,156	14,067
Total			3,53,681	2,88,165	65,516

(Source: Flash Report, 2019/20 and Calculation based on norms and assumptions)

Table: 1B

#### Total budget required for additional teachers in NRs (2020/21)

Levels of teachers	Total additional teachers required	Salary per month*	13-months salary	Total salary required
Primary 1-5	10,201	30,610	3,97,930	4,05,92,83,930
Lower Secondary 6-8	41,248	32,200	4,18,600	17,26,64,12,800
Secondary (9-12)	14,067	39,990	5,19,870	7,31,30,11,290
Total	65,516	--	--	28,63,87,08,020

\*including Mahagi (inflation) Allowance

(Source: Calculation based on norms and assumptions)

### 2. Students related costs

As per the Constitution, students have right to receive the free and compulsory basic education and free secondary education. First country should define the meaning of free and compulsory basic education, and free secondary education as there is no universally accepted definition of free and compulsory basic education and free secondary education. The draft bill of Right to Education has included some of the provisions of the free and compulsory basic education. The assumptions below are made based on the assumptions included in the draft bill and other international practices. The unit costs are also assumed with the best assumption model with a view to cover the minimum level of requirement for students in each item. The unit costs also vary as the grade increases because their living may different with the increase in age. The table below includes the basic items, unit costs and total budget required for these items.

Annex Table 1C

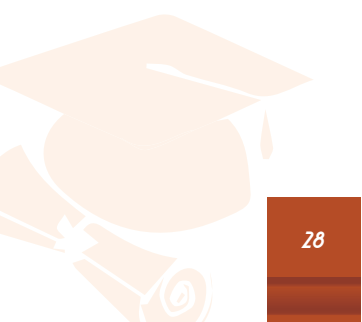
Total number of students, unit costs for different items and required budget (date??)

Items	Primary		Lower secondary		Basic		Secondary		Secondary		School Education			
	Grade 1-5		Grade 6-8		Grade 1-8		Grade 9-10		Grade 11-12		Grade 9-12		Grade 1-12	
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	7,94,185	4,27,259	12,21,444	50,28,083						
<b>Text books</b>														
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	7,94,185	4,27,259	12,21,444	50,28,083						
Per unit costs in NRs	500	600	800	900										
Total required budget in NRs	1,244,193,000	79,09,51,800	2,035,144,800	63,53,48,000	38,45,33,100	1,01,98,81,100	3,05,50,25,900							
<b>Stationary</b>														
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	7,94,185	4,27,259	12,21,444	50,28,083						
Per unit costs in NRs	2,200	3,200	4,500	5,500										
Total required budget in NRs	5,47,44,49,200	4,21,84,09,600	9,69,28,58,800	3,57,38,32,500	2,34,99,24,500	5,92,37,57,000	15,61,6615,800							
<b>Mid-day meal</b>														
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	7,94,185	4,27,259	12,21,444	50,28,083						
Items	NRs 25 per day for 200 days	NRs 30 per day for 200 days	NRs 35 per day for 200 days	NRs 40 per day for 200 days										
Per unit costs in NRs	5,000	6,000	7,000	8,000										
Total required budget in NRs	12,44,19,30,000	7,90,95,18,000	20,35,14,48,000	3,41,80,72,000	8,97,73,67,000	29,32,88,15,000								
<b>Insurance</b>														
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	7,94,185	4,27,259	12,21,444	50,28,083						

Items	Primary	Lower secondary	Basic	Secondary	Secondary	Secondary	School Education
	Grade 1-5	Grade 6-8	Grade 1-8	Grade 9-10	Grade 11-12	Grade 9-12	Grade 1-12
Per unit costs in NRs	2,000	2,100	2,300	2,500			
Total required budget in NRs	4,97,67,72,000	2,76,83,31,300	7,74,51,05,300	1,82,66,25,500	1,06,81,47,500	2,89,47,73,000	10,63,98,78,300
<b>Uniform</b>							
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	4,27,259	12,21,444	50,28,083
Items	Two sets in a year	Two sets in a year	Two sets in a year	Two sets in a year	Two sets in a year	Two sets in a year	
Per unit costs in NRs	3,000	3,500	4,000	4,500			
Total required budget in NRs	7,46,51,58,000	4,61,38,85,500	12,07,90,43,500	3,17,67,40,000	1,92,26,65,500	5,09,94,05,500	17,17,84,49,000
<b>Targeted scholarships</b>							
Total number of students in community schools	24,88,386	13,18,253	38,06,639	7,94,185	4,27,259	12,21,444	50,28,083
Targeted students- 20 percent of total students	4,97,677	2,63,651	7,61,328	1,58,837	85,452	2,44,289	10,05,617
Per unit costs in NRs	3,000	3,500	4,000	4,500			
Total required budget in NRs	1,49,30,31,000	92,27,78,500	2,41,58,09,500	63,53,48,000	38,45,34,000	1,01,98,82,000	3,43,56,91,500
Grants for School operation and Management (Including block grants SIP)	-	-	-	-	-	-	1,64,07,16,000
Teacher capacity Development							2,88,16,50,00

Source: Calculation based on norms and assumptions

The above table includes the cost requirements for text books, stationary, midday meal, insurance, uniform, scholarship and school improvement plan grants. The requirement in each items are based on the assumptions given in the table (as an unit cost) and total number of students studying in community schools in students studying in community schools in 2020. There are not allocation in some of items such as uniform, insurance, midday meal and stationary so as to difficult the existing allocation. The existing allocations in the rest of the items are given in the summary tables. The unit costs should be considered as independent variable if we change them the required amount may vary significantly. Therefore the required budget given above is based on the assumptions mentioned above.





## **NATIONAL CAMPAIGN FOR EDUCATION NEPAL (NCE- NEPAL)**

National Campaign for Education Nepal (NCE- Nepal) in UN ECOSOC special consultative status is a civil society movement with mandates to lobby and advocacy for ensuring quality education for all. The history of NCE-Nepal traced back in April 2003, after obtaining membership from the international network, Global Campaign for Education (GCE). As GCE Nepal network decided to broaden its spectrum on advocacy, all coalition members felt a need of its legal identity. As a result, NCE-Nepal was formally established on 2010 as civil society movement to ensure the right to equitable, inclusive quality education for all.

NCE-Nepal is a campaign for undertaking collective efforts and coordinating among individuals/ organizations engaged in promoting the human rights to quality education in Nepal. It works as a watchdog to ensure everyone's rights to education and advocates for the same. It focuses on strategic interventions related to policy advocacy, networking, lobbying and campaigning at the district, regional, national and international levels. Currently, it has 460 member organizations including 52 General members and 408 affiliated members ranging from international and national non-government organizations, federation, education media organizations and teachers' community to grassroots institutions working in the field of education and child rights. Besides, it has district coalition in 36 districts covering 7 provinces of Nepal. NCE-Nepal is also a member of Asia South Pacific Association for Basic and Adult Education (ASPBAE) and Global Campaign for Education (GCE). In addition to this it has recently registered as a member of Inter Agency Network for Education in Emergencies (INEE). Being a member of GCE and ASPBAE, NCE-Nepal has access to engage to debates on education issues at local, regional and international forums. It is one of the recognized CSO network to contribute in the national policy making process for education in Nepal as acknowledged by the Government.

### **VISION**

Equitable inclusive quality public education for all in Nepal.

### **MISSION**

Lead the creative campaigning to hold the government accountable and to ensure right to quality public education in Nepal with civil society organizations, social justice movements progressive academia and marginalized communities.

### **GOAL**

To ensure equitable, inclusive, free, compulsory and quality education for children, youth and adult as their fundamental right to education in Nepal.



For More Details:



## **National Campaign for Education Nepal (NCE Nepal)**

Babarmahal, Kathmandu

Contact No.: 977-01-6203009, 01-5323420

P.O.Box No.: 14421

Website: [www.ncenepal.org.np](http://www.ncenepal.org.np)

Email Id: [info@ncenepal.org.np](mailto:info@ncenepal.org.np)

Facebook page: NCE Nepal