

# FLASH I REPORT 2080

## (2023/24)



**GOVERNMENT OF NEPAL**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
CENTRE FOR EDUCATION AND HUMAN RESOURCE DEVELOPMENT  
SANOTHIMI, BHAKTAPUR**

**2080**

## Foreword

Informed planning process demands effective data system. Realizing this importance, the Centre for Education and Human Resource Development has given utmost priority in establishing a comprehensive and integrated educational management information system that provides relevant and accurate information in a regular basis. This Flash Report is an output based on the information that was available for academic year 2080 BS (2023/24). It is hoped that this report would provide required information to all the concerned stakeholders that is required for effective planning, budgeting and monitoring of education related activities.

Like earlier, the Flash Report 2080 provides details on schools, enrolments, internal efficiency including promotion, repetition, dropout and survival rates of students at all levels of the school education system disaggregated by gender, provinces, district and the local levels. Furthermore, this report also analyses the indicators that are set in the School Education Sector Plan and also assesses the targets based on the achievements to see how effectively the education sector has performed. All these efforts are laid to ensure that informed planning becomes the basis of educational plans and programs at all tiers of government.

This report is the collective and collaborative effort undertaken by the supervisory guidance of Educational Planning and Development Division and therefore, would like to appreciate this effort. Constructive suggestions provided by the Development Partners were very helpful and would like to thank them for their efforts. I remain grateful to all organizations and individuals who played a significant part in ensuring that this report provides the accurate and reliable information.

In the end this report would not have been possible without the support of all the schools across Nepal, the 753 Local Levels, the district-based Education Development and Coordination Units, the province-based Ministry of Social Development and the Education Development Directorates. The CEHRD is highly indebted to all.

As learning is a continuous process, CEHRD requests constructive feedback and suggestions in the reports and the annexes. Any such suggestions can be emailed at [iemis@cehrd.gov.np](mailto:iemis@cehrd.gov.np).

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## Abbreviations

BLC:	Basic Learning Conditions
CEHRD:	Centre for Education and Human Resource Development
CLC:	Community Learning Centre
CTEVT:	Council for Technical Education and Vocational Training
DDG:	Deputy Director General
ECED:	Early Childhood Education and Development
EDCU:	Education Development and Coordination Unit
EFA:	Education for All
EIE:	Education in Emergency
EMIS:	Educational Management Information System
ERO:	Education Review Office
GDP:	Gross Domestic Product
GER:	Gross Enrolment Rate
GIR:	Gross Intake Rate
GPI:	Gender Parity Index
HT:	Headteacher
I/NGO:	International/National Government Organization
ICT:	Information and Communication Technology
IEMIS:	Integrated Educational Management Information System
LGs:	Local levels
MEC:	Minimum Enabling Conditions
NASA:	National Assessment of Student Achievement
NER:	Net Enrolment Rate
NIR:	Net Intake Rate
NSO:	National Statistics Office
PETC:	Provincial Education Training Center
PPC:	Pre Primary Class
PPE:	Pre Primary Education
PTA:	Parent Teachers Association
ReAL:	Recovery and Accelerated Learning Plan
SAS:	School Accounting System
SDG:	Sustainable Development Goal
SESP:	School Education Sector Plan
SIP:	School Improvement Plan
SMC:	School Management Committee
SOPG:	Standard Operations Procedure Guidelines
SSTD:	School Sector Development Plan
SSR:	Student School Ratio
STR:	Student Teacher Ratio
TPD:	Teacher Professional Development
TPSS:	Teacher Professional Support System
TVET:	Technical and Vocational Education and Training
UIS:	UNESCO Institute of Statistics

## THE KEY FINDINGS, 2023-24

### ECED and PPE

A total of 40684 Early Childhood Education and Development Centres (ECEDs) and Pre-Primary Classes (PPCs) was operational during the academic year (AY) 2023/24, out of which 33061 (81.2 percent) ECEDs/PPCs are school-based and community-based centres operated by the Government, 7,623 (18.7 percent) ECEDs/PPCs are privately operated, and 566 (1.3 percent) ECEDs/PPCs are operated in traditional/religious schools. Of the government-run ECEDs/PPCs, a total of 2659 (6.5 percent of the total) are run by local levels.

A total of 1,286,526 children are enrolled in different types of ECED/PPCs across the country. Out these 1.2 million children, 639,877 (49.7 percent) children are enrolled in government funded ECED/PPCs, while the remaining 646,649 (50.3 percent) children are enrolled in privately operated ECED/PPCs. Meanwhile, the GER in ECED/PPEs has increased from 94.9 percent in 2022-23 to 99.9 percent in 2023-24, with the enrolment of 4-year-old children in ECED remaining constant at 70.6 in both 2022-23 and 2023-24.

### Access

The GIR and NIR in Grade 1 have decreased from 125.7 and 95.9 percent in the previous year to 115.9 and 95.7 percent respectively. The GER is 124.8 percent at basic level (1-5) (129.5 percent in the previous year), 116.1 percent at basic level (6-8) (114.3 percent in the previous year), 120.4 percent at basic level (1-8) (119.3 percent in the previous year), 98.7 percent in grade 9 and 10 at secondary level (98.4 percent in the previous year) and 83.2 percent at secondary level (83.4 percent in the previous year).

#### Key finding 1: Number of schools.

School Types	Total	Community	Institutional	Religious
ECED/PPE	40684	33061	7623	566
Total Unit:	35876	27990	7886	1384
Basic (1-5)	17617	15802	1815	1150
Basic (6-8)	6767	4972	1795	151
Basic (1-8)	24384	20774	3610	1301
Secondary (1-10, 6-10 or 9-10)	6672	3533	3139	59
Secondary (1-12)	4820	3683	1137	24
Secondary Level (9-12)	11492	7216	4276	83

The NER is 95.6 percent at basic level (1-5) (97.1 percent in the previous year), 94.4 percent at basic level (6-8) (94.3 percent in the previous year), 95.1 percent at basic level (1-8) (95.1 percent in the previous year), 76.5 percent at grade 9-10 secondary level (76.5 percent in the previous year) and 57.6 percent at secondary level (compared to 57.4 percent in the previous year).

#### Key finding 2: Number of students

Level	Total		Community		Institutional		Religious	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
ECED/PPE	1286526	580894	639877	311378	646649	269516	20813	10522
Basic (1-5)	3519214	1690119	2369763	1212551	1149451	477568	122706	67117
Basic (6-8)	1852493	895561	1323096	678035	529397	217526	10773	5690
Basic (1-8)	5371707	2585680	3692859	1890586	1678848	695094	133479	72807
Sec (9-10)	1045092	511963	787587	403281	257505	108682	2613	1188
Sec (11-12)	726463	367296	515020	276630	211443	90666	513	136
Sec (9-12)	1771555	879259	1302607	679911	468948	199348	3126	1324



## Equity

Gender parity is an issue in pre-primary education as there are 82 girls per 100 boys in the ECED/PPCs (GPI 0.82). This rate is 0.93 in case of basic education (G 1-8) and 0.98 in case of secondary education (G 9-12), which is a decrease from 2022/23. Last year, the GPI at ECED/PPC was 0.95, the GPI at basic education grade 1 to 8 was 0.99 and the GPI at secondary education grade 9-12 was 0.94.

The share of students from Dalit communities in total students has continued to decrease in ECED/PPC (16.2 percent, compared to 16.8 percent in the previous year) and basic education level (17.7 percent, compared to 18.0 percent in the previous year), and has remained the same in secondary Level (12.6 percent in 2022-23 and 2023-24, exceeding the SESP target), indicating that this can be related to the school population composition. However, NSO (2021) hasn't not publish yet in share of Dalit population in census report.

In another analysis, the share of children with disabilities as part of the total population has decreased at ECED/PPC (0.22 percent in 2023-24, compared to the 0.3 percent in the previous year), and basic education (0.3 percent in 2023-24, compared to 0.5 percent in the previous year). The enrolment of children with disabilities in secondary education (0.3 percent in 2023-24) remained the same as the previous year.

The share of female teachers in basic level (1-5) remains 54.1 percent in 2023-24 (compared to 47.2 percent in the previous year) and 36.8 percent (compared to 35.4 percent last year) at basic level (6-8). At the secondary education, 19.0 percent of all teachers are female (compared to 18.6 percent in the previous year). These percentages do not (yet) include the additional teachers recruited in the current fiscal year.

## Quality

In Grade 1, the promotion rate is 81.3 percent (81.5 percent in previous year) and the repetition rate is 11.1 percent (14.3 percent in previous year). In Grade 5, the promotion rate is 89.4 percent and the repetition rate is 5.1 percent compared to 95.1 percent and 4.9 percent in the previous year. In Grade 8, the promotion rate is 87.3 percent and the repetition rate is 6.5 percent (94.3 and 3.5 percent in previous year).

The overall survival rate to Grade 8 is 86.2 percent overall, and 86.4/86.2 percent for girls/boys respectively (compared to 85.7 percent, and 86.1/85.5 percent for girls/boys respectively in the previous year). Meanwhile, the overall completion rate at basic level is 80.3 percent, and 80.3/80.2 percent for girls/boys respectively (compared to 77.1 percent, and 77.6/76.5 percent for girls/boys respectively in the previous year). The overall survival rate to Grade 10 was 69.9 percent, and 69.8/69.9 percent for girls/boys respectively (67.3 percent, and 67.8/66.8 percent for girls/boys respectively in the previous year).

According to the 2020 NASA report that was conducted based on a national representative sample from 1800 schools in Nepal, only 32.1 percent students in Mathematics, 37.7 percent students in science, 58.8 percent students in Nepali and 51.5 percent students in English were able to meet the basic proficiency levels which shows that the competence level of students is very low. Similarly, the same report showed that the national mean score dropped to 483 in Mathematics and 470 in science. The national mean score for Nepali and English remained at 500. The comparison of scores between 2017 and 2018 for English subject could not be done since in 2017 NASA English subject was not mentioned. The same happened for the Nepali subject due to the technicality of items. Nevertheless, all these scores show that students' learning outcome is a major challenge; hence, cooperative efforts are needed to ensure that students learn at schools. The full report on NASA 2020 can be downloaded from [https://ero.gov.np/post/6\\_63b058ae8d85f](https://ero.gov.np/post/6_63b058ae8d85f).

Education Review Office has also been conducting ELDS based ECD children’s development and learning assessment since 2017. In 2022, ELDS based assessment was conducted with 3775 in 272 ECD centers. The report of this assessment shows that 77% children were on-track, and 19.4% and 3.6 were ‘Progressing’ and ‘Struggling’ status respectively. Report of the assessment carried out in 2023 is being prepared.

- Meanwhile, the Education Review Office (ERO) has completed school performance audits of 5492 secondary-level community schools in 68 districts. The performance audit was initiated in the fiscal year 2016/ 017. Out of the districts, the reports of the schools in 64 districts have been published. According to the latest reports of the performance audit of secondary schools in Baglung and Sindhuli show that out of 229 schools, no schools stood in excellent position, 51 schools were good, 177 fair and 1 poor. Secondary level school performance audits were carried out in four districts: Pyuthan, Sindhupalchok, Rautahat and Sunsari in the fiscal year 2022/023 and the report writing is ongoing.

Asides from these results, the performance audit report has provided various insights and recommendations for schools and for all tiers of governments moving forward. The full report on performance audit can be downloaded from [https://www.ero.gov.np/post/6\\_60410f410d0d4](https://www.ero.gov.np/post/6_60410f410d0d4).

In 2023-24, the student-teacher ratio (based on approved teacher positions) in community schools is 23:1 at basic level of grade 1 to 5 (23:1 in previous year), 51:1 at basic level of grade 6 to 8 (52:1 in previous year), 29:1 at basic level (30:1 in previous year), 37:1 at secondary level grade 9-10 (39:1 in previous year), 76:1 at secondary level with grade 11-12 (79:1 in previous year) and 46:1 at secondary level with grade 9-12 (48:1 in previous year). Although in aggregate level, the situation at the lower basic and secondary level (Grade 9-10) have improved, the ratios vary at province and local levels. This indicates that there remains a large need to increase the number of teacher positions in the local levels with high STRs, and that there are shortfalls of the subject wise teachers at basic (6-8) and secondary levels.

### Key finding 3: Number of teachers

Teacher Types	Basic (1-5)	Basic (6-8)	Basic (1-8)	Sec (9-10)	Sec (11-12)	Sec (9-12)
Total App position and Rahat	102047	25834	127881	21492	6804	28296
App positions: Permanent	67871	13881	81752	13007	-	13007
App positions: Temporary	12305	2344	14649	1727	2000	3727
Rahat	21871	9609	31480	6758	4804	11562
All schools*	160770	58478	219248	50438	12293	59445
All schools: Female*	86932	21507	108439	9586	1710	11296
Community schools: Total*	120297	35239	155536	27618	7873	32205
Community schools: Female*	56606	10312	66918	4665	962	5627
Institutional schools: Total*	40473	23239	63712	22820	4420	27240
Institutional schools: Female*	30326	11195	41521	4921	748	5669
Religious schools: Total*	3222	509	3731	298	80	378
Religious schools: Female*	789	122	911	68	15	83

\* Reported in IEMIS

### Efficiency

School-student ratios for community schools remained at 1:85 (1:91 in the last school year) at basic level of grade 1 to 5, 1:109 (1:110 in the last school year) at basic level of grade 6 to 8, 1:133 (1:138 in the last school year) at basic level of grade 1 to 8, 1:109 (1:118 in the last school year) at secondary level of grade 9 to 10, 1:140 (1:148 in the last school year) at secondary level of grade 11 to 12 and secondary with grade 9 to 12 is 1:182 (1:190 in the last school year).

The share of all student enrolment in community ECD/PPCs was 49.7 percent (55.1 percent in the last school year), 67.3 percent (70.0 percent in the last school year) at basic level of grade 1 to 5, 71.4 percent (73.0 percent in the last school year) at basic level of grade 6 to 8, 75.3 percent (76.7 percent in the last school year) at secondary level of grade 9 to 10 and 70.9 percent (71.9 percent in the last school year) at secondary level of grade 11 and 12.

## KPI AND PRF OF SCHOOL EDUCATION SECTOR PLAN (SESP)

### 1. Early Childhood Education and Development

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement	
<b>1.1 Access and Participation</b>						
1.1.1	ECED/PPE centres that meet at least three minimum enabling standards[i]	-	Percent	39.7	48.0	57.9
1.1.2	GER in ECED	G	Percent	86.0	89.7	97.1
		B	Percent	93.3	95.9	102.3
		T	Percent	89.6	92.8	99.9
1.1.3	Enrolment rate of 4-year old children in ECED	G	Percent	66.9	72.5	70.0
		B	Percent	71.1	76.1	71.0
		T	Percent	69.0	74.3	70.6
1.1.4	New entrants in Class 1 with experience of ECED	G	Percent	74.9	79.2	76.4
		B	Percent	74.9	79.3	77.3
		T	Percent	74.9	79.2	76.9
<b>1.2. Equity and Inclusion</b>						
1.2.1	Gender Parity Index in NER in ECED	-	Ratio	0.92	0.94	0.99
1.2.2	Enrolment rate of Dalit students in ECED	G	Percent	19.3	19.4	16.8
		B	Percent	18.7	18.8	15.9
		T	Percent	19.0	19.1	16.3
1.2.3	Enrolment rate of students with disabilities in ECED	G	Percent	0.2	0.3	0.22
		B	Percent	0.1	1.1	0.23
		T	Percent	0.6	0.7	0.22
<b>1.3. Quality and Relevance</b>						
1.3.1	Pre-primary-aged children receiving learning material set	G	Number	315,121	335,293	311,378
		B	Number	330,009	347,035	328,499
		T	Number	645,130	682,328	639,877
1.3.2	ECED teachers/facilitators with 15 days basic training	F	Number	5,846	8,057	6,165
		M	Number	244	345	183
		T	Number	6,090	8,402	6,348

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
<b>2.1 Access and Participation</b>						
2.1.1	Repetition rate in Grade 1	G	percent	14.7	8.0	11.5
		B		13.9	8.7	10.8
		T		14.3	8.4	11.1
2.1.2	Dropout rate in Grade 1	G	percent	4.3	2.8	3.8
		B		4.4	3.0	3.7
		T		4.3	2.9	3.8
2.1.3	GIR in Grade 1	G	percent	124.9	123.7	114.6
		B		129	126.8	117.1
		T		127	125.3	115.9
2.1.4	NIR in Grade 1	G	percent	95.9	96.7	95.4
		B		96.7	97.3	95.9
		T		96.3	97.0	95.7
2.1.5	GER in Grade 1-5	G	percent	120.8	120.4	124.3
		B		123.1	123.1	125.2
		T		122.0	121.7	124.8
2.1.6	NER Grade 1-5	G	percent	96.5	97.2	95.6
		B		97.2	97.8	97.7
		T		96.9	97.5	95.6
2.1.7	GER in Grade 6-8	G	percent	110.4	108.9	119.4
		B		111.0	110.0	112.7
		T		110.7	109.4	116.1
2.1.8	NER in Grade 6-8	G	percent	93.0	94.4	94.3
		B		93.6	94.8	94.5
		T		93.3	94.6	94.4
2.1.9	GER in Grade 1-8	G	percent	117.1	114.6	121.9
		B		118.8	116.3	119.0
		T		118	115.5	120.4
2.1.10	NER in Grade 1-8	G	percent	94.4	95.5	95.0
		B		95.7	96.6	95.1
		T		95.1	96.0	95.1
2.1.11	Repetition rate at Basic level (grades 1-8)	G	percent	5.1	3.5	7.0
		B		5.5	3.8	7.0
		T		5.3	3.6	7.0
2.1.12	Dropout rate at basic level (Grades 1-8)	G	percent	2.9	1.9	2.9
		B		3.1	2.2	3.2
		T		3.0	2.1	3.0
2.1.13	Survival rate to grade 8	G	percent	83.8	86.7	86.4
		B		83.2	86.1	86.2
		T		83.5	86.4	86.2
2.1.14	Completion rate at basic level	G	percent	76.6	80.7	80.3
		B		75.9	79.9	80.2
		T		76.2	80.3	80.3

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
<b>2.2. Equity and Inclusion</b>						
2.2.1	Gender Parity Index in NER in basic education		ratio	0.99	0.99	0.99
2.2.2	Female teachers in basic education (Grade 1-5)		percent	47.2	47.8	54.1
2.2.3	Share of Dalit students in total enrolment in basic education	G	percent	18.6	18.7	18.0
		B		18.1	18.2	17.4
		T		18.4	18.5	17.7
2.2.4	Share of students with disabilities in total enrolment in basic –education	G	percent	0.5	0.6	0.2
		B		0.6	0.8	0.3
		T		0.5	0.7	0.3
2.2.9	Disability-inclusive general schools		percent	NA	5.0	
<b>2.3. Quality and Relevance</b>						
2.3.1	Grade 3 students achieving minimum proficiency	Reading	percent	47.7	50	
		Numeracy	percent	61.3	63	
2.3.2	Grade 5 students achieving minimum proficiency	Reading	percent	-	-	
		Numeracy	percent	-	-	
2.3.3	Grade 8 students achieving minimum proficiency	Nepali	percent	58	-	
		Math	percent	43	-	
2.3.6	Local Levels implementing activities (teacher guides, teacher training, additional reading and numeracy materials) based on integrated curriculum to enhance reading and numeracy proficiencies in grades 1–3		number	0	300	500
2.3.7	Basic schools fulfilling Basic Learning Conditions (BLCs)		percent	68.4	73.8	72.0
2.3.8	Basic level teachers receiving TPD training	F	percent	78.4	82.3	70.8
		M		77.7	81.7	73.7
		T		78.1	82.0	72.5
2.3.9	Basic school that has full complement of Maths, Science and English subject teachers in grades 6-8		percent	25.8	35.0	36.0

### 3. Secondary Education

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2023/24 2079 BS	Achievement
<b>3.1. Access and Participation</b>						
3.1.1	GER in grades 9-10	G	percent	98.5	100.7	97.3
		B		97.2	99.3	100.1
		T		97.9	100.0	98.7
3.1.2	NER in grades 9-10	G	percent	76.5	80.2	75.7
		B		75.6	79.3	77.3
		T		76.1	79.8	76.5
3.1.3	Survival rate to grade 10	G	percent	66.5	69.9	69.8
		B		65.8	69.2	69.9
		T		66.1	69.6	69.9
3.1.4	GER in Grades 9-12	G	percent	77.2	79.8	80.4

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2023/24 2079 BS	Achievement
		B		74.9	77.5	85.9
		T		76.1	78.7	83.2
3.1.5	NER in Grades 9-12	G	percent	54.3	58.0	55.8
		B		53.7	57.3	59.9
		T		54	57.6	57.9
3.1.6	Survival rate to grade 12	G	percent	33.9	37.4	38.1
		B		32.2	35.8	36.3
		T		33.1	36.6	37.2
3.1.7	Average student attendance days (grades 1-10)	-	Days	181	193	187
<b>3.2. Equity and Inclusion</b>						
3.2.1	Gender Parity Index in NER in secondary education (9-12)	-	Ratio	1.01	1.01	0.93
3.2.2	Female teachers in secondary education (grades 9-10)	-	percent	20.4	22.5	19.0
3.2.3	Share of Dalit students in enrolment rate of Dalit students in secondary level (G 9–12)	G	percent	11.2	11.5	13.0
		B		11.4	11.7	12.3
		T		11.3	11.6	12.6
3.2.4	Share of students with disabilities in total enrolment in secondary level (Grades 9 – 12)	G	percent	0.3	0.4	0.3
		B		0.3	0.4	0.4
		T		0.3	0.4	0.3
<b>3.3. Quality and Relevance</b>						
3.3.1	Grade 10 students achieving minimum proficiency	Nepali	percent	63	63	
		English		49	49	
		Math		54	57	
		Science		37	40	
3.3.2	Students receiving complete set of textbooks within the first two weeks of the school year at secondary level (9–10)		percent	94.9	95.9	95.4
3.3.3	Secondary level (Grade 9-10) teachers receiving TPD training	F	percent	77.4	81.5	82.5
		M		80.8	84.3	85.3
		T		79.1	82.9	84.8
3.3.4	Secondary schools with adequate numbers of subject teachers in core subjects in grades 9-10	Three core subjects[i v]	percent	21	33	31.3
		Five core subjects[ v]		8.9	14.4	15.4
3.3.5	Community Schools offering science and technical subjects/programs at secondary level (grade 9-12)[vi]		number	863	985	879
3.3.6	Students in community schools enrolled in technical stream at secondary level. (9-12)	G	number	6.9	6.8	5.7
		B		7.3	7.1	7.8
		T		7.1	7.0	6.7
3.3.7i		G	percent	13.6	15.6	21.4

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2023/24 2079 BS	Achievement
	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of schools	B		21.1	23.1	16.3
		T		17.2	19.3	18.8
3.3.7ii	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of community schools	G	percent	7.4	9.0	5.9
		B		13	14.2	8.4
		T		10.0	11.6	7.0
3.3.8	Secondary schools fulfilling BLCs (At least 5 conditions)		percent	59.7	66.2	66.8

#### 4. Non-formal and alternative education

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
4.1	Functional open schools	number	121	121	121
4.2	community learning centres that have been upgraded and are functional	number	2150	2150	2150
4.3	Literacy rate of above 5 years	percent	78.0		76.2
4.4	Literacy rate of above 15 years	percent	58.0		N/A
4.5	Literacy rate of 15–24 years	percent	92.0		N/A

#### 5. Resilience, recovery and school safety

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
5.1	Schools with ICT equipment and infrastructure	percent	46.8	54.4	58.1
5.2	Schools with access to electricity (including alternative sources)	percent	52.6	59.8	69.6
5.3	Schools that have broadband internet connection	percent	20.1	40.0	43.1

#### 6. Monitoring and Evaluation

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
6.1	Community schools conducting social audit using school report cards	percent	42.0	85.0	52.3
6.2	Number of schools that use the School Accounting System (SAS)	percent	7.0	20.0	10

#### 7. Financing of education

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2023/24 2080 BS	Achievement
7.1	GDP in investments in education sector	percent	4.3	4.5	3.6
7.2	National budget allocated in the education sector	percent	10.9	12.3	11.6

## CHAPTER 1: INTRODUCTION

### 1.1 BACKGROUND

This is the thirty-fourth Flash I report (2nd series of after School Education Sector Plan - SESP implementation) that regularly analyses information on various aspects of the school sector. This report provides information regarding key performance indicators and program results framework of the SESP, including the following areas:

- The numbers of schools and students from ECED/pre-primary level to Grade 12 disaggregated by province, gender, caste, and ethnicity, and by various types of school.
- The annual progress against SESP targets at the macro-level based on school level data on physical infrastructure, school improvement plans, social audit, financial audit, and availability of toilet, drinking water, science lab, ICT lab, use of computers for teaching learning process.
- The status of learning outcomes in different grades disaggregated by gender.

The terminology used in this report aligns with the restructured education system that categorise school level education into basic level (Grade 1-8 to serve 5–12-year-olds) and secondary level (Grade 9-12 to serve 13–16-year-olds). Similarly, this report also uses the term ECED/PPC to denote all the classes that cater the needs of the children that aim to enrol Grade 1 with ECED/PPC experience.

The progress presented in this report is based on information derived from the beginning and end of the school year 2022/23. Schools have their own Excel based EMIS which they use to provide information and which they upload in web based EMIS (<http://iemis.cehrd.gov.np>). The uploaded information is processed to prepare Flash I report in an annual basis.

### 1.2 EFFECTS OF DATA MANAGEMENT IN CURRENT CONTEXT

Schools are mainly responsible for IEMIS data management. The local levels are responsible for assuring the quality and validity of the data provided by the schools. It is for this reason; each local level should have dedicated education officer that are trained and informed about all aspects of IEMIS. The CEHRD's information shows that out of 753 local levels, only 630 have a dedicated education officer, including technical assistants from the education service. Even in such cases, newly appointed educational personnel have not all received adequate job induction and in-service training. This has led to low capacity for IEMIS management at the local level and impacted local level capacity to support schools for IEMIS data entry. Despite such a challenge, schools provided information via the web-based IEMIS and this information has been used to prepare this report.

### 1.3 DATA RELIABILITY AND VALIDITY

In the traditional approach of paper-based data collection, the signature and the school stamp are often collected to make schools accountable in regard to the submission of the data. In terms of EMIS, such information has been asked in the form of "End User License Agreement" where schools provide the name and contact details of the headteacher, and the data entry focal person agrees that the school, and particularly the headteacher, will be responsible for any financial and legal actions taken by any agencies at all levels of government if the provided data is inaccurate. In another layer of validation of data reliability, the contact

The screenshot shows a web-based form titled "End User Licence Agreement". The form contains the following fields and text:

यस विद्यालयस्तरीय शैक्षिक व्यवस्थापन सूचना प्रणालीमा भरिएका सबै विवरणहरू मेरो रोहवरमा भरिएको हो । यसमा भरिएका सबै विवरण सही छन् अन्यथा भएमा कानून बमोजिम सहेला बुझाउँला ।

School Name:  School Type:

Head Teacher:  Mobile:

Entered By:  Mobile:

Buttons:



detail of the headteacher must match the national database in order to validate that the data is submitted by the schools rather than a third party). Meanwhile, the LGs also use their own approach to check the reliability of the data, often tallying such information with the school attendance data. Local level education officers verified these data before releasing the grants/funds to the school.

In addition to the license agreement, data provided from each school of 56 local levels was analysed in order to observe duplicities of information provided. Doing this, it was hoped that students who are enrolled in both community and institutional schools are identified. It was also hoped that duplicities of students in the same or different class would also be observed as part of data entry error. Students that are enrolled in religious schools and in community schools would also be identified as part of this analysis.

**Table 1.1: No. of students verified to identify the duplicates in data**

Province	Students Verified	With date of birth		Without date of birth	
		Duplicates Identified	% of Duplicates	Duplicates Identified	% of Duplicates
Koshi	132639	519	0.39	1137	0.86
Madhesh	182117	1359	0.75	2978	1.64
Bagmati	116711	468	0.40	1595	1.37
Gandaki	177912	633	0.36	3984	2.24
Lumbini	117115	586	0.50	1137	0.97
Karnali	94668	490	0.52	1432	1.51
Sudurpaschim	104885	410	0.39	1225	1.17
<b>Nepal</b>	<b>926047</b>	<b>4465</b>	<b>0.48</b>	<b>13488</b>	<b>1.46</b>

Data from each type of school was analysed, and the duplicities of data that matched the name of the student, name of father, mother and date of birth was recorded. Similarly, another analysis was also done by matching the name of the student, name of father and the name of mother as it was felt that date of birth has higher probability to be wrongly entered.

#### **1.4 MEASURES TO RECOVERY AND ACCELERATE THE LEARNING LOSS DUE TO COVID-19**

In order to accelerate the learning loss that occurred due to the COVID-19 pandemic and resulting disruptions, the Government of Nepal, Ministry of Education, Science and Technology has approved the Recovery and Accelerated Learning (ReAL) Plan. The main policy reform and strategies of this plan are as follows:

- Teacher development policy, including provision of structure and functional mandate to existing institutions such as PETCs, and EDCUs.
- Policy on pedagogical practices, including institutionalisation of remedial and extended learning support system to students who are lagging behind. Consolidated curricula, revised learning objectives and benchmarks, learning standards, and recognition of different forms of learning – remote and home-based, self-directed learning, etc.
- Policy on the use of volunteers and civil society in conducting short-term and intensive teacher training programs, and in conducting teaching, mentoring, and coaching services in selected schools and communities.
- Mandatory policy on community learning centres to be run and managed by the LGs.
- Mandatory policy on family registration in nearby community schools. This will help ensure free enrolment and free education and to offer a wide range of benefits to those families.

## Implementation Strategies of ReAL Plan

- Plan will be implemented in two phases with its first phase focusing more on recovery and achieving basic competencies and skills that each student must acquire for a specific grade or level of education.
- One blanket approach would not be appropriate for all, since children have diverse learning needs and there are various contexts, such as remote regions, across the country. Hence a multipronged approach is being adopted at the local levels as appropriate with the intake and conditions.
- Loss of learning at the earliest possible and before learning loss becomes permanent and irrecoverable, a concerted efforts and productive engagement of all stakeholders including government and non-government agencies, private sector, media, organised professional and occupational groups, and the community and parents.
- The plan has recommendations for running intensive campaigns at the local and school levels for the recovery of learning loss.

In addition to these measures, the Government and Development Partners have made resources available to facilitate alternative learning modalities, based on the context and needs of different groups of students in the country. These resources are available under the Real Plan tab available in <https://cehrd.gov.np>. The Real Plan component available in the website includes self-learning packs for students, up to date radio and television-based education programs, digital learning portal (<https://learning.cehrd.edu.np/>), diagnostic tools and guidelines, teacher training curricula and resource material, media platform and Real Plan SOPG.

### 1.5 PREPARATION OF THE REPORT

The preparation of this report has been coordinated by the core team of the Education Management Information System (EMIS)<sup>1</sup>, headed by the Deputy Director General (DDG) of Planning and Educational Development Division, CEHRD. During the preparation of the report, the assistance of experts has been taken as required. The following background information has been included to provide context for EMIS in Nepal:

In 2018, the Flash software was upgraded into a web-based system in line with the requirements agreed in the joint EMIS action plan, with support from development partners. The web-based system enables schools to upload their education data either directly or supported by local levels and Education Development Coordination Units (EDCUs), into the EMIS. The web-based EMIS generates school-level, local level-level, district-level and provincial-level profiles, and report cards, to allow comparison of progress against SESP's key performance indicators.

In 2018 the school-level electronic EMIS's were updated and implemented, in consultation with federal, provincial, and local level. Head teachers, principals and teachers were consulted annually to update their school's needs at province, local level, and school levels. Feedback and suggestions received from stakeholders, including development partners, were incorporated to improve the school-level electronic EMIS's.

The updated Flash software, resource videos and guidelines has been disseminated to all provinces, local level, and EDCUs since 2019, to support education units to generate the EMIS report cards from the Flash software and to distribute them to schools.

Guidelines for the reporting and use of the School Level Electronic EMIS were subsequently provided to all schools and instructions were sent to local level to monitor and verify the data provided by schools, local level and EDCUs.

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<sup>1</sup> Note: In this context the EMIS refers to the Integrated EMIS (IEMIS), which links with other data sets and management information systems in the education sector.

The EMIS core team worked to identify and accommodate requirements at the school, district, local level, and province level in order to address existing and emerging needs related to the ongoing decentralisation of planning and implementation. Accordingly, provisions were made within the EMIS to enable local levels and EDCUs to (i) manage data, (ii) verify data and (iii) update schools' codes.

CEHRD has continued to enhance the reporting of school statistics. With the expansion of the ICT infrastructure in schools, paper records of schools have been captured and uploaded into EMIS since the school year BS 2071 (2014/15). This was expanded to all 753 local levels in BS 2074(2017/18). Similarly, integrated educational management information system operation directives (2022), education sector data and coding standard Nepal (2022) and strategies framework (plan) for integrated educational management information system (2022) have been prepared and implemented to ensure that all government line agencies follow the standards mentioned in the documents.

## CHAPTER 2 : EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

### 2.1 INTRODUCTION

Access to quality pre-primary early childhood education and development (ECED) is first and foremost a fundamental right, recognised in the Constitution of Nepal. In line with this, Nepal reaffirmed its commitment to Sustainable Development Target (SDG) 4.2, where nations are urged to ensure that ‘by 2030, all girls and boys have access to quality early childhood education and development’. In line with this, the SESP aims to ensure (i) all four-year-old children access, participate and complete quality ECED, and (ii) physical, social, emotional, cognitive development and school readiness of all four-year-old children. In addition to Nepal’s SDG commitment, there is an increasing awareness among professionals, duty bearers, service providers and communities of the importance of ECED, in terms of it improving children’s participation, promotion and learning their school education. The quantitative analysis of the positive deviance research conducted in Nepal<sup>2</sup> further found that ECED experience is correlated to higher promotion rates.

Furthermore, children having received quality ECED also reap benefits beyond their academic performances in terms of their income and contributions to the economy, with global evidence estimating that the return of investment for ECED can be as high of US\$ 6-17 dollars for every US\$ 1 invested<sup>3</sup>. In the case of Nepal, evidence has shown that participation in pre-primary learning has a significant positive impact in later learning outcomes. Children that have gained ECED/PPE experience have 16-20 percent higher promotion rates in the early grades (grade 1-3) and score an average of 9 percent higher in early grade exams. They also show increased cognitive and social skills compared to their peers who did not attend ECED/PPE. Efforts to improve the access and quality of ECED/PPCs are therefore to be considered an investment rather than a cost.

In Nepal, ECED is provided through several modalities, of which the two major ones are school-based pre-primary classes, and community-based early child development centres. The school-based pre-primary classes are fully funded by the Government and are free of charge for all children. Teacher/facilitators, textbooks and other materials are also provided by the Government in community schools.

The community-based early child development centres are run outside schools, often supported by international/non-governmental organisations and/or local levels. The facilitators are appointed locally but are required to meet qualification criteria set by the Government. Their salaries are paid partly by the government and partly by I/NGOs with a contribution from parents. Over the past years, concerted efforts have been made under the School Sector Development Plan SSDP and SESP to bring these centres under the management of nearby schools, in order to facilitate the effective monitoring and functioning of these centres.

In addition to school and community based ECEDs, there are many privately run kindergartens that are not supported by the government in terms of funding. These ECEDs are primarily concentrated in urban areas and charge fees from the parents.

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<sup>2</sup><https://www.unicef-irc.org/publications/1567-data-must-speak-unpacking-factors-influencing-school-performance-in-nepal.html>

<sup>3</sup> World Bank, 2016

## 2.2 NO. OF ECED/PPCS

In 2023-24, the Flash reporting system recorded a total of 40684, which is an increase of 28 ECED/PPCs compared to the previous year. Out of this total, 33061 centres/classes (81.3 percent) are school and community-based centres. The number of school/community based ECED/PPCs which are funded and operated by local levels is 2659 (6.5 percent), which is a slightly decrease of the 3,388 (8.4 percent) centres operated by local levels in the previous year. Privately run/funded ECED/PPCs have seen an increase over the previous years (6894 in 2022-23), which is assumed to be the result of the expansion of montessories across all part of Nepal. Finally, 566 (1.4 percent) of ECED/PPCs are operated in religious schools, compared to the 538 (1.3 percent) in the previous year. See Annex 1 for disaggregated details on number of ECED/PPCs.

Table 2.1: No. of ECED/PPCs by school type and province

Province	Total	School Based ECED supported by		Religious	Institutional
		Federal Government	Local level		
Koshi	7952	5886	424	78	1564
Madhesh	5850	4183	325	170	1172
Bagmati	7383	4862	481	11	2029
Gandaki	4264	3320	292	12	640
Lumbini	7256	5324	390	287	1255
Karnali	3345	2769	332	3	241
Sudurpaschim	4634	3492	415	5	722
<b>Nepal</b>	<b>40684</b>	<b>29836</b>	<b>2659</b>	<b>566</b>	<b>7623</b>

In terms of geographical distribution, the highest percentages of ECED/PPCs are located in Koshi Province (19.5 percent), followed by Bagmati Province (18.1 percent), Lumbini Province (17.8 percent), Madhesh Province (14.4 percent), Sudurpaschim Province (11.3 percent), Gandaki Province (10.5 percent) and Karnali Province (8.2 percent). The same trend that was observed in 2022-23 with high percentage of ECED/PPCs in Koshi Province (19.1 percent) and low number of ECED/PPCs in Karnali Province (8.3 percent). In terms of institutional (privately run) ECED/PPCs, Bagmati Province has the highest share of ECED/PPCs among seven provinces with share of 26.6 percent which was 25.3 percent in 2022/23.

Figure 2.1 presents the ratio of children enrolled in ECED/PPCs to the existing number of those centres. At the national level, this ratio is 22.9 in case of government funded ECED/PPCs (last year this ratio was 20.0) while this ratio is 28.3 in case of institutional schools (last year, this ratio was 26.2). In terms of provinces, the ratio for government funded centre is highest in Madhesh Province (39.8) followed by Karnali Province (30.1). For centres operated through institutional schools, the ratio is highest in Lumbini Province (36.0) followed by Madhesh Province (29.9) and the lowest in Koshi Province with 23.6. See Annex 1 for disaggregated details on ECED/PPC to children ratio.

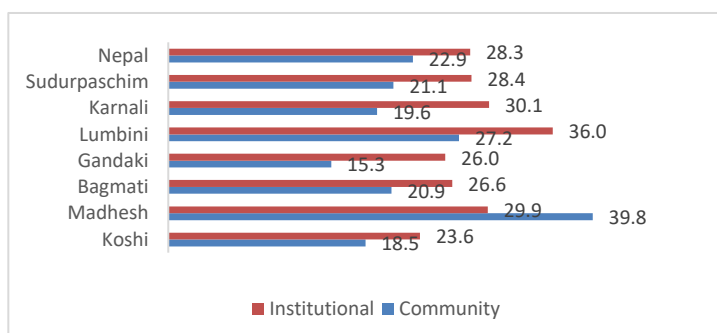


Figure 2.1: ECED/PPC to children ratio

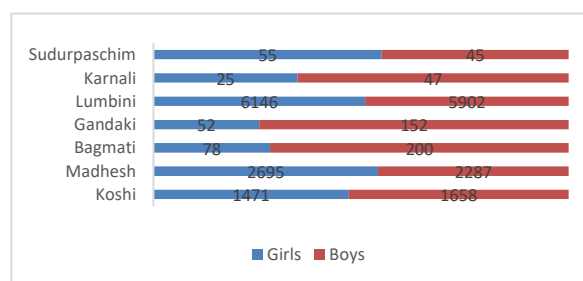
## 2.3 NO. OF CHILDREN IN ECED/PPCS

As can be seen in table 2.2 below, a total of 1286526 children are enrolled in different types of ECED/PPCs across the country in 2080. Out these 1.28 million children, 639877 (49.7 percent) children are enrolled in government funded ECED/PPCs, while the remaining 646649 (50.3 percent) children are enrolled in privately funded ECED/PPCs. Furthermore, 580594 (45.1 percent) are girls and 705632 (54.9 percent) are boys, illustrating that the preference of parents to provide boys with pre-primary education continues. This disparity is driven by the disproportional enrolment of boys in privately-run ECED/PPCs (58.4 percent of all children enrolled, versus 41.6 percent of girls), whereas the enrolment in government/community-funded ECED-PPCs (48.7 percent) continues to improve and has nearly reached gender parity. Furthermore, See Annex 1 for disaggregated details on number of children in ECED/PPCs along with the gender parity details.

**Table 2.3: No. of children by school type and provinces**

Province	Community			Institutional			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	45789	48262	94051	48994	61687	110681	94783	109949	204732
Madhesh	63968	64375	128343	39843	65421	105264	103811	129796	233607
Bagmati	48097	52923	101020	70172	91780	161952	118269	144703	262972
Gandaki	23688	27280	50968	21533	28304	49837	45221	55584	100805
Lumbini	62851	66162	129013	55736	79903	135639	118587	146065	264652
Karnali	29618	31114	60732	8827	12901	21728	38445	44015	82460
Sudurpaschim	37367	38383	75750	24411	37137	61548	61778	75520	137298
<b>Nepal</b>	<b>311378</b>	<b>328499</b>	<b>639877</b>	<b>269516</b>	<b>377133</b>	<b>646649</b>	<b>580894</b>	<b>705632</b>	<b>1286526</b>

Figure 2.2 shows that the number of children enrolled in ECED/PPCs in Madrassas, Gumbas and Ashrams totals 20813 (1.6 percent) across the country. There is almost equal enrolment of girls (50.5 percent) and boys (49.5 percent), however, Gandaki Province, Bagmati Province and Karnali Province have much lower female participation (25 percent, 28 percent and 35 percent respectively).



**Figure 2.2: Number of children enrolled in religious schools**

## 2.4 NO. OF CHILDREN AND ECED/PPC CENTRE RATIO

As per the Government directives, the minimum required class size for an ECED/PPC is 25 students. As shown in table 2.3 below, there are currently 15079 (57.7 percent) government supported ECED/PPCs with less than 20 students, indicating that although the access to pre-primary services continues to increase, there is a need to monitor the cost-efficiency through which the services operate in terms of cost per child. Last year, this number was 14009 (42.2 percent), which indicates that the number of children is decreasing in government supported ECED/PPCs.

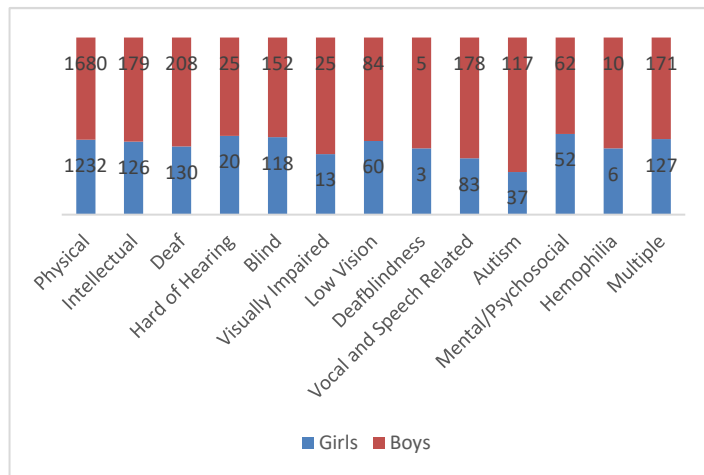
Table 2.4: No. of ECED/PPCs and no. of children by province and school type

Province	Community						Institutional					
	1-10	11-20	21-30	31-40	41-50	>50	1-10	11-20	21-30	31-40	41-50	>50
Koshi	1839	1442	573	322	161	341	62	92	159	162	173	916
Madhesh	124	433	719	585	414	832	38	77	88	97	85	787
Bagmati	1687	1424	580	291	175	418	68	107	144	170	200	1340
Gandaki	1633	868	326	129	75	135	20	40	63	59	64	394
Lumbini	847	1253	874	518	313	587	19	31	61	74	85	985
Karnali	491	1200	766	243	100	96	7	17	17	17	20	163
Sudurpaschim	582	1256	792	336	160	185	17	28	49	55	68	505
<b>Nepal</b>	<b>7203</b>	<b>7876</b>	<b>4630</b>	<b>2424</b>	<b>1398</b>	<b>2594</b>	<b>231</b>	<b>392</b>	<b>581</b>	<b>634</b>	<b>695</b>	<b>5090</b>

At the other end of the spectrum, there are 5090 (66.7 percent) institutional based ECED/PPCs with more than 50 children, with the highest number of these (1340) in Bagmati Province. Last year, this number was 4376, which indicates that parents are enrolling children in institutional ECED/PPCs. Nevertheless, by utilising analysis of enrolment with local level NER, decisions can be taken at the local level to either rationalise centres or to strengthen ECED/PPC enrolment campaigns to maximize cost-efficiency and learning outcomes.

## 2.5 CHILDREN WITH DISABILITIES IN ECED/PPCS

Out of the total number of children enrolled in ECED/PPCs, a total of 4903 children (0.38 percent) have been identified to have some sort of disability. Out of those numbers, 2890 (59.0 percent) are in community schools while the remaining 2013 (41.0 percent) are in institutional schools. In terms of gender, 2007 (40.9 percent) are girls, while



the remaining 2896 (59.1 percent) are boys.

Physical disabilities remain the highest reported type of disability among children enrolled in ECED/PPC (making up 59.4 percent of all reported disabilities, while only 305 children (6.2 percent) of all children have been identified as having an intellectual disability. This is assumed to be because there are limited available means for schools to identify cognitive and learning difficulties at the moment. Similarly, a total of 154 children are found to have an autism spectrum disorder. Table 2.4

provides the number of children with different types of disabilities disaggregated by gender and province for community and institutional schools. See Annex 1 for disaggregated details on children with disabilities in ECED/PPCs.

**Table 2.5: No. of children with disabilities by provinces, gender and disability type in community schools**

Province	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Koshi	Girls	106	17	13	2	12	1	4	0	15	3	5	0	26	204
	Boys	83	22	28	2	23	3	6	0	19	21	12	0	24	243
	Total	189	39	41	4	35	4	10	0	34	24	17	0	50	447
Madhesh	Girls	47	0	14	1	28	1	0	0	1	1	3	3	8	107
	Boys	52	2	23	0	9	2	1	0	4	1	6	6	20	126
	Total	99	2	37	1	37	3	1	0	5	2	9	9	28	233
Bagmati	Girls	89	47	32	5	11	1	11	1	18	3	14	0	38	270
	Boys	131	75	53	4	21	1	10	0	26	21	9	0	45	396
	Total	220	122	85	9	32	2	21	1	44	24	23	0	83	666
Gandaki	Girls	79	2	3	2	2	0	9	0	10	1	5	0	5	118
	Boys	86	8	9	2	16	2	9	0	13	2	1	0	13	161
	Total	165	10	12	4	18	2	18	0	23	3	6	0	18	279
Lumbini	Girls	118	19	28	6	14	3	13	1	8	10	10	1	39	270
	Boys	162	32	37	7	8	8	10	1	33	10	4	0	41	353
	Total	280	51	65	13	22	11	23	2	41	20	14	1	80	623
Karnali	Girls	105	7	19	1	5	3	4	1	3	2	0	0	2	152
	Boys	133	2	16	1	7	1	8	0	6	0	2	0	3	179
	Total	238	9	35	2	12	4	12	1	9	2	2	0	5	331
Sudurpaschim	Girls	83	13	12	0	8	0	8	0	4	0	4	0	2	134
	Boys	97	8	22	2	14	2	11	2	12	3	0	0	4	177
	Total	180	21	34	2	22	2	19	2	16	3	4	0	6	311
Nepal	Girls	627	105	121	17	80	9	49	3	59	20	41	4	120	1255
	Boys	744	149	188	18	98	19	55	3	113	58	34	6	150	1635
	Total	1371	254	309	35	178	28	104	6	172	78	75	10	270	2890

1= physical, 2=intellectual, 3=deaf, 4=hard of hearing, 5=blind, 6=visually impaired, 7=low vision, 8=deafblindness, 9=vocal and speech related, 10=autism, 11=mental psychosocial, 12=haemophilia and 13=multiple disability

Of the 4903 children enrolled in ECED/PPCs that have been identified as having a disability, 2013 (41.0 percent) are enrolled in institutional schools as per the details provided in Table 2.5. This indicates that increasing participation and learning achievement of children with a disability remains a priority (which would increase promotion), in addition to further strengthening access. In terms of equal access, the girls/boy ratio is 43.4/56.6 percent and 37.4/62.6 percent in community and institutional schools respectively, indicating a significant gender disparity in favour of boys with disabilities being enrolled in institutional schools.



Table 2.5: No. of children with disabilities by provinces, gender and disability types in institutional schools

Province	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Koshi	Girls	27	3	1	0	9	1	0	0	7	4	2	0	1	55
	Boys	45	6	4	2	5	0	3	1	10	10	1	0	2	89
	Total	72	9	5	2	14	1	3	1	17	14	3	0	3	144
Madhesh	Girls	58	0	1	0	9	1	1	0	1	0	2	2	0	75
	Boys	98	4	0	1	9	0	3	1	6	0	1	1	1	125
	Total	156	4	1	1	18	1	4	1	7	0	3	3	1	200
Bagmati	Girls	105	8	3	1	5	1	4	0	8	8	2	0	2	147
	Boys	139	14	4	2	22	2	5	0	24	33	8	2	15	270
	Total	244	22	7	3	27	3	9	0	32	41	10	2	17	417
Gandaki	Girls	84	2	1	1	0	0	3	0	2	3	0	0	0	96
	Boys	113	1	3	1	1	0	7	0	14	5	3	0	1	149
	Total	197	3	4	2	1	0	10	0	16	8	3	0	1	245
Lumbini	Girls	257	8	1	1	11	1	2	0	3	2	3	0	3	292
	Boys	365	3	3	1	12	1	6	0	6	11	10	0	2	420
	Total	622	11	4	2	23	2	8	0	9	13	13	0	5	712
Karnali	Girls	38	0	0	0	2	0	0	0	0	0	0	0	0	40
	Boys	66	0	0	0	1	0	3	0	1	0	0	0	0	71
	Total	104	0	0	0	3	0	3	0	1	0	0	0	0	111
Sudurpaschim	Girls	36	0	2	0	2	0	1	0	3	0	2	0	1	47
	Boys	110	2	6	0	4	3	2	0	4	0	5	1	0	137
	Total	146	2	8	0	6	3	3	0	7	0	7	1	1	184
Nepal	Girls	605	21	9	3	38	4	11	0	24	17	11	2	7	752
	Boys	936	30	20	7	54	6	29	2	65	59	28	4	21	1261
	Total	1541	51	29	10	92	10	40	2	89	76	39	6	28	2013

1= physical, 2=intellectual, 3=deaf, 4=hard of hearing, 5=blind, 6=visually impaired, 7=deaf, 8=deafblindness, 9=vocal and speech related, 10=autism, 11=mental psychosocial, 12=haemophilia and 13=multiple disability

## 2.6 PRIORITISED MINIMUM ENABLING STANDARDS FOR ECED/PPCS

The prioritised minimum enabling standards (MESs) are intended to make sure that all ECED/PPCs are equipped with minimum required facilities that cater to the diverse needs of students. These prioritised minimum standards are comprised of the following five components:

- Child friendly seating arrangements-arrangements of seating to prevent children from having to sit on, floors, soil and/or cold surfaces
- Qualified teachers/availability of a teachers with a secondary qualification and at least 90 hours of basic- and practical training
- Six learning areas/materials arranged in six learning areas (a) Language (b) Math (c) Acting/Self-reliant skills (d) Creativity (e) Construction (f) Science
- Child friendly tap- presence of a tap accessible to pre-primary children and access to clean drinking water
- Toilets: Easy access to soap and water in toilets

Till 2079 BS, The Flash reporting system was only able to monitor the MESs of (i) qualified teachers, (ii) child friendly tap and (iii) toilets, however, in 2080 BS, adaptations are being applied to enable the recording of the status of the remaining two MESs of presence of (i) learning corners and (ii) child friendly seating arrangements. Table 2.5 provides the status of ECED/PPCs in terms of all five MESs that are being reported into the IEMIS.

Table 2.6: Status of minimum enabling standards for ECED/PPCs in community schools/centres

Province	Total no. of ECED centers	No. of ECED centers meeting Minimum Standards/Conditions					No. of ECED centers		
		Water facilities	Toilet facilities	Qualified Teacher	Six Learning Areas	Seating arrangement	Meeting 3 standards	Meeting 4 standards	Meeting 5 standards
Koshi	6388	4146 (64.9%)	4146 (70.4%)	4204 (65.81%)	242 (3.79%)	212 (3.32%)	3446 (53.94%)	354 (5.54%)	6 (0.09%)
Madhesh	4678	2506 (53.57%)	2515 (53.76%)	3077 (65.78%)	157 (3.36%)	107 (2.29%)	2169 (46.37%)	201 (4.30%)	7 (0.15%)
Bagamati	5354	3984 (74.41%)	4270 (79.75%)	4214 (78.71%)	205 (3.83%)	187 (3.49%)	3406 (63.62%)	305 (5.70%)	5 (0.09%)
Gandaki	3624	2882 (79.53%)	3020 (83.33%)	2903 (80.10%)	179 (4.94%)	123 (3.39%)	2432 (67.11%)	250 (6.90%)	3 (0.08%)
Lumbini	6001	3936 (65.59%)	4074 (67.89%)	4238 (70.62%)	232 (3.87%)	173 (2.88%)	3431 (57.17%)	314 (5.23%)	17 (0.28%)
Karnali	3104	2139 (68.91%)	2543 (81.93%)	2809 (90.50%)	146 (4.7%)	102 (3.29%)	1866 (60.12%)	173 (5.57%)	1 (0.03%)
Sudurpachim	3912	2763 (70.63%)	2990 (76.43%)	3210 (82.06%)	173 (4.42%)	125 (3.20%)	2394 (61.20%)	251 (6.42%)	0 (0%)
<b>Total</b>	<b>33061</b>	<b>22356</b> (67.62%)	<b>23909</b> (72.32%)	<b>24655</b> (74.57%)	<b>1334</b> (4.03%)	<b>1029</b> (3.11%)	<b>19144</b> (57.91%)	<b>1848</b> (5.59%)	<b>39</b> (0.12%)

The number of ECED/PPCs that have water and toilet facilities is 22356 and 23909 respectively, while the number of ECED/PPCs that have qualified teachers is 24655 as per Table 2.6 above. As per the 2023-24 reported data, 19144 of the schools (57.9 percent) meet three MESs, 1848 (5.5 percent) meet four MESs and 39 (0.12 percent) of ECED/PPCs meet all five MESs. Since, information on learning areas and child friendly tap has recently been added in iEMIS, the lack of adequate dissemination on the need of this information might have resulted in less response to this questionnaire. In this respect, further efforts need to be laid to ensure that schools are aware of this need for information.

## 2.7 CASTE/ETHNIC DISTRIBUTION IN ECED/PPCS

Table 2.6 presents the status of children by caste/ethnic distribution disaggregated at province level. In addition to the previous Flash disaggregation of caste/ethnicities, the Flash reporting system has been further elaborated with an additional disaggregation to capture students from Madhesi communities. This ethnic classification has been added in the 2022-23 Flash I report so that this information can be used for further plan preparation, which was not available before.

Out of all children enrolled in ECED/PPCs, 209346 (16.2 percent) are from Dalit communities (this percentage was 16.8 last year), 444949 (34.5 percent) are Janajatis (this percentage was 34.9 last year), 227138 (17.6 percent) are from Madhesi communities (this percentage was 16.6 last year), while the remaining 405093 (31.7 percent) are Brahman/Chhetris and other remaining communities (this percentage was 31.5 last year).

Table 2.7: Caste/ethnic distribution in ECED/PPCs

Province	Community						Institutional					
	Dalit		Janajati		Madhesi		Dalit		Janajati		Madhesi	
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
Koshi	8769	17758	22756	46872	6372	11845	3763	8376	21183	47589	5023	11662
Madhesh	15287	31200	8641	17562	44752	81685	3455	9942	6683	16284	26156	65824
Bagmati	6027	12469	30677	63902	2784	5351	3967	9116	34896	79543	3071	7108
Gandaki	7414	15668	10215	21931	1015	2070	3583	8461	8728	19706	778	1705
Lumbini	13634	27805	24651	50574	11054	19734	7002	17134	19314	45531	6608	16577
Karnali	9246	18650	3357	6725	567	1144	1618	3934	1405	3256	138	336
Sudurpaschim	10415	20605	5382	11095	512	990	3218	8228	6216	14379	418	1107
<b>Nepal</b>	<b>70792</b>	<b>144155</b>	<b>105679</b>	<b>218661</b>	<b>67056</b>	<b>122819</b>	<b>26606</b>	<b>65191</b>	<b>98425</b>	<b>226288</b>	<b>42192</b>	<b>104319</b>

In terms of equal access, the share of enrolled Dalit students who are female is 49.1 percent in community ECED/PPCs and 40.8 in institutional ECED/PPCs. For female Madhesi students, the share is 54.5 percent and 40.4 percent respectively, and for female Janajati students the share is 48.3 percent and 43.4 percent respectively. The gender disparity between community and institutional enrolment shows that gender disparity remains prevalent in institutional pre-primary centres with boys having greater enrolment in institutional ECED/PPCs. See Annex 1 for disaggregated details on caste/ethnic group enrolment in ECED/PPCs.

## 2.8 GER/NER IN ECED/PPCS

The Gross Enrolment Rate is computed by taking the total number of enrolled children divided by the total eligible population (age 3-4) while the Net Enrolment Rate is the total number of enrolled children of particular age and divided by the total eligible population of ECED/PPCs.

Table 2.8: Gross enrolment ratio in ECED/PPC by age gender and province

Province	Total Enrolment			Gross Enrolment Rate			Net Enrolment Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	94783	109949	204732	93.9	98.5	96.3	67.2	69.5	68.4
Madhesh	103811	129796	233607	92.3	91.5	91.8	65.9	58.6	61.8
Bagmati	118269	144703	262972	106.3	113.1	109.9	76.4	79.3	78.0
Gandaki	45221	55584	100805	99.1	102.2	100.7	78.2	79.6	79.0
Lumbini	118587	146065	264652	101.1	111.9	106.8	70.3	74.6	72.6
Karnali	38445	44015	82460	85.8	87.8	86.8	66.4	68.0	67.2
Sudurpaschim	61778	75520	137298	94.2	103.1	98.9	67.1	72.1	69.8
<b>Nepal</b>	<b>580894</b>	<b>705632</b>	<b>1286526</b>	<b>97.1</b>	<b>102.3</b>	<b>99.9</b>	<b>70.0</b>	<b>71.0</b>	<b>70.6</b>

The GER of ECED/PPC in 2022-23 was 94.9 percent with this being 90.8 percent for girls and 98.6 percent for boys in the school year 2022-23. In academic year 2023/24 the GER of ECED/PPC is 99.9 this being 97.1 percent for girls and 102.3 percent for boys. At the same time the NER is 70.6 percent with this being 70.0 percent for girls and 71.0 percent for boys. See Annex 1 for disaggregated details on GER and NER at ECED/PPCs.

## 2.9 AVAILABILITY OF LEARNING AND OTHER MATERIALS

Learning materials, teacher guide, child materials, curriculum and reference materials are integral part of teaching learning process. Similarly having a book corner in the classroom is an effective way of engaging children into learning environment. Table 2.8 provides the number of schools that reported information on availability of learning materials and other materials related to ECED/PPCs. It is to be noted that the quality of these materials cannot be assessed through the Flash reporting system and therefore can be a subject of further study.

Table 2.9: Availability of relevant materials in government supported ECED/PPCs

Province	Total ECED/PPCs	Learning Materials	Teacher Guide	Child Material	Book Corner	Reference Material
Koshi	5091	1600	587	2007	1080	775
Madhesh	3227	728	382	722	522	273
Bagmati	4831	1598	784	2110	1439	972
Gandaki	3337	1408	690	1447	859	554
Lumbini	4736	1627	802	2127	1211	749
Karnali	3104	1029	467	1207	678	451
Sudurpaschim	3589	909	471	1260	735	533
<b>Nepal</b>	<b>27915</b>	<b>8899</b>	<b>4183</b>	<b>10880</b>	<b>6524</b>	<b>4307</b>

As Table 2.8 showed, out of the total 27915 government supported ECED/PPCs, a total of 8899 (31.9 percent) reported that they have learning materials, while a total of 4183 ECED/PPCs (15.0 percent) reported availability of teacher's guides. Similarly, a total of 10880 (39.0 percent) reported availability of child materials; 6524 (23.4 percent) reported having a functional book corner, and 4307 (15.4 percent) reported availability of reference materials related to ECED/PPCs. The share of schools reporting these resources is lowest in Madhesh Province in all cases, while Bagmati and Gandaki show the highest shares. See Annex 1 for disaggregated details on availability of relevant materials in ECED/PPCs.

## 2.10 ECED/PPC TEACHER DETAILS

Each ECED/PPC teacher should be a SEE (grade 10) graduate. Similarly, the ECED/PPC teacher is always preferred to be female as it is often argued that females care children the most in comparison to their counterparts. In cases where female teachers are not available then males are recruited to work as ECED/PPCs teachers. Table 2.9 provides the reported number of ECED/PPC teachers by gender caste/ethnicity level of qualification and by age category.

Table 2.10: Gender caste/ethnicity qualification and age-group of ECED/PPC teachers

Province	Type	Gender		Caste/ethnicity			Qualification			Age		
		F	T	D	J	O	<SEE	SEE	>SEE	<25	25-35	>35
Koshi	C	5930	6054	275	3173	2606	151	1201	4702	135	1921	3998
	I	3683	3846	130	1640	2076	61	565	3220	210	1262	2374
	T	9613	9900	405	4813	4682	212	1766	7922	517	3223	6160
Madhesh	C	4345	4433	273	920	3240	52	666	3715	118	1348	2967
	I	1531	1673	61	375	1237	18	3312	-1657	185	717	771
	T	5876	6106	334	1295	4477	70	3978	2058	372	2115	3619
Bagmati	C	5140	5270	177	2845	2248	131	512	4627	381	2266	2623
	I	8145	8326	191	3528	4607	58	298	7970	469	1991	5866
	T	13285	13596	368	6373	6855	189	810	12597	837	4258	8501
Gandaki	C	3253	3303	356	1456	1491	140	400	2763	198	1421	1684
	I	2620	2669	189	1123	1357	53	176	2440	210	810	1649
	T	5873	5972	545	2579	2848	193	576	5203	440	2330	3202
Lumbini	C	5312	5516	364	2073	3079	167	736	4613	249	1987	3280
	I	3544	3673	238	1112	2323	63	339	3271	305	1307	2061
	T	8856	9189	602	3185	5402	230	1075	7884	539	3313	5337
Karnali	C	2783	2898	268	378	2252	89	352	2457	197	1124	1577
	I	604	641	69	109	463	39	177	425	87	521	33
	T	3387	3539	337	487	2715	128	529	2882	304	1706	1529
Sudurpaschim	C	3735	3944	311	532	3101	177	599	3168	156	1447	2341
	I	1494	1553	64	279	1210	68	248	1237	110	776	667
	T	5229	5497	375	811	4311	245	847	4405	307	2278	2912

Nepal	C	30498	31418	2024	11377	18017	907	4466	26045	1673	11705	18040
	I	21621	22381	942	8166	13273	360	5115	16906	1644	7518	13219
	T	52119	53799	2966	19543	31290	1267	9581	42951	3317	19223	31259

F = Female T = Total D = Dalit J = Janajati O = Other SEE = Grade 10 equivalent; C = Community I = Institutional T = Total

Out of reported 31418 community ECED/PPC teachers, 30498 (97.1 percent) are females while the remaining 1680 (2.9 percent) are males. In regards to caste/ethnicity, 2966 teachers (6.4 percent) are from Dalit community, 11377 (36.2 percent) are Janajatis and 18017 (57.3 percent) are Brahman/Chhetris and other caste/ethnic groups.

In regard to educational qualification, 907 (2.8 percent) are less than grade 10 graduates. This suggests that Government should design qualification enhancing packages to these teachers so that the required minimum qualification can be met. Similarly, 1673 (5.3 percent) are less than 25 years of age while the remaining 29745 (94.7 percent) are 25 years of age or above.

## 2.11 PERCENTAGE OF GRADE 1 STUDENTS WITH ECED/PPC EXPERIENCE

Children entering grade one with ECED/PPC experience have significant higher promotion completion and learning outcomes than their peers. Table 2.10 gives the number of newly enrolled grade 1 students with ECED/PPC experience. See Annex 1 for disaggregated details on this indicator. The data shows that 76.9 percent of newly enrolled students in grade 1 have ECED/PPC experience (76.7 in previous year). However, there is significant variation in the disaggregated data.

Table 2.11: No. and percentage of new entrants in Grade 1 with ECED/PPC experience

Province	New enrolment in Grade 1			New enrolment in Grade 1 with ECD/PPCs Experiences			Percent of Grade 1 students with ECED/PPE experience		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	45168	49651	94819	34020	38496	72516	75.3	77.5	76.5
Madhesh	77859	85600	163459	55353	59490	114843	71.1	69.5	70.3
Bagmati	51264	58974	110238	36441	43273	79714	71.1	73.4	72.3
Gandaki	20031	23186	43217	16020	19538	35558	80.0	84.3	82.3
Lumbini	57413	63690	121103	48717	53400	102117	84.9	83.8	84.3
Karnali	21689	22841	44530	17284	19192	36476	79.7	84.0	81.9
Sudurpaschim	29216	31846	61062	23472	26201	49673	80.3	82.3	81.3
<b>Nepal</b>	<b>302640</b>	<b>335788</b>	<b>638428</b>	<b>231307</b>	<b>259590</b>	<b>490897</b>	<b>76.4</b>	<b>77.3</b>	<b>76.9</b>

Firstly, except to Madhesh and Lumbini Province, the percentage of girls is lower than the percentage of boys, indicating that girls are missing out on the opportunity to attend ECED/PPC. Secondly, there is significant variation between provinces. Lumbini Province has the greatest proportion, with 84.3 percent of grade 1 students entering with ECED/PPC experience, meanwhile neighbouring Madhesh Province has the lowest proportion, with 70.3. This suggests that there is significant potential to implement targeted interventions to improve ECED/PPC access and participation in specific areas.

## CHAPTER 3: SCHOOLS

### 3.1 INTRODUCTION

This section of the report presents the number of schools that are operating across the country. It is to be noted that schools in Nepal are categorised under two broader terms: one is community schools and the other is institutional schools. Community schools are operated through public or government funds while institutional schools are operated through fees provided by the guardians. There are schools that are religious in nature however those schools are also mandated to follow government curriculum and therefore are counted as community schools. The religious schools that are operated through fees or public donations are counted as institutional schools.

### 3.2 NO. OF SCHOOLS

The Flash reporting system captured data of 35876 schools across the country, out of which 27990 (78.0 percent) are community schools while the remaining 7886 (22.0 percent) are institutional schools. The number of community schools that reported data in 2022/23 was 28658 (79.5 percent) and the number of institutional schools that reported data was 7373 (21.5 percent) with an altogether of 36032 schools reported data last year. In this sense, there are 156 less schools than last year. While counting these numbers, schools that are only operating ECED/PPC or Montessori based PPCs or being downgraded to ECED/PPCs are not counted as schools. Table 3.1 shows the number of schools across the country by provinces. See Annex 2 for disaggregated details on the number of schools across the country.

Table 3.1: No. of schools by provinces and school types

Province	Total	Community		Institutional	
		No.	Percent	No.	Percent
Koshi	6962	5359	77.0	1603	23.0
Madhesh	4806	3509	73.0	1297	27.0
Bagmati	6837	4743	69.4	2094	30.6
Gandaki	4044	3407	84.2	637	15.8
Lumbini	5800	4531	78.1	1269	21.9
Karnali	3233	2983	92.3	250	7.7
Sudurpaschim	4194	3458	82.5	736	17.5
<b>Nepal</b>	<b>35876</b>	<b>27990</b>	<b>78.0</b>	<b>7886</b>	<b>22.0</b>

As shown in Table 3.1, the share of community and institutional schools remain at 78.0 and 22.0 percent respectively. The share of institutional school is high in Bagmati province with 30.6 percent while this percentage is 7.7 in Karnali province.

### 3.3 BASIC LEVEL SCHOOLS

Across the country there are a total of 35876 schools out of which 24384 (70.0 percent) are basic schools that are either running grade 1 only, grade 1-2 or grade 1-8 which. The remaining 30.0 percent of schools have secondary levels. Last year, the number of basic level schools was 24140, an addition of 244 schools.

In terms of community schools, 20774 (85.1 percent) are basic level schools while for institutional schools, 3610 (14.9 percent) are operated up to basic level. Comparison of these data show that community schools are heavily focused on basic level of education while institutional schools are more focused on secondary level education.

Table 3.2: No. of basic level schools by provinces

Province	Total			Community			Institutional		
	Upto G5	Upto G8	Basic	Upto G5	Upto G8	Basic	Upto G5	Upto G8	Basic
Koshi	3423	1412	4835	3067	1007	4074	356	405	761
Madhesh	2510	1032	3542	2101	629	2730	409	403	812
Bagmati	2789	998	3787	2506	788	3294	283	210	493
Gandaki	2057	639	2696	1923	524	2447	134	115	249
Lumbini	2853	1154	4007	2541	825	3366	312	329	641
Karnali	1888	595	2483	1785	524	2309	103	71	174
Sudurpaschim	2097	937	3034	1879	675	2554	218	262	480
<b>Nepal</b>	<b>17617</b>	<b>6767</b>	<b>24384</b>	<b>15802</b>	<b>4972</b>	<b>20774</b>	<b>1815</b>	<b>1795</b>	<b>3610</b>

This analysis also shows that students in 85.1 percent of the community schools will need to change their school to continue their study in secondary level, while this percentage is 14.9 percent for institutional schools. This analysis needs to be considered during the planning phase at all tiers of government in order to ensure that students are enrolled and sustained in community schools, especially in the transition from free and compulsory basic level education to secondary level. See Annex 2 for disaggregated details on the number of basic schools across the country.

### 3.4 SECONDARY LEVEL SCHOOLS

Table 3.3 shows the number of schools that are operating secondary level up to grade 10 and up to grade 12. Across Nepal, there are 6672 schools that are operating grade 1-10 or various grades in between grade 6 to 10 and similarly there are 4820 schools across the country that are operating grade 1-12 or combinations of grade 6 to 12.

Table 3.3: No. of secondary level schools by provinces

Province	Total			Community			Institutional		
	Upto G10	Upto G12	Sec.	Upto G10	Upto G12	Sec	Upto G10	Upto G12	Sec
Koshi	1273	854	2127	653	632	1285	620	222	842
Madhesh	700	564	1264	355	424	779	345	140	485
Bagmati	1884	1166	3050	697	752	1449	1187	414	1601
Gandaki	737	611	1348	467	493	960	270	118	388
Lumbini	1027	766	1793	555	610	1165	472	156	628
Karnali	406	344	750	349	325	674	57	19	76
Sudurpaschim	645	515	1160	457	447	904	188	68	256
<b>Nepal</b>	<b>6672</b>	<b>4820</b>	<b>11492</b>	<b>3533</b>	<b>3683</b>	<b>7216</b>	<b>3139</b>	<b>1137</b>	<b>4276</b>

Out of 6672 secondary schools (up to grade 10) a total of 3533 (53.0 percent) are community schools while the remaining 3139 (47.0 percent) are institutional schools. Similarly, out of 4820 secondary schools (up to grade 12) a total of 3683 (76.4 percent) are community schools and the remaining 1137 (23.6 percent) are institutional schools. Upon comparing Table 3.3 with Table 3.2 it shows that the share of community schools is high at basic level while this share is low in case of secondary level (up to grade 10). See Annex 2 for disaggregated details on the number of secondary schools across the country.

### 3.5 9-12 TECHNICAL STREAMS

The importance of vocational education is recognised at all levels of government, as vocational education is a key to preparing the skilled labour force that is required by the country. It is due to this importance that the CTEVT and CEHRD has pre-diploma, diploma and 9-12 technical streams operated in schools and other institutes. The pre-diploma is an 18-month course and is a pre-requisite to the diploma, which is a further four-year course offered by schools and institutes operated under CTEVT. The number of pre-diploma institutes is 455 the number of diploma institutes is 465 and the number of schools that are offering both courses is 186 with a total of 1,106 schools/institutes across the country.

**Table 3.4: No. of 9-12 technical streams by province**

Province	Number of Schools			CTEVT Total	CEHRD Total	Total
	Diploma	Pre-diploma	Both			
Koshi	38	54	20	112	112	224
Madhesh	59	46	19	124	91	215
Bagmati	144	99	39	282	90	372
Gandaki	43	49	17	109	52	161
Lumbini	78	74	33	185	101	286
Karnali	50	53	26	129	37	166
Sudurpaschim	53	80	32	165	54	219
<b>Nepal</b>	<b>465</b>	<b>455</b>	<b>186</b>	<b>1106</b>	<b>537</b>	<b>1643</b>

The number of schools offering 9-12 technical stream offered by CEHRD is 537 across the whole country, out of which Koshi Province has the highest share with 20.9 percent (last year, Lumbini Province had the highest share with 20.1 percent) and Karnali Province has the lowest share with 6.9 percent (last year Karnali Province had 6.5 percent). It is to be noted that these schools offer courses in 6 areas and that includes plant science, animal science, computer engineering, electrical engineering, civil engineering and music.

### 3.6 MODEL SCHOOLS

The Nepal Government introduced the model school program as part of SSDP in order to increase access to quality school education, through strategic assistance and reform initiatives. This program aimed to upgrade at least 1000 public secondary school across the whole country during the SSDP period. At present as Table 3.5 showed there are 422 model schools across the country.

**Table 3.5: No. of model schools by province**

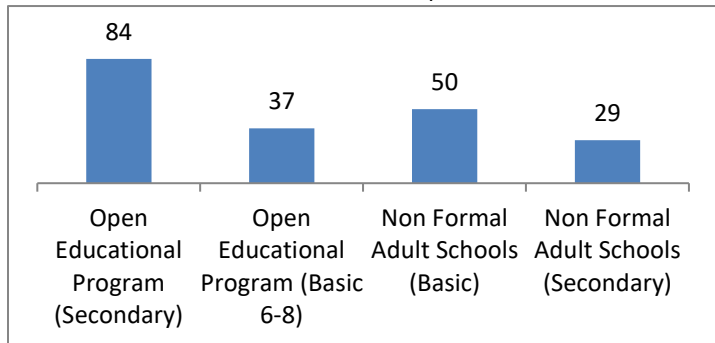
Province	Number	Percentage
Koshi	81	19.2
Madhesh	65	15.4
Bagmati	69	16.4
Gandaki	56	13.3
Lumbini	70	16.6
Karnali	37	8.8
Sudurpaschim	44	10.4
<b>Nepal</b>	<b>422</b>	<b>100.0</b>

Out of 422 model schools 81 (19.2 percent) are in Koshi Province while Karnali Province has the least number of model schools with 37 and share of 8.8 percent within seven provinces.



### 3.7 OPEN/NON-FORMAL ADULT PROGRAMS AND SCHOOLS

Adults that have not been able to complete their education or wish to study further are often encouraged to join



alternative schools, as it is not desirable for those adults to study in formal schools. For this reason, open and adult schools are in operation and Figure 3.1 shows the type and number of such schools across the country. The open schools are divided into basic and secondary schools, and the non-formal adult schools have been categorized in the same way.

Figure 3.1: No. of non-formal and alternative schools

### 3.8 SPECIAL SCHOOLS AND CLASSES

The first attempt of Nepal Government in assuring that students with visual impairment are also included in the regular classroom started in 1960s when those students were taught in the same classroom with other fellow students. Since then, many efforts have been made to bring children with disabilities in regular classrooms or special schools dedicated for those types of students. As a result, 36 special schools are being operated across the whole country. Similarly, 12 schools that are dedicated to educating blind and deaf students and a further 380 resource classrooms are also in operation for students with disabilities.

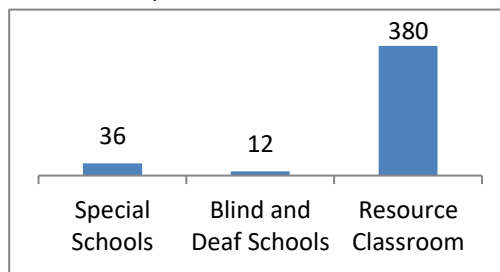


Figure 3.2: No. of special schools and Classes

### 3.9 MULTI-GRADE AND MULTI-LEVEL SCHOOLS

Multi-grade teaching is gaining a lot of popularity in developed and developing countries. In this teaching approach a single teacher teaches more than one grade or age group. In the context of Nepal this approach seems rational as there are shortages of teachers and the declining number of students in the classrooms. At present there are 269 MGML schools that are being supported by the federal government.

### 3.10 COMMUNITY LEARNING CENTRES

Community Learning Centres (CLCs) are community-based non-formal educational institutions or organisations that provide a range of services and learning opportunities to out-of-school children, youth, and illiterate or semi-literate adults from socially disadvantaged rural and urban communities. These centres operate outside the formal education system and aims to address the basic literacy and educational needs of the learners. As non-formal educational institutions, these centres are usually established and managed by local communities with financial and technical support from various governmental and non-governmental agencies.

Table 3.6: No. of CLCs

Province	Funded through Federal Government	Funded through Local level
Koshi	333	2
Madhesh	275	0
Bagmati	461	2
Gandaki	248	1
Lumbini	329	0
Karnali	248	0
Sudurpaschim	257	0
<b>Nepal</b>	<b>2,151</b>	<b>5</b>

As given in Table 3.6 there are 2,151 CLCs that are funded through federal government and 5 CLCs that are operated through local level utilising their own resources. Province wise, out of 2,156 active CLCs, 429 are in Bagmati province (21.4 percent), while Karnali Province has the least number of active CLCs with 248 (11.5 percent). See Annex 3 for disaggregated details on the number of CLCs across the country.

## CHAPTER 4 : BASIC LEVEL EDUCATION

### 4.1 INTRODUCTION

This section of the report presents the number of students that are enrolled in basic level across the country. Similarly, this section also provides information on student teacher ratio and the number and share of students from Dalit, Janajati, Madhesi and other communities that are in schools. The major indicators of the education sector, including the gross enrolment rate (GER), net enrolment rate (NER), net intake rate (NIR), gross intake rate (GIR), for basic level have been provided in this section. All the provided information has been disaggregated by types of schools and provinces wherever required.

### 4.2 NO. OF STUDENTS IN BASIC LEVEL

Out of 5371707 students in basic level of grade 1-8, a total of 3519214 are in basic level (1-5) and the remaining 1852493 are in basic level of grade 6 to 8. Upon comparing the data from last year, this is a decrease of 66329 students at basic level of grade 1-8, a decrease of 1.2 percent.

In terms of community schools, the number of students in basic level (1-5) is 2369763 which corresponds to 67.3 percent of the total enrolment at this level. In institutional schools, this number is 1149451 which corresponds to 32.7 percent of the total basic level (1-5) enrolment. Last year, this number and percentage was 2529119 (70.0 percent) for community schools and 1081484 (30.0 percent) for institutional schools.

The number of students in basic level (6-8) is 1852493 which is an increase of 25060 students (1.3 percent) as the reported number of students in basic level (6-8) was 1827433 for last year. In community schools, there are 1323096 students which is 71.4 percent of the total enrolment while there are 529397 students in institutional schools which is 28.6 percent of the number of students in basic level of grade 6 to 8.

Table 4.1: No. of students in basic level (G1-8) by gender, provinces and types of schools

Province	Total			Community			Institutional			Comm	Inst
	G	B	T	G	B	T	G	B	T	% Girls	% Girls
Koshi	398524	426688	825212	261540	253278	514818	136984	173410	310394	50.8	44.1
Madhesh	625719	652390	1278109	528516	481319	1009835	97203	171071	268274	52.3	36.2
Bagmati	452818	516356	969174	241660	242717	484377	211158	273639	484797	49.9	43.6
Gandaki	179544	204944	384488	119314	123797	243111	60230	81147	141377	49.1	42.6
Lumbini	466167	512276	978443	346871	338216	685087	119296	174060	293356	50.6	40.7
Karnali	186838	188458	375296	169651	162954	332605	17187	25504	42691	51.0	40.3
Sudurpaschim	276070	284915	560985	223034	199992	423026	53036	84923	137959	52.7	38.4
<b>Nepal</b>	<b>2585680</b>	<b>2786027</b>	<b>5371707</b>	<b>1890586</b>	<b>1802273</b>	<b>3692859</b>	<b>695094</b>	<b>983754</b>	<b>1678848</b>	<b>51.2</b>	<b>41.4</b>

Table 4.1 shows that the enrolment of girls is high in community schools with 51.2 percent of girls being enrolled in community schools, while this is 41.4 percent in institutional schools. These data show that parents are favouring community schools for girls and are favouring institutional schools for boys. Figure 4.1 and figure 4.2 show the number of students enrolled in mainstreamed religious schools and that includes Madrassas, Gumbas and Ashrams at basic (1-5) and basic (6-8).

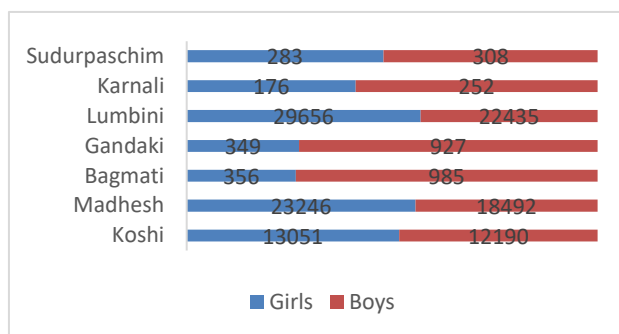


Figure 4.1: No. of students in religious schools (1-5)

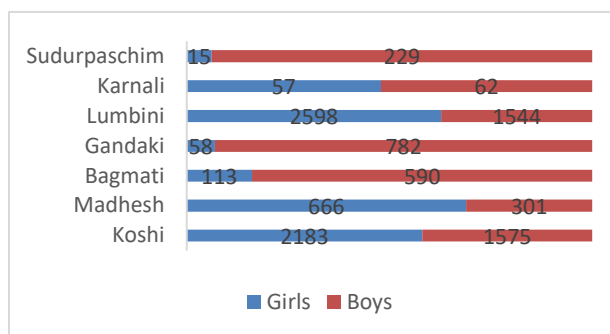


Figure 4.2: No. of students in religious schools (6-8)

Out of 2369763 students enrolled in community schools at basic level (1-5), 122706 (3.5 percent) are in mainstreamed religious schools. Out of 1323096 students enrolled in community schools at basic level (6-8), 10773 (0.81 percent) are in mainstream religious schools. The difference between students in basic level (1-5) and basic level (6-8) in religious schools show that there is a significant decrease when students transition between basic levels 1-5 and 6-8. Meanwhile, Table 4.2 shows the number of students by grades at the national level followed by the share of students in each grade for both community and institutional schools.

Table 4.2: No. and percentage of students by grade, gender and types of schools

Grade	Total			Community			Institutional			Comm.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Share of students	
G1	362669	396779	759448	266469	263668	530137	96200	133111	229311	14.4	13.7
G2	334350	363134	697484	236261	225986	462247	98089	137148	235237	12.5	14.0
G3	334949	361534	696483	236502	223458	459960	98447	138076	236523	12.5	14.1
G4	330989	358100	689089	236191	223907	460098	94798	134193	228991	12.5	13.6
G5	327162	349548	676710	237128	220193	457321	90034	129355	219389	12.4	13.1
<b>G1-5</b>	<b>1690119</b>	<b>1829095</b>	<b>3519214</b>	<b>1212551</b>	<b>1157212</b>	<b>2369763</b>	<b>477568</b>	<b>671883</b>	<b>1149451</b>	-	-
G6	300721	325829	626550	219666	209008	428674	81055	116821	197876	11.6	11.8
G7	292172	311923	604095	219996	208469	428465	72176	103454	175630	11.6	10.5
G8	302668	319180	621848	238373	227584	465957	64295	91596	155891	12.6	9.3
<b>G6-8</b>	<b>895561</b>	<b>956932</b>	<b>1852493</b>	<b>678035</b>	<b>645061</b>	<b>1323096</b>	<b>217526</b>	<b>311871</b>	<b>529397</b>	-	-
<b>Nepal</b>	<b>2585680</b>	<b>2786027</b>	<b>5371707</b>	<b>1890586</b>	<b>1802273</b>	<b>3692859</b>	<b>695094</b>	<b>983754</b>	<b>1678848</b>	<b>100</b>	<b>100</b>

As shown in Table 4.2, out of 3692859 students in community schools in grade 1-8, 14.4 percent of the students are in grade 1 followed by 12.5 percent students in grade 2. The reduction of 1.9 percent suggests that students are still finding it difficult to progress in grade 2. Last year, this percentage was 1.8, which suggests that things have not improved this year.

In institutional schools, the data for this year show that the share of students in grade 2 and 3 is greater than grade 1, which is unusual and therefore needs to be examined and explored further. In the efficient educational system, there is less differences in terms of share of the students in each grade, however, in the context of Nepal, in both community and institutional schools, the gap exists between grades and therefore needs to be studied. The reduction in the share of students in grade 8 at institutional schools show that there is a tendency of leaving institutional schools to community schools in that particular grade. This may be because students graduating grade 8 from community schools often receive priorities in the future.

### 4.3 NO. OF STUDENTS FROM DALIT, JANAJATI AND MADHESI COMMUNITIES IN BASIC LEVEL

As shown in Table 4.3, the number of students from Dalit and Janajati communities is 949937 and 1727078 respectively. In terms of total students at basic level (G1-8), the share of Dalit students remains at 17.7 percent and the share of Janajati students remains at 32.2 percent. However, the share changes across the grades. In grade 1, Dalit students make up a 19.2 percent share, however there is a declining trend to 15.6 percent in grade 8. Conversely, there is an increasing trend in the share of Janajatis, from 29.8 percent in grade 1 to 34.2 percent in grade 8.

In all the categories as given in Table 4.3, the number of girls is lower than boys (except to grade 7 and grade 8 in case of Dalits), with GPI being 0.92 for total students, 0.96 for Dalit students and 0.94 for Janajati students, which suggests that girls are more likely to be out of school than boys (see section 4.9).

The data shows that the total number of students in grade 1 is 137600 less than the number of students at grade 8, which is a reduction of 22.1 percent. This may be due to higher repetition rates in grade 1 that inflate the grade 1 numbers, as well as drop out over basic level (see sections 4.8 and 4.11) However, the reduction of Dalit students from grade 1 to grade 8 (145727 to 97214) is a 33.2 percent drop. This suggests that Dalit students are likely to drop out from schools as they progress to higher grades. While there is reduction in the number of Janajati students (226313 to 212693), this reduction is 6.0%. In the case of all three groups, the reduction is greater for boys than for girls.

Table 4.3: No. of Dalit and Janajati students by grade, gender and types of schools

Grade	Total			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G1	362669	396779	759448	70460	75267	145727	107944	118369	226313
G2	334350	363134	697484	62480	66482	128962	101918	110778	212696
G3	334949	361534	696483	62106	65319	127425	105247	113252	218499
G4	330989	358100	689089	60661	63636	124297	106230	114677	220907
G5	327162	349548	676710	60057	61424	121481	105996	113325	219321
<b>G1-5</b>	<b>1690119</b>	<b>1829095</b>	<b>3519214</b>	<b>315764</b>	<b>332128</b>	<b>647892</b>	<b>527335</b>	<b>570401</b>	<b>1097736</b>
G6	300721	325829	626550	52787	53877	106664	101756	109038	210794
G7	292172	311923	604095	49094	49073	98167	101036	104819	205855
G8	302668	319180	621848	48859	48355	97214	105737	106956	212693
<b>G6-8</b>	<b>895561</b>	<b>956932</b>	<b>1852493</b>	<b>150740</b>	<b>151305</b>	<b>302045</b>	<b>308529</b>	<b>320813</b>	<b>629342</b>
<b>Nepal</b>	<b>2585680</b>	<b>2786027</b>	<b>5371707</b>	<b>466504</b>	<b>483433</b>	<b>949937</b>	<b>835864</b>	<b>891214</b>	<b>1727078</b>

Figure 4.3 shows the number of students from Madheshi community disaggregated by grade and gender. Unlike other caste/ethnic communities, the number of girls is higher in each grade as there are 11731 more girls in grade 1 and 11132 more girls in grade 2. Since Madhesh Province has already launched 'Beti Padhao Beti Bachao' and 'Beti Bima Karyakram' to improve the status of girls in schools, these data could have reflected that result and therefore needs to be further studied. See Annex 4 for further disaggregation on students.

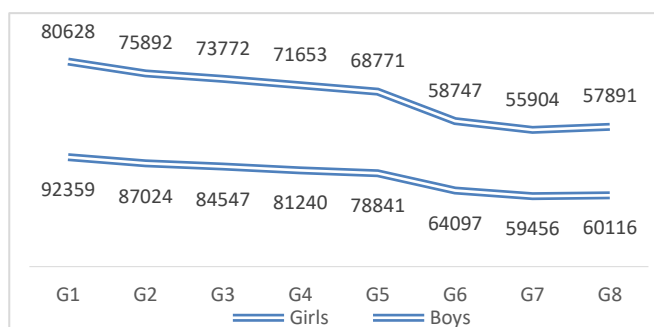


Figure 4.3: Grade 1-8 students from Madheshi community

#### 4.4 NO. OF STUDENTS FROM DISADVANTAGED COMMUNITIES IN BASIC LEVEL

From the beginning of the EFA to the current SESP, the government has given high priority to ensure universal access, participation and retention of all children including the children from 22 disadvantaged Janajatis like Bankaria, Baramu, Bote, Chepang, Danuwar, Dhanuk, Hayu, Jhangad, Kisan, Kusunda, Lepcha, Majhi, Meche, Musbadiya, Raji, Raute, Satar, Singa, Siyar, Surel, Thami and Thunam.

Table 4.4: No. of Janajatis from disadvantaged and marginalised communities

Province	Grade 1-5			Grade 6-8			Grade 1-8		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	4480	4595	9075	2590	2646	5236	7070	7241	14311
Madhesh	8124	10496	18620	2722	3614	6336	10846	14110	24956
Bagmati	13631	14611	28243	6376	5932	12308	20007	20543	40551
Gandaki	1748	1818	3566	995	987	1982	2743	2805	5548
Lumbini	617	726	1343	363	359	722	980	1085	2065
Karnali	209	263	472	165	138	303	374	401	775
Sudurpaschim	870	861	1731	496	457	953	1366	1318	2684
<b>Nepal</b>	<b>29679</b>	<b>33370</b>	<b>63050</b>	<b>13707</b>	<b>14133</b>	<b>27840</b>	<b>43386</b>	<b>47503</b>	<b>90890</b>

A total of 90890 students from 22 extremely disadvantaged Janajatis are in basic level education, out of which 63050 are in basic level (1-5) and 27840 are in basic level (6-8). Out of those 90890 students in basic level (1-8), 43386 are girls representing 47.7 percent of the total students.

#### 4.5 NO. OF STUDENTS WITH DISABILITIES IN BASIC LEVEL

Disability is a condition that impacts the ability of an individual to engage in certain tasks or actions, or participate in activities and interactions. Disability, therefore, is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do selected tasks. Students with disabilities need an enabling environment and inclusive school, so that they have the same opportunity to reach their potential as other students do. Table 4.5, Figure 4.4 and Figure 4.5 provide the number of students with disabilities at basic (1-5) and basic (6-8) across the country.

Table 4.5: No. of Students with disability

Province	Grade 1-5			Grade 6-8			Grade 1-8		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	944	1292	2236	528	588	1116	1472	1880	3352
Madhesh	693	944	1637	326	482	808	1019	1426	2445
Bagmati	1130	1546	2676	621	794	1415	1751	2340	4091
Gandaki	556	792	1348	291	392	683	847	1184	2031
Lumbini	1476	1926	3402	842	970	1812	2318	2896	5214
Karnali	780	982	1762	353	421	774	1133	1403	2536
Sudurpaschim	799	983	1782	431	498	929	1230	1481	2711
<b>Nepal</b>	<b>6378</b>	<b>8465</b>	<b>14843</b>	<b>3392</b>	<b>4145</b>	<b>7537</b>	<b>9770</b>	<b>12610</b>	<b>22380</b>

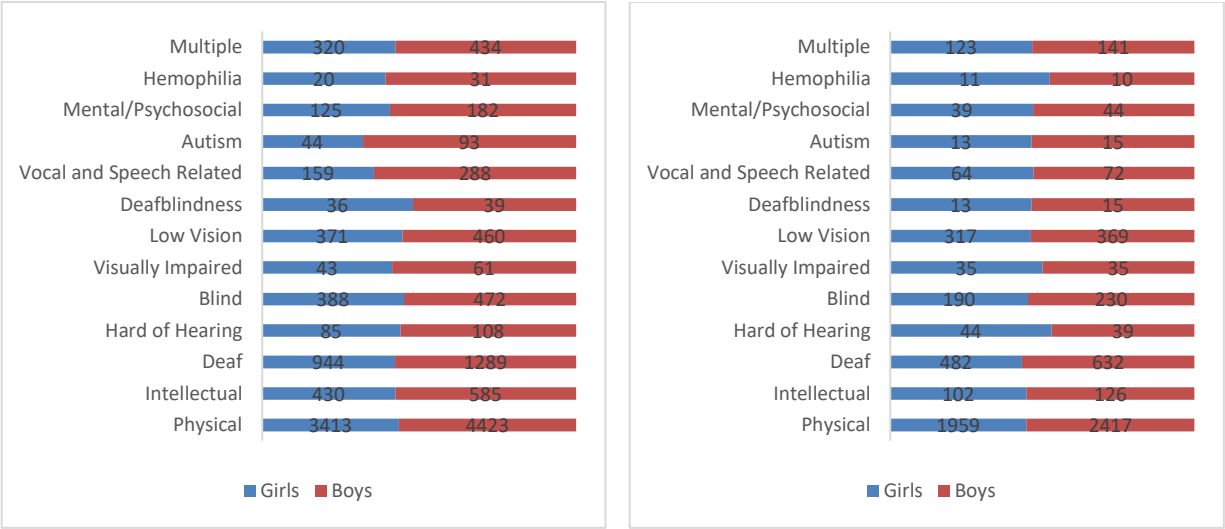


Figure 4.4: No. of students with disabilities (1-5)

Figure 4.5: No. of students with disabilities (6-8)

Table 4.4 and 4.5 shows that there are 22380 students that have some been identified as having a disability, which comprise 0.42 percent of the total number of students at this level. At basic 1-5 there are 14843 students, and at basic 6-8 there are 7537 students that have a disability. This number represents 0.42 percent of the total students in both groups. The Census Report 2021 shows that 2.2 percent of the total population of Nepal has disability, but IEMIS reported total student with disabilities is only 0.42 percent. This suggests that either early screening is not fully functional or schools have not been reporting the information accordingly. The data show that more boys are identified as having a disability, with 57.0 percent of all recorded students with disabilities being boys. See Annex 5 for further disaggregation on students with various forms of disabilities.

#### 4.6 AVERAGE SCORES IN BASIC LEVEL

Scores are one of many ways to assess the performance of students. Table 4.6 provides the average scores for basic level (1-5) in community schools. While calculating the average scores, the sum of all the scores obtained in the final examination has been divided by the number of exam-takers and while calculating these scores, the data of those students who have not appeared in final examinations have been omitted to ensure that there is no skew in the output.

Table 4.6: Average score by subjects and by gender (1-5)

Grade	Gender	Nepali	English	Mathematics	Science	Social	Hamro Serofero
Grade 1	Girls	59.6	59.2	60.0	-	-	59.6
	Boys	58.5	58.3	59.2	-	-	58.6
	Total	59.0	58.8	59.6	-	-	59.1
Grade 2	Girls	60.9	60.1	60.8	-	-	61.3
	Boys	59.6	59.3	60.3	-	-	60.3
	Total	60.2	59.7	60.6	-	-	60.8
Grade 3	Girls	61.5	59.8	60.2	-	-	61.8
	Boys	59.9	58.7	59.8	-	-	60.6
	Total	60.7	59.3	60.0	-	-	61.2
Grade 4	Girls	56.4	55.2	53.8	53.9	54.8	-
	Boys	54.6	54.1	53.5	52.8	53.5	-
	Total	55.5	54.6	53.7	53.3	54.2	-
Grade 5	Girls	57.7	55.9	53.9	54.1	55.3	-
	Boys	55.6	54.7	53.5	52.9	53.8	-
	Total	56.7	55.3	53.7	53.5	54.6	-

Table 4.7 shows similar subject scores for grades 6 and 7. Similarly, girls outperform boys in both grades and all subjects, except grade 7 English.

Table 4.7: Average score by subjects and by gender (6-8)

Grade	Gender	Nepali	English	Mathematics	Science	Social
Grade 6*	Girls	50.5	50.0	49.7	49.8	49.6
	Boys	49.2	49.1	49.2	48.8	48.5
	Total	50.0	49.5	49.5	49.3	49.0
Grade 7	Girls	50.5	49.6	49.2	48.7	49.6
	Boys	48.8	49.8	48.5	47.8	48.2
	Total	49.6	49.2	48.9	48.3	48.9

#### 4.7 USE OF EMIS IN GRADE 8 EXAMINATION RESULT

After the federal structure, Grade 8 examination has been managed by local levels. During this whole process, the examination results were either stored in locally built Excel files and/or privately managed software which ran the risk of losing the data for future use. Understanding the importance of these data, the IEMIS has built in a grade 8 examination sub-system that uses the standard procedure to collect, store and generate the result output. Table 4.8 provides the grade 8 examination results of one of the LGs of Bagmati Province from 2078 as an example to illustrate as to why and how the federal government needs to support LGs in managing this examination result.

Table 4.8: Grading outcome of grade 8 examination

Subjects	Internal								External							
	A+	A	B+	B	C+	C	D	NG	A+	A	B+	B	C+	C	D	NG
Nepali	983	285	59	41	0	5	0	0	4	72	167	254	251	336	120	159
English	989	259	52	41	3	29	0	0	2	179	288	343	199	182	71	99
Mathematics	0	0	0	0	0	0	0	0	84	106	131	163	184	198	160	337
Social Studies & Population Ed	980	310	64	19	0	0	0	0	10	84	140	289	261	261	112	206
Science & Environment Edu.	938	253	74	76	20	12	0	0	20	76	98	136	164	220	176	473
Health & Physical Education	1092	190	73	13	3	2	0	0	119	208	273	244	209	192	88	30
Moral Education	986	278	63	43	1	2	0	0	86	361	192	271	178	197	61	17
Occupation, Business & Tech Ed	987	188	87	61	21	29	0	0	47	147	208	299	232	254	103	73
Local Subject	893	202	103	102	33	29	0	11	196	219	208	225	164	242	27	82

Based on the grading structure provided by the Curriculum Development Centre (CDC), Table 4.8 shows the grading structure of all types of schools for Internal and theory exams. Students that have received NG (Non-Graded) should



either pass the re-examination or should repeat the same grade. As shown in Table 4.8, the majority of NG are awarded in Mathematics and Science (in external exams).

#### 4.8 INTERNAL EFFICIENCY AT BASIC LEVEL

Internal efficiency in education considers the promotion, repetition, and dropout rates at various levels of education. The promotion rate is the percentage of students that were promoted to the next grade. The repetition rate is the percentage of students who will repeat the same grade, while the dropout rate is the percentage of students that dropped out of schools for various reasons. In an ideal scenario, the promotion rate is always 100 percent and the remaining two rates are zero or close to zero. This is considered efficient because students who are continuously promoted will complete their schooling in the minimum number of years, requiring the minimum number of resources. Each year of repetition adds an extra year's worth of resources and delays graduation. Dropout prior to completion of school is considered inefficient because the child will no longer benefit from the resources being utilised by the school, the child will miss out on the skill and knowledge acquisition that will help them maximise life opportunities, and that the resources already invested in the child are less likely to lead to a recognised qualification or accreditation. Table 4.9 provides these rates for individual grades disaggregated by gender. Since, the composition of a classroom consists of students promoted from the lower grade, repeated at the same grade and new enrolled in the particular grade, the sum of promotion, repetition and dropout rate does not add to 100.

Table 4.9: Promotion, repetition and dropout rate in basic level

Grade	Promotion Rate			Repetition Rate			Dropout Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G1	81.0	81.5	81.3	11.5	10.8	11.1	3.7	4.0	3.8
G2	84.6	84.8	84.7	8.3	7.8	8.0	3.5	3.6	3.6
G3	86.7	86.8	86.7	7.1	6.5	6.8	3.0	3.2	3.1
G4	87.8	87.2	87.5	6.0	6.1	6.0	2.9	3.2	3.1
G5	89.7	89.1	89.4	5.1	5.1	5.1	2.3	2.6	2.5
<b>G1-5</b>	<b>83.9</b>	<b>83.8</b>	<b>83.8</b>	<b>8.9</b>	<b>8.5</b>	<b>8.7</b>	<b>3.1</b>	<b>3.3</b>	<b>3.2</b>
G6	88.0	86.9	87.5	4.4	5.1	4.7	2.5	2.9	2.7
G7	90.8	89.1	89.9	3.9	4.6	4.3	2.6	3.1	2.9
G8	87.9	86.6	87.3	6.5	6.5	6.5	2.6	3.1	2.8
<b>G6-8</b>	<b>88.9</b>	<b>87.5</b>	<b>88.2</b>	<b>5.0</b>	<b>5.4</b>	<b>5.2</b>	<b>2.6</b>	<b>3.0</b>	<b>2.8</b>
<b>G1-8</b>	<b>86.4</b>	<b>85.7</b>	<b>86.0</b>	<b>7.0</b>	<b>7.0</b>	<b>7.0</b>	<b>2.9</b>	<b>3.2</b>	<b>3.0</b>

Early **grades remain** to be the major area of concern as repetition rate is 11.1 percent in grade 1 (it was 10.6 last year), 8.0 percent in grade 2 (it was 9.4 last year) and 6.8 percent in grade 3 (it was 9.2 last year). The repetition rate is 6.0 percent in grade 4 and 5.1 percent in grade 5, which suggests that consolidated efforts need to be made in those early grades by all tiers of government.

In all grades, the promotion rate ranges from 81 to 89 percent while the dropout rate has decreased in successive grades. See Annex 6 for further information on promotion, repetition, and dropout rates.

## 4.9 GROSS AND NET ENROLMENT RATE AT BASIC LEVEL

The GER is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100 percent because of early or late entry and/or grade repetition. The NER is the total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population. In the context of basic (1-5), the specific age group is 5 to 9 while in the context of basic (6-8), the specific age group is 10 to 12 years. It is to be noted that these rates are calculated on the basis of projected population age group and in the context of this report; these rates are calculated on the basis of projected population data that was collected in 2078 BS.

Table 4.10: GER and NER details in basic level (1-5) and (6-8)

Province	GER (1-5)			NER (1-5)			GER (6-8)			NER (6-8)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	114.7	118.0	116.4	95.6	95.7	95.6	121.4	115.4	118.3	94.3	95.2	94.8
Madhesh	125.9	123.2	124.5	95.5	95.4	95.4	107.6	104.9	106.2	93.7	92.2	92.9
Bagmati	128.5	132.5	130.6	96.0	96.1	96.1	129.9	120.3	124.6	95.0	96.1	95.6
Gandaki	116.7	118.9	117.9	95.1	95.7	95.4	123.1	118.8	120.8	94.2	95.0	94.6
Lumbini	127.5	129.3	128.4	95.5	95.5	95.5	119.2	112.8	115.8	94.1	94.5	94.3
Karnali	125.6	127.2	126.4	95.9	95.8	95.9	124.3	111.4	117.5	94.2	94.9	94.6
Sudurpaschim	128.6	126.1	127.3	95.8	95.7	95.7	120.2	108.9	114.3	94.5	94.3	94.4
<b>Nepal</b>	<b>124.3</b>	<b>125.2</b>	<b>124.8</b>	<b>95.6</b>	<b>95.7</b>	<b>95.6</b>	<b>119.4</b>	<b>112.7</b>	<b>116.1</b>	<b>94.3</b>	<b>94.5</b>	<b>94.4</b>

The ideal scenario for GER and NER is 100 percent, which means that each grade has age-specific enrolments and none of the children of the particular age-group is out of school. Greater than 100 percent GER would mean that there are under-age and/or over-age students in the classrooms, while NER of less than 100 percent would mean that there are still out-of-school children of that particular age group. As shown in Table 4.10, the GER at basic (1-5) is 124.8 which mean there are under-age and over-age students in the classrooms. The NER at basic (1-5) is 95.6 which mean 4.4 percent of children aged 5-9 are out of schools. Table 4.10 also shows the GER and NER for basic (6-8) level. The GER for these grades is 116.1, while the NER for this age group is 94.4. In both age groups, the NER is greater for boys than girls, and this disparity is seen in each of the provinces except in Basic (6-8) in Madhesh and Lumbini where girls NER exceeds boys.

Table 4.11: GER and NER details in basic level (1-8)

Province	GER (1-8)			NER (1-8)			Gender Parity in NER
	Girls	Boys	Total	Girls	Boys	Total	
Koshi	117.0	117.1	117.1	95.1	95.5	95.3	1.00
Madhesh	119.7	117.0	118.3	94.9	94.3	94.6	1.01
Bagmati	129.0	127.7	128.3	95.6	96.1	95.9	0.99
Gandaki	119.0	118.9	119.0	94.8	95.4	95.1	0.99
Lumbini	124.6	123.3	123.9	95.0	95.2	95.1	1.00
Karnali	125.1	121.1	123.1	95.3	95.4	95.4	1.00
Sudurpaschim	125.4	119.3	122.2	95.3	95.1	95.2	1.00
<b>Nepal</b>	<b>122.6</b>	<b>120.7</b>	<b>121.6</b>	<b>95.1</b>	<b>95.2</b>	<b>95.2</b>	<b>1.00</b>

Table 4.11 shows the GER and NER for basic (1-8) level. This table also illustrates that 4.9 percent of 5-12 age group children are still not in schools. Furthermore, 5.0 percent of girls are not in school compared to 4.9 percent of boys. Net enrolment gender parity has been maintained at 1.00, which meets the SESP target.

#### 4.10 GROSS AND NET INTAKE RATE IN GRADE 1

Gross Intake Rate (GIR) is the total number of new entrants in grade 1, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade. While GIR considers all the students regardless of the age, Net Intake Rate (NIR) only considers the specific age group during the calculation, and in the context of Grade 1 it is age 5.

Table 4.12: GIR and NIR in Grade 1

Province	Gross Intake Rate			Net Intake Rate		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	109.2	111.7	110.5	95.5	96.3	95.9
Madhesh	110.8	112.7	111.8	95.7	96.0	95.9
Bagmati	120.4	124.9	122.8	95.4	94.8	95.1
Gandaki	111.9	114.2	113.1	94.8	95.0	94.9
Lumbini	118.5	120.4	119.5	95.3	96.2	95.8
Karnali	120.0	122.0	121.0	95.3	96.6	96.0
Sudurpaschim	114.7	116.7	115.7	95.5	96.4	96.0
<b>Nepal</b>	<b>114.6</b>	<b>117.1</b>	<b>115.9</b>	<b>95.4</b>	<b>95.9</b>	<b>95.7</b>

Upon calculating the grade 1 new enrolment with the projected population of age 5 children, the GIR in grade 1 remains at 115.9 percent and the NIR in grade 1 remains at 95.7 percent. This indicates that parents are continuing to enrol overage and underage children in grade 1, thus reflecting lesser NIR in grade 1 with 95.4 percent for girls and 95.9 percent for boys. See Annex 7 for disaggregated details on GIR and NIR in grade 1.

#### 4.11 SURVIVAL RATE AT BASIC LEVEL

UNESCO Institute of Statistics (UIS) defines survival rate as the percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition. Table 4.13 provides the survival rate at grade V and grade VIII that has been calculated by using cohort reconstruction method.

Table 4.13: Survival rates at basic level

Province	Survival rate to Grade 5			Survival rate to Grade 8		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	89.8	88.7	89.3	87.0	88.2	87.6
Madhesh	87.6	87.6	87.6	83.4	85.0	84.2
Bagmati	89.3	89.0	89.2	88.8	86.8	87.8
Gandaki	88.1	86.5	87.3	86.5	83.2	84.9
Lumbini	88.7	88.8	88.8	87.2	87.4	87.3
Karnali	88.3	88.1	88.2	84.7	86.6	85.7
Sudurpaschim	88.7	87.9	88.3	87.2	86.1	86.7
<b>Nepal</b>	<b>88.6</b>	<b>88.1</b>	<b>88.4</b>	<b>86.4</b>	<b>86.2</b>	<b>86.3</b>

The data demonstrates that the survival rate of girls is better than boys at grade 5 and grade 8. However, the survival rate for basic (6-8) is slightly lower than the survival rate for basic (1-5) for both boys and girls.

#### 4.12 STUDENT SCHOOL RATIO AT BASIC LEVEL

The Student School Ratio (SSR) is calculated by dividing the total number of students by the total number of schools. While preparing this ratio, the number of students has been divided by the total number of schools that have basic level of 1-5 and basic level of 6-8 across the provinces.

Table 4.14: Student School Ratio at basic level

Province	Community		Institutional		Total	
	1-5	6-8	1-5	6-8	1-5	6-8
Koshi	60.2	84.5	133.1	80.3	76.9	83.0
Madhesh	198.7	223.9	150.1	86.2	185.6	170.9
Bagmati	63.2	84.9	154.9	99.6	90.7	91.4
Gandaki	43.2	66.2	152.0	91.8	60.3	72.7
Lumbini	98.3	121.9	164.9	89.8	112.9	111.5
Karnali	71.2	102.9	129.0	71.9	75.7	99.5
Sudurpaschim	75.0	104.5	134.8	77.6	85.4	97.9
<b>Nepal</b>	<b>85.3</b>	<b>109.0</b>	<b>148.3</b>	<b>88.8</b>	<b>148.3</b>	<b>88.8</b>

Table 4.14 shows the number of students per community school, per institutional school and at both types of schools. The basic level (Grade 1-5) in community schools are less crowded in comparison to institutional schools, as there are 85 students in community schools whereas this number is 148 in institutional schools. This table also shows that community schools are more crowded at basic (6-8) in comparison to basic (1-5) while this tendency is completely reverse in case of institutional schools. This could indicate that there might be a tendency of enrolling students in institutional schools at early grades and enrolling those students in community schools at latter grades.

#### 4.13 INFRASTRUCTURE DETAILS AT BASIC LEVEL

Buildings, classrooms, computer labs, science labs and equipment-education infrastructure are crucial elements of learning environments in schools. In fact, having quality infrastructure in schools facilitates better instruction, improves student outcomes, and reduces dropout rates. Table 4.15 provides the infrastructure details of basic (1-5) community schools at provincial and national level.

Table 4.15: Infrastructure details at basic (1-5) community schools

Province	1-5 Schools	Average Buildings	Electricity	Computers	Average Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	3067	2.4	1936	1369	1.5	2542	88	1729	2841	906
Madhesh	2101	2.7	1170	235	0.9	1580	54	1084	1569	360
Bagmati	2506	2.3	1882	1167	1.7	2067	317	1779	2275	878
Gandaki	1923	2.3	1559	1043	2.0	1685	454	1441	1803	711
Lumbini	2541	2.5	1811	1042	1.1	2206	264	1685	2283	761
Karnali	1785	2.4	776	431	1.2	1270	57	1372	1572	172
Sudurpaschim	1879	2.5	1013	541	2.2	1518	31	1436	1690	354
<b>Nepal (No.)</b>	<b>15802</b>	<b>-</b>	<b>10147</b>	<b>5828</b>	<b>-</b>	<b>12868</b>	<b>1265</b>	<b>10526</b>	<b>14033</b>	<b>4142</b>
<b>Nepal (%)</b>	<b>-</b>	<b>2.4</b>	<b>64.2</b>	<b>36.9</b>	<b>1.5</b>	<b>81.4</b>	<b>8.0</b>	<b>66.6</b>	<b>88.8</b>	<b>26.2</b>

Out of 15802 basic (1-5) schools, 10147 (64.2 percent) of those schools have access to electricity. The average number of buildings is 2.4, however, the size and quality of those buildings cannot be answered through these data. A total of 5828 (36.9 percent) have access to, at least one, computer, and within those schools there is an average of 1.5 computers per school. The number of schools that have drinking water facilities is 12868 which is 81.4 percent; the number of schools that have a library is 1265, which is 8.0 percent; the number of schools that have a child club is 10526, which is 66.6 percent and the number of schools that have a toilet is 14033, which is 88.8 percent. Meanwhile, 4142 schools have Internet facility, which is 26.2 percent of the total basic (1-5) community schools across the country. However, when considering different provinces, there is wide variation in availability of infrastructure in different regions. For example, 54.2 percent of basic (1-5) schools in Gandaki have a computer, whereas this is only 11.1 percent in Madhesh Province. In general, the share of schools reporting available infrastructure is lowest in schools in Madhesh, Karnali and Sudurpaschim Provinces, whereas it is highest in Bagmati

and Gandaki. Table 4.15 provides the infrastructure details at basic (1-8) community schools. See Annex 8 for further details on all these infrastructures.

**Table 4.16: Infrastructure details at basic (1-8) community schools**

Province	1-8 Schools	Average Buildings	Electricity	Computers	Average Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	1007	4.2	726	825	5.3	909	219	703	968	508
Madhesh	629	4.5	318	259	3.6	514	55	272	522	219
Bagmati	788	3.5	611	668	6.3	709	344	607	750	453
Gandaki	524	4.0	416	449	7.2	490	331	423	510	306
Lumbini	825	4.5	618	677	5.0	785	296	598	799	505
Karnali	524	4.0	228	310	3.6	424	81	345	495	112
Sudurpaschim	675	4.3	422	517	4.1	622	105	478	653	275
<b>Nepal (No.)</b>	<b>4972</b>	<b>-</b>	<b>3339</b>	<b>3705</b>	<b>-</b>	<b>4453</b>	<b>1431</b>	<b>3426</b>	<b>4697</b>	<b>2378</b>
<b>Nepal (%)</b>	<b>-</b>	<b>4.1</b>	<b>67.2</b>	<b>74.5</b>	<b>5.2</b>	<b>89.6</b>	<b>28.8</b>	<b>68.9</b>	<b>94.5</b>	<b>47.8</b>

There is an average of 4.1 buildings in basic (1-8) community schools across the country. Similarly, out of 4972 basic (1-8) schools in the country, 3339 (67.2 percent) have electricity, 3705 have computers (74.5 percent), 4453 (89.6 percent) have drinking water, 1431 (28.8 percent) have a library, 3426 (68.9 percent) have a child club, 4697 (94.5 percent) have toilet facilities and 2378 (47.8 percent) have Internet facilities. Of the 3705 schools that have computers, there is an average of 5.2 computers for teaching, learning and administration purposes. As with basic (1-5) schools, there are disparities between provinces when comparing availability of infrastructure in basic (1-8) schools. In all cases, the share of schools reporting available infrastructure is highest in Gandaki Province, whilst Madhesh, Karnali and Sudurpaschim have the lowest shares. Madhesh Province reports very low availability compared with other provinces. For example, 94.5 percent of schools report having toilets. For all other provinces the range is 96.8 percent (Lumbini) to 97.3 percent (Gandaki), showing that Madhesh Province is an outlier in this regard. See Annex 8 for further details on all these infrastructures.

#### 4.14 AVAILABILITY OF CURRICULUM AND OTHER MATERIALS

Like physical infrastructure, learning requires adequate curriculums, teacher guides, child materials, book corners and reference materials so that these materials can be referred to for quality teaching-learning purpose. Table 4.17 provides the number of basic (1-5) community schools with those learning materials. It is to be noted that there are 15802 basic (1-5) community schools across the country.

**Table 4.17: Availability of Curriculum and other materials at basic (1-5) community schools**

Province	1-5 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Reference Material
Koshi	3067	2103	1911	1151	1720	1150
Madhesh	2101	640	542	406	413	185
Bagmati	2506	1806	1597	1034	1601	1009
Gandaki	1923	1280	1232	729	1150	745
Lumbini	2541	1549	1388	933	1294	843
Karnali	1785	1213	1028	784	922	629
Sudurpaschim	1879	1240	1181	798	929	689
<b>Nepal (No.)</b>	<b>15802</b>	<b>9831</b>	<b>8879</b>	<b>5835</b>	<b>8029</b>	<b>5250</b>
<b>Nepal (%)</b>	<b>-</b>	<b>62.2</b>	<b>56.2</b>	<b>36.9</b>	<b>50.8</b>	<b>33.2</b>

A total of 9831 schools (62.2 percent) have reported that they have teacher guides; 8879 schools (56.2 percent) have child materials; 5835 schools (36.9 percent) have a book corner; 8029 schools (50.8 percent) have printed curriculum and 5250 schools (33.2 percent) have reference materials. However, this dataset is not sufficient to state whether

those materials are adequate for schools. In all cases, Madhesh Province is an outlier compared to other provinces. The share of schools reporting availability of these resources in Madhesh Province is less than half the national average (Teachers Guide – 30.4 percent, Child Material – 25.8 percent, Book Corner – 19.3 percent, curriculum – 19.7 percent and reference material – 8.8 percent). Comparing the other six provinces, the share is generally highest in Bagmati and Gandaki Provinces, however the share in each of the six provinces is like the national average for all resources.

Table 4.18 provides the status of relevant materials at basic (1-8) community schools and while presenting the figures, the status for basic (1-5) and basic (6-8) has been provided separately.

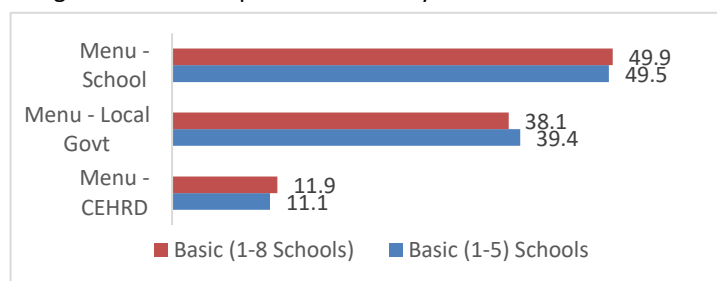
**Table 4.18: Infrastructure details at basic (1-8) community schools**

Province	1-8 Schools	Teachers' Guide		Child Material		Book Corner		Curriculum		Reference Material	
		1-5	6-8	1-5	6-8	1-5	6-8	1-5	6-8	1-5	6-8
Koshi	1007	688	487	621	433	466	272	643	647	436	326
Madhesh	629	238	113	208	86	170	57	204	198	104	54
Bagmati	788	526	365	459	341	343	188	552	576	331	257
Gandaki	524	333	238	321	234	220	122	349	377	228	178
Lumbini	825	524	400	467	331	386	202	543	490	324	260
Karnali	524	366	243	314	176	251	105	305	310	179	128
Sudurpaschim	675	446	338	408	272	319	153	432	450	284	222
<b>Nepal (No.)</b>	<b>4972</b>	<b>3121</b>	<b>2184</b>	<b>2798</b>	<b>1873</b>	<b>2155</b>	<b>1099</b>	<b>3028</b>	<b>3048</b>	<b>1886</b>	<b>1425</b>
<b>Nepal (%)</b>	-	<b>62.8</b>	<b>43.9</b>	<b>56.3</b>	<b>37.7</b>	<b>43.3</b>	<b>22.1</b>	<b>60.9</b>	<b>61.3</b>	<b>37.9</b>	<b>28.7</b>

Out of 4972 basic (1-8) community schools across the country, 3121 of those schools have teachers' guide for the basic (1-5) and 2184 of those schools have teachers' guide for basic (6-8), which implies that schools can have a full set of teachers' guides for basic (1-5) and not have the same for basic (6-8) or vice versa. Table 4.18 shows similar status for other relevant materials. Since book corners are envisioned for lower grades, the number of basic (1-8) schools that have such corners is only 1099 which correspond to 22.1 percent of the total basic (1-8) schools. As with basic (1-5) schools, there are disparities between provinces, and Madhesh Province is an outlier with a significantly small share of schools reporting available resources. For example, teachers' guides for grade 1-5 and 6-8 are available in 37.8 percent and 18.0 percent of Madhesh schools, respectively. This is to be compared with a national average of 62.8 percent and 43.9 percent respectively. Comparing the six other provinces, there appears to be relative equity and the shares of schools reporting availability of resources is close to the national averages. See Annex 9 for curriculum, textbook, book corner, reference materials and teachers' guide availability in grade 1-5 and grade 1-8 schools.

#### 4.15 MID-DAY MEAL MANAGEMENT

The government has provided mid-day meals to all students from early childhood education and development to grade 5 across the country. Relevant to community schools only, schools are being offered choices of menu to be used and that includes menu provided by CEHRD, menu provided by the local level or menu designed by schools itself. As given in Figure 4.6, a total of 49.9 percent of basic (1-8) schools used their own menu while 49.5 percent of basic (1-5) schools also did the same. Figure 4.6 also shows



**Figure 4.6: Use of mid-day meal menu (in percentages)**

that schools are using their own locally prepared menu rather than using menus provided by local level and the

federal government. Use of menu provided by CEHRD is the least used as only 11.9 percent basic (1-8) schools and 11.1 percent basic (1-5) schools have used this menu for mid-day meal purpose.

Regarding mid-day provision, 63.5 percent of basic (1-5) schools have used their own facilities to manage the mid-day meal program while this percentage is 58.4 in case of basic (1-8) schools. Parents are also providing mid-meal meal management, as this percentage is 12.6 and 10.9 in case of basic (1-5) and basic (1-8) schools respectively. Canteen provision is the third option for schools as 9.7 percent basic (1-5) and 15.5 percent basic (1-8) schools have used this approach for mid-meal management.

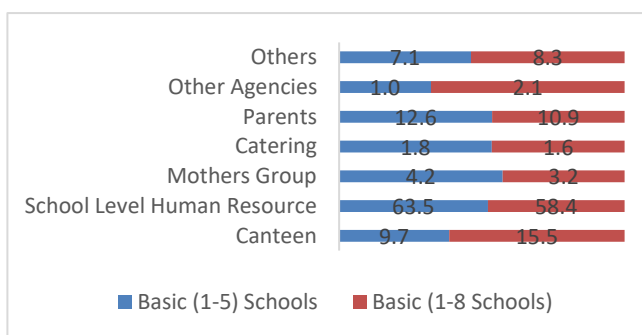


Figure 4.7: Mid-day Meal Management Technique

#### 4.16 GOVERNANCE IN BASIC SCHOOLS

Good governance is one of the foundations for sustainable success of any school. Collective participation, accountability, transparency and integrity are major elements of school-based governance that drives schools to create applicable processes, systems and controls. In the context of Nepal, preparation and update of School Improvement Plans (SIPs), conduction of School Management Committee (SMC) and Parent Teacher Association (PTA) meetings, and management of social audit and financial audits are being considered as major indicators of school based good governance. Table 4.19 provides the number of basic (1-5 and 1-8) schools with details on school based good governance practice. See Annex 9 for governance related details in grade 1-5 and grade 1-8 schools.

4.17 Table 4.19: Governance details at basic (1-5 and 1-8) community schools

Province	Basic (1-5) Schools						Basic (1-8) Schools					
	No. of schools	SMC	PTA	SIP	Social Audit	Financial Audit	No. of schools	SMC	PTA	SIP	Social Audit	Financial Audit
Koshi	3067	2772	2375	2684	2685	2687	1007	941	833	901	917	909
Madhesh	2101	1116	511	1025	922	1072	629	369	205	373	327	355
Bagmati	2506	2296	1897	2269	2297	2240	788	730	605	718	722	718
Gandaki	1923	1782	1726	1719	1741	1685	524	498	484	475	485	465
Lumbini	2541	2248	2122	2208	2281	2221	825	769	743	747	762	749
Karnali	1785	1635	1577	1645	1660	1588	524	499	494	500	507	485
Sudurpaschim	1879	1689	463	1708	1718	1637	675	640	180	637	639	608
<b>Nepal (No.)</b>	<b>15802</b>	<b>13538</b>	<b>10671</b>	<b>6957</b>	<b>8004</b>	<b>7664</b>	<b>4972</b>	<b>4446</b>	<b>3544</b>	<b>2198</b>	<b>2565</b>	<b>2437</b>
<b>Nepal (%)</b>	-	<b>85.7</b>	<b>67.5</b>	<b>44.0</b>	<b>50.7</b>	<b>48.5</b>	-	<b>89.4</b>	<b>71.3</b>	<b>44.2</b>	<b>51.6</b>	<b>49.0</b>

As given in table 4.19, out of 15802 basic (1-5) schools, 6957 (44.0 percent) of schools have an updated SIP, 8004 (50.7 percent) have conducted social audits while 7664 (48.5 percent) have conducted financial audits. Similarly, out of 4972 basic (1-8) schools across the country, 2198 schools (44.2 percent) have an updated SIP, 2565 schools (51.6 percent) have social audit while 2437 schools (49.0 percent) have financial audits. It should be noted that the above-mentioned percentages are the schools that prepared SIP and conducted social audit and financial audit during the year 2079 and 2080. In terms of provinces, there are some significant regional differences. In all cases, Madhesh Province has a significantly smaller share of schools reporting completion of the required governance activities. Conversely, Karnali Province has the highest share in all cases, with other provinces generally close to or above the national average. See Annex 8 for further details on governance details in basic schools.

#### 4.18 USE OF LOCAL SUBJECTS IN GRADE VIII EXAMINATION

The EMIS has a built-in functionality that supports local level to conduct their annual grade 8 examination and store relevant data. This approach of work has a) discouraged local level in using and storing the data in privately-managed software, b) enabled federal government to store grade 8 examinations in the national database or else this was stored in private computers and c) enabled all tiers of government to use and analyse the available grade 8 examinations data for information and planning. Table 4.20 provides the list of subjects that are being used in grade 8 as local subjects.

Table 4.20: Local subjects in grade VIII examination

Subjects	Subjects	Subjects	Subjects
Computer	Veda	Account	Sanskrit Literature
Tibetan	Optional Mathematics	Sanskrit Language	Aacharan Sachetana Shikshya
Sanskrit Byakarna	Hamro Aathbis Dara	Neeti Shastra	Hamro Kageshwori Manahara
Sanskrit Rachana	Hamro Mechinagar	Falit Astrology	Kapilbastu and Buddha Education
Karmakanda	Hamro Gokarneshwor	Optional English	Hamro Mandavi Hamro Gaurav
Diniyat	Hamro Banepa	Tourism Development	Hamro Hupsekot
Hamro Sunwal	Bhot Language	Buddhist Education	Social Studies – Sanskrit
Music	Yoga	Galchhi Local Curriculum	Hamro Thakurbaba
Maithali	Meditation	Kamalamai Ko Pahichan	Hamro Indrasarobar
HamroChaurpati	Sanskrit Bhasa	English Grammar	Yajurveda
BhotBhasa	Chhichok Rigne	Arebic	HamroBheerkot
Hamro Resunga	Our Mellekh	Hamro Rapti	Hamro Mathagadhi
Hamro Bidur	Bagchaur Serophero	Phikkal's Serophero	Hamro Machhapuchchre
Hamro Sisne	Khwopa Ko Pahichan	Social History	Hamro Byas
Urdu	Hamro Deumai	Hamro Kaligandaki	Hamro Haldibari

There is a provision of using local curriculum at school level of education. Based on the existing data, Table 4.20 provides the details of subjects that are being used in grade 8 examination. While preparing this list, the major subjects of grade 8 have not been mentioned and they are: Nepali, English, Mathematics, Science and Environment Education, Social Studies and Population Education, Moral Education, Health and Physical Education, Occupation, Business and Technical Education.

#### 4.19 PRO POOR TARGET SCHOLARSHIP - GRADE VIII

Each girl is entitled for NRS 400 scholarship in community schools. Similarly, each student from Dalit communities is also entitled for the same. Other scholarships are also provided in schools based on different categories (such as scholarships for students with disability, conflict war victims, students from Janajati and marginalized communities, etc.) to ensure that students attend schools regularly. In addition to these scholarships, pro poor target scholarship rewards students that fall under the lowest economic quintiles. For academic year 2079, this scholarship was available for grade 8 and grade 10 students. Each student was requested to fill the form and upon analysis, the students were then categorized into five economic quintiles, with first quintile representing the students belonging from poor family while the fifth quintile representing the students from wealthiest family. Table 4.21 given below provides the number of grade 8 students that applied for pro poor target scholarships.



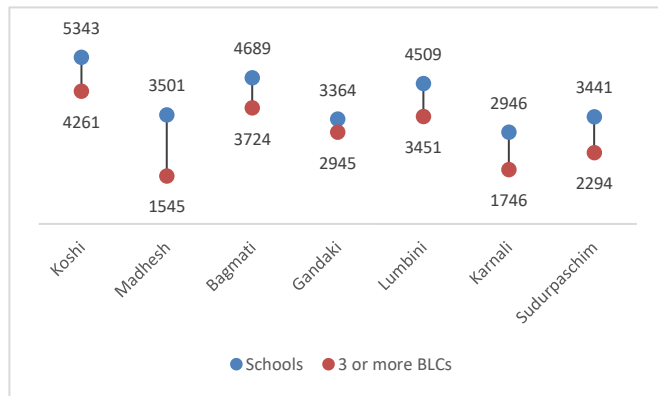
**Table 4.21: Number of grade VIII students that applied for pro-poor target scholarship**

Province	First Quintile			Second Quintile			Third Quintile			Fourth Quintile			Fifth Quintile		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	38	39	77	275	257	532	699	586	1285	719	553	1272	358	293	651
Madhesh	69	44	113	660	467	1127	1055	698	1753	462	346	808	829	470	1299
Bagmati	185	173	358	933	803	1736	1510	1091	2601	1096	950	2046	679	507	1186
Gandaki	26	13	39	247	219	466	697	583	1280	880	781	1661	380	359	739
Lumbini	15	8	23	346	238	584	1388	954	2342	912	830	1742	608	416	1024
Karnali	99	79	178	424	407	831	517	487	1004	408	335	743	326	243	569
Sudurpashchim	1030	826	1856	2913	2528	5441	2091	1911	4002	2080	1520	3600	1058	733	1791
<b>Nepal</b>	<b>1462</b>	<b>1182</b>	<b>2644</b>	<b>5798</b>	<b>4919</b>	<b>10717</b>	<b>7957</b>	<b>6310</b>	<b>14267</b>	<b>6557</b>	<b>5315</b>	<b>11872</b>	<b>4238</b>	<b>3021</b>	<b>7259</b>

As Table 4.21 shows, a total of 46759 students applied for pro-poor target scholarship, out of which 26012 (55.6 percent) are girls while the remaining 20747 (44.4 percent) are boys. Out of 46759, only 2644 students (5.7 percent) fall under first quintile and are eligible for the scholarship, while the rest of the students do not receive the scholarship. One of the issues identified with the pro poor target scholarship is the relatively fewer number of students being selected in the prescribed first quintile economic groups and as a result many students do not get scholarships. It is to be noted that the selection of students as per quintiles is fully computerized and the formulas are fitted based on the agreed indicators and values set by the World Bank.

#### 4.20 BASIC LEARNING CONDITIONS - BASIC LEVEL

Basic learning conditions (BLCs) in schools are essential for creating an environment that supports effective teaching and learning. These conditions encompass various elements that contribute to the overall educational experience of students. In the context of Nepal, BLCs in basic schools encompass five major elements and they are a) adequate teachers b) adequate classrooms c) provision of girls' toilet d) provision of library/book corner and e) assurance of free textbooks. It has been assumed that these BLCs help create an environment where students can thrive academically, socially and emotionally.



**Figure 4.8: Basic level (Grade 1-8) with 3 or more BLCs**

During BLC computation, the available teacher and classroom details were checked against the required number of teachers and classroom in each school. The total number of students at basic (1-5) and basic (6-8) along with the gradewise distribution of students were used to identify the required number of teachers and classrooms. Under the condition, where the gradewise distribution of students exceeded certain numbers (these numbers are 40, 45 and 50 in case of mountain, hill and terai), additional required teachers and classrooms has been added. Similarly,

A total of 19966 (that have grade 1 to 5 or 1 to 8 or 6 to 8) out of 27793 schools have met 3 or more BLCs which represents 72% of the schools. As high as 87.5 percent schools are reported to have met 3 or more BLCs in Gandaki Province while Karnali and Madhesh Province have the lowest percentage of 59.3 percent and 44.1 percent respectively. (Please note: BLCs has been calculated based on the level of the schools, which means the BLC conditions of those schools that have grade 1 to 10 or grade 1 to 12 schools have been considered during the calculation).

## CHAPTER 5: SECONDARY LEVEL EDUCATION

### 5.1 INTRODUCTION

This section of the report presents the number of students that are enrolled in secondary level across the country. Similarly, this section also provides information on student teacher ratio and the number and share of students from Dalit, Janajati, Madhesi and other communities that are in schools. The major indicators of the education sector, which includes the gross enrolment rate, net enrolment rate, net intake rate and gross intake rate for basic level, has also been provided in this section. All the provided information has been disaggregated by types of schools and provinces wherever required.

### 5.2 NO. OF STUDENTS IN SECONDARY LEVEL

There are 1771555 students in secondary level of grade 9-12 out of which 1045092 (60.0 percent) are in secondary level (9-10) and the remaining 726,463 (40.0 percent) are in secondary level (11-12). Upon comparing the data from last year, this is a increase of 12806 students at secondary level of grade 9-12. Last year, the number of students was 1082780 and 701581 in secondary level (9-10) and secondary level (11-12) respectively.

In terms of community schools, the number of students in secondary level (9-10) is 831,488 which correspond to 76.7 percent of the total enrolment. In institutional schools, this number is 251,292 which correspond to 23.7 percent of the total enrolment. Last year, this number and percentage was 833,472 (77.2 percent) for community schools and 245,880 (22.8 percent) for institutional schools.

Table 5.1: No of students in secondary (9-12) level

Province	Total			Community			Institutional			Community	Institutional
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	% Girls	% Girls
Koshi	146629	143069	289698	110566	98177	208743	36063	44892	80955	53.0	44.5
Madhesh	139899	150458	290357	121402	121184	242586	18497	29274	47771	50.0	38.7
Bagmati	195511	209653	405164	109883	97370	207253	85628	112283	197911	53.0	43.3
Gandaki	74964	75804	150768	60215	55220	115435	14749	20584	35333	52.2	41.7
Lumbini	155747	154108	309855	126213	114339	240552	29534	39769	69303	52.5	42.6
Karnali	69304	66514	135818	66461	62539	129000	2843	3975	6818	51.5	41.7
Sudurpaschim	97205	92690	189895	85171	73867	159038	12034	18823	30857	53.6	39.0
<b>Nepal</b>	<b>879259</b>	<b>892296</b>	<b>1771555</b>	<b>679911</b>	<b>622696</b>	<b>1302607</b>	<b>199348</b>	<b>269600</b>	<b>468948</b>	<b>52.2</b>	<b>42.5</b>

Table 5.1 shows that the enrolment of girls is high in community schools with 52.2 percent of girls being enrolled in community schools while this figure is 42.5 percent in terms of institutional schools. These data show that parents are favouring girls in community schools and are favouring boys in institutional schools.

Figure 5.1 and 5.2 show the number of students enrolled in mainstreamed religious schools and that includes Madrassas, Gumbas and Ashrams at secondary (9-10) and secondary (11-12). See Annex 4 for grade distribution of students at secondary level.

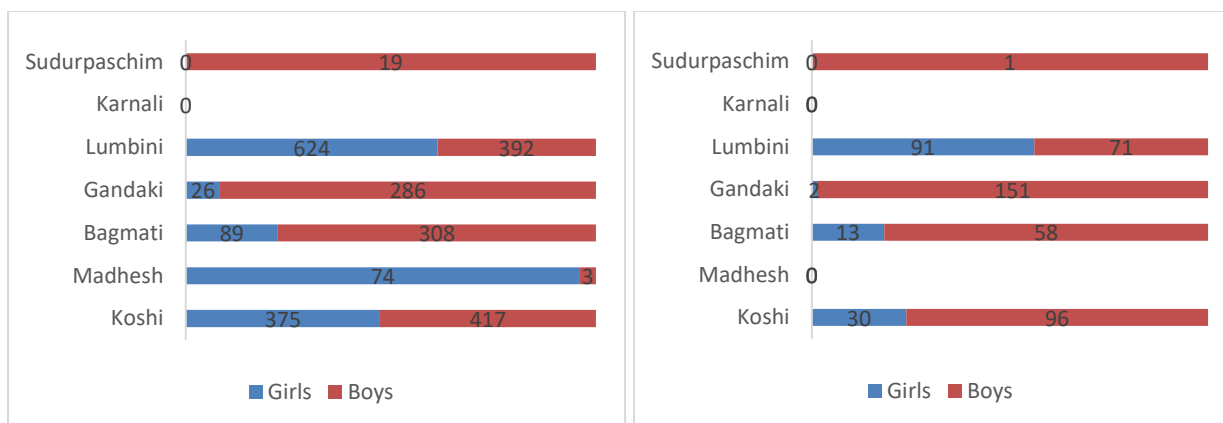


Figure 5.1: No. of students in religious schools (9-10)

Figure 5.2: No. of students in religious schools (11-12)

Compared to basic level of education, the number of students in religious schools is much lower at the secondary level. The figures show that a total of 2613 students are at secondary level (9-10) and a total of 513 students are at secondary level of grade 11 and 12. The drop-off of students from early grades of basic level to secondary level suggests that once students complete basic level, most are enrolled in non-religious schools. However, provision needs to be made to ensure that students who complete basic level at religious schools do not drop out of education because of language, culture and teaching-learning barriers. Meanwhile, Table 5.2 shows the number of students by grades at the national level followed by the share of students in each grade for both community and institutional schools.

Table 5.2: No and percentage of students in secondary (9-12) level

Grade	Total			Community			Institutional			Comm.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Share of students	
G9	263644	280352	543996	207998	203958	411956	55646	76394	132040	31.6	28.2
G10	248319	252777	501096	195283	180348	375631	53036	72429	125465	28.8	26.8
<b>G9-10</b>	<b>511963</b>	<b>533129</b>	<b>1045092</b>	<b>403281</b>	<b>384306</b>	<b>787587</b>	<b>108682</b>	<b>148823</b>	<b>257505</b>	-	-
G11	175134	172646	347780	132976	115367	248343	42158	57279	99437	19.1	21.2
G12	192162	186521	378683	143654	123023	266677	48508	63498	112006	20.5	23.9
<b>G11-12</b>	<b>367296</b>	<b>359167</b>	<b>726463</b>	<b>276630</b>	<b>238390</b>	<b>515020</b>	<b>90666</b>	<b>120777</b>	<b>211443</b>	-	-
<b>Nepal</b>	<b>879259</b>	<b>892296</b>	<b>1771555</b>	<b>679911</b>	<b>622696</b>	<b>1302607</b>	<b>199348</b>	<b>269600</b>	<b>468948</b>	<b>100.0</b>	<b>100.0</b>

As shown in Table 5.2, out of 1771555 students in secondary level (9-12), 543996 students are in grade 9; 501096 students are in grade 10; 347780 students are in grade 11, and 378683 students are in grade 12. These data show that there is a drop off in students between grade 10 and 11. Overall, the number of grade 11 students is 30.5% less than the number of grade 10 students, however, in the case of boys it is 29.4% less compared to 31.7% for girls. It is for this reason; all tiers of government need to make special focus on reducing such dropouts between sub levels. In addition, Table 5.2 also shows that there are more girls in community schools at all grades of secondary level while this tendency is completely opposite in case of institutional schools where the share of boys is greater than the share of girls. Combining both types of schools, the number of girls and boys is close to equal with boys out number girls by 13037.

### 5.3 NO. OF STUDENTS FROM DALIT, JANAJATI AND MADHESI COMMUNITIES IN SECONDARY LEVEL

As shown in Table 5.3, the number of students from Dalit and Janajati communities is 223745 and 623606 respectively. In terms of total students at secondary level (G9-12), the share of Dalit students is 12.6 percent and the share of Janajati students remain at 35.2 percent. The share of Dalit students in secondary level is significantly less than the share at basic level (1-8) which is 17.96 percent however, the share of Janajati students in secondary level is higher than the basic (1-8) which is 33.51 percent. As shown in Table 5.3, the number of students from Dalit communities is 76847 in grade 9 while there are 97214 students in grade 8. This indicates that students from these communities drop out of schools after they complete grade 8. This scenario is also seen in total students, including Janajati students, but not to the same degree as for Dalit students. See Annex 4 for caste/ethnic and distribution of students at secondary level.

Table 5.3: No of students by caste/ethnicity in secondary (9-12) level

Grade	Total			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G9	263644	280352	543996	38152	38695	76847	94324	93743	188067
G10	248319	252777	501096	33821	32244	66065	89467	83846	173313
<b>G9-10</b>	<b>511963</b>	<b>533129</b>	<b>1045092</b>	<b>71973</b>	<b>70939</b>	<b>142912</b>	<b>183791</b>	<b>177589</b>	<b>361380</b>
G11	175134	172646	347780	21068	19236	40304	66545	59320	125865
G12	192162	186521	378683	21329	19200	40529	72411	63950	136361
<b>G11-12</b>	<b>367296</b>	<b>359167</b>	<b>726463</b>	<b>42397</b>	<b>38436</b>	<b>80833</b>	<b>138956</b>	<b>123270</b>	<b>262226</b>
<b>Nepal</b>	<b>879259</b>	<b>892296</b>	<b>1771555</b>	<b>114370</b>	<b>109375</b>	<b>223745</b>	<b>322747</b>	<b>300859</b>	<b>623606</b>

The number of students in grade 1 is 759448 while the number of students in grade 12 is 378683. This discrepancy shows that many students are likely to drop out of schools for various reasons which needs to be explored.

In terms of Dalit and Janajati students as given in table 5.3, the number of girls is higher than boys, however, in terms of total students the reverse is true with GPI (of gross enrolment) being 0.98 for total students, 1.04 for Dalit students and 1.07 for Janajati students, which clearly shows that boys, after completing grade 8 either dropout or migrate outside Nepal in search of jobs. Since GPI is in favour of boys at the basic level, the drop in enrolment in secondary level needs to be further studied and examined.

Figure 5.3, shown right, shows the number of students from Madheshi community disaggregated by grade and gender. The early grades of basic level have a high number of girls from this community, probably because of "Beti Padhao, Beti Bachao" and "Beti Beema" program. However, the number of girls is lower than that of boys at the secondary level in all grades. In all other caste/ethnic groups, the number of girls is higher than the number of boys, and therefore, it is very likely that girls from this community are being discriminated in terms of access to the schools or the population dynamics is highly skewed in favour of boys.

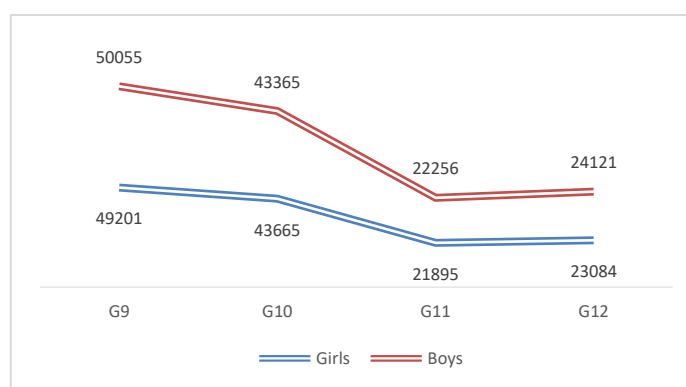


Figure 5.3: No. of students from Madheshi community

## 5.4 NO. OF STUDENTS FROM DISADVANTAGED COMMUNITIES IN SECONDARY LEVEL

Students from 22 disadvantaged Janajatis like Bankaria, Baramu, Bote, Chepang, Danuwar, Dhanuk, Hayu, Jhangad, Kisan, Kusunda, Lopcha, Majhi, Meche, Musbadiya, Raji, Raute, Satar, Singhsa, Siyar, Surel, Thami and Thunamare are considered particularly marginalised. At the basic level (1-5), there are 63050 students and at the basic level (6-8) there are 27840 students from these communities, giving a total of 90890 students. This is 1.69 percent of the total school population of basic level. In the secondary level (9-10), the number of students from this community is 13468 and in the secondary level (11-12) this number is 8405, with a total of 21873 students from these communities. This is 1.23% of the total population of secondary level, which is 0.46 percentage points below the share at basic level. In terms of gender, out of 21873 students, 11273 (51.5 percent) are girls and 10599 (48.5 percent) are boys. This suggests that students from these marginalised communities face challenges when transitioning from basic level to secondary level, and these challenges are particularly felt by boys. The IEMIS was made compatible to allow schools and local levels to identify disadvantaged caste/ethnicities, which could be one of the reasons for increased reporting of this dataset.

Table 5.4: No of students by disadvantaged caste groups in secondary (9-12) level

Province	Grade 9-10			Grade 11-12			Grade 9-12		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	1518	1417	2936	1032	853	1885	2550	2270	4821
Madhesh	1079	1663	2742	471	645	1116	1550	2308	3858
Bagmati	3121	2583	5704	2192	1819	4011	5313	4402	9715
Gandaki	505	471	976	371	297	668	876	768	1644
Lumbini	169	160	329	162	124	286	331	284	615
Karnali	81	90	171	69	54	123	150	144	294
Sudurpaschim	347	263	610	156	160	316	503	423	926
<b>Nepal</b>	<b>6820</b>	<b>6647</b>	<b>13468</b>	<b>4453</b>	<b>3952</b>	<b>8405</b>	<b>11273</b>	<b>10599</b>	<b>21873</b>

Out of 21873 disadvantaged Janajatis enrolled in secondary level, 9715 are in Bagmati province with the highest share of 44.4 percent followed by 22.0 percent in Koshi Province. Karnali province has the least percentage of these students with 1.34 followed by Lumbini province with 2.81.

## 5.5 NO. OF GRADE 9-12 STUDENTS IN TVET STREAMS

The government has provided regular financial and technical support to 537 schools across the country to conduct TVET streams in schools from grade 9 to grade 12. These are 4-year courses offered in animal science, plant science, computer engineering, electrical engineering, civil engineering and music. These schools have an enrolment quota of 48 students per academic session and deliver on-the-job training support to the students. Table 5.5 provides the number of students of TVET streams.

Table 5.5: No of students in TVET (9-12) stream

Stream	Grade 9			Grade 10			Grade 11			Grade 12			Grade 9-12		
	G	B	T	G	B	T	G	B	T	G	B	T	G	B	T
Plant Science	1289	1321	2610	1131	1109	2240	551	453	1004	484	380	864	3455	3263	6718
Civil Eng.	750	1287	2037	628	1204	1832	413	798	1211	455	868	1323	2246	4157	6403
Comp. Eng	642	1058	1700	584	821	1405	305	499	804	272	465	737	1803	2843	4646
Animal Science	175	237	412	222	254	476	101	180	281	129	235	364	627	906	1533
Elec. Eng	78	235	313	102	257	359	29	114	143	58	133	191	267	739	1006
<b>Nepal</b>	<b>2934</b>	<b>4138</b>	<b>7072</b>	<b>2667</b>	<b>3645</b>	<b>6312</b>	<b>1399</b>	<b>2044</b>	<b>3443</b>	<b>1398</b>	<b>2081</b>	<b>3479</b>	<b>8398</b>	<b>11908</b>	<b>20306</b>

Table 5.5 shows that out of 249 schools that provided data, there are 20306 students in technical streams, with an average of 81 students across 4 grades (20 students in each grade). Majority of the students are enrolled in plant science (33.1 percent) followed by civil engineering (31.5 percent) and computer engineering (22.9 percent). Electrical engineering remains the lowest choice amongst the five streams as only 5.0 percent students are enrolled. Like regular streams, the number of students gradually decrease in successive grades, as there are 7072 students in grade 9 while there are 6312 students in grade 10. This number plummets to 3443 in grade 11 and a slight increase to 3479 in grade 12. This clearly suggests that there are challenges for students transitioning from grade 10 to grade 11 in TVET streams. Apart from 5 subjects, only one school has implemented music as TVET stream.

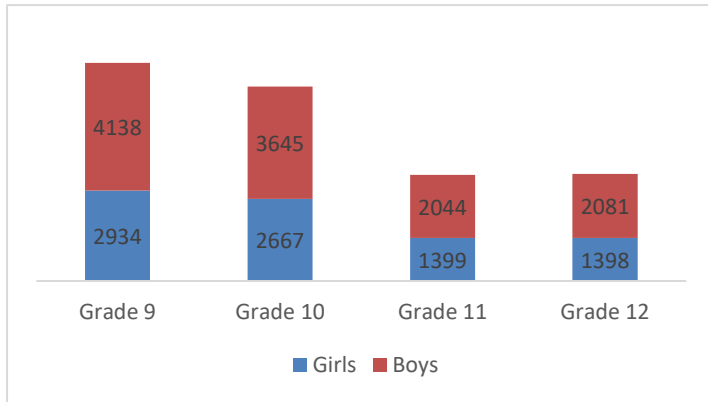


Figure 5.4: No of students in 9-12 technical streams

At all grades, there are significantly more boys than girls. In grade 9, the share of girls is 41 percent; in grade 10, it is 42 percent; in grade 11 it is 41 percent and in grade 12 it is 40 percent. This figure shows that boys are the preferred choices for technical streams in comparison to girls.

In addition to 9-12 TVET, the Flash reporting system started collecting data on 18 months pre-diploma and 3 years Diploma courses operated by government schools in Nepal, and as figure shows, there are 2026 girls and 2033 boys in pre-diploma courses, while there are 4752 girls and 8063 boys in diploma courses suggesting that boys have more access to and/or interest in diploma courses than girls.

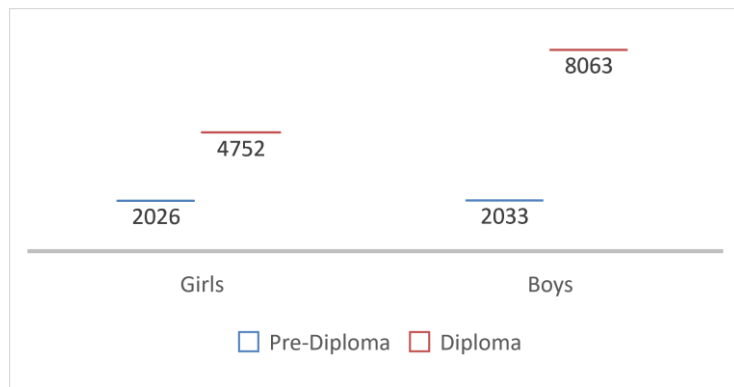


Figure 5.5: No. of students in pre-diploma and diploma courses

## 5.6 NO. OF GRADE 9-12 STUDENTS BY MAJOR SUBJECTS

After the completion of grade 10, students are given choices to enrol in different subjects. Unlike in the past, where schools had different faculties in terms of science, humanities, management and education, students now select major subject during the time of enrolment in secondary level of grade 11. At present, there are more than 12 subjects that students can choose from. Table 5.6 provides the number of students enrolled in those subjects

Table 5.6: No of students in Grade 11-12 by major subjects

Major Subjects	Grade 11			Grade 12			Grade 11-12		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Humanities	5340	5051	10391	7767	7265	15032	13107	12316	25423
Management	62591	74374	136965	77512	87572	165084	140103	161946	302049
Education	72002	50451	122453	77407	54799	132206	149409	105250	254659
Agriculture	1436	1119	2555	1759	1387	3146	3195	2506	5701
Science	26378	31922	58300	20576	26151	46727	46954	58073	105027
Law	1805	1224	3029	1994	1269	3263	3799	2493	6292
Computer Science	3797	4388	8185	3102	3636	6738	6899	8024	14923
Engineering	1244	2848	4092	1510	3113	4623	2754	5961	8715
Forestry	1	3	4	13	10	23	14	13	27
Home Science	0	0	0	2	11	13	2	11	13
Nursing	60	59	119	61	90	151	121	149	270
Animal Science	454	764	1218	446	880	1326	900	1644	2544
Sanskrit	26	443	469	13	338	351	39	781	820
Plant Science	1399	2044	3443	1398	2081	3479	2797	4125	6922
<b>Nepal</b>	<b>176533</b>	<b>174690</b>	<b>351223</b>	<b>193560</b>	<b>188602</b>	<b>382162</b>	<b>370093</b>	<b>363292</b>	<b>733385</b>

As per IEMIS data, the proportional share of students enrolled in science subjects in Grade 11 and 12 in total enrolment has reached to 18.8 percent. Likewise, the proportional share of students enrolled in science subjects in Grade 11 and 12 in total enrolment has reached to 16.3 percent for girls and 21.4 percent for boys, which is an increase of 5.4 percentage points over the baseline for girls (10.9 percent) and 4.5 percentage points over the baseline for boys (16.9 percent).

## 5.7 NO. OF STUDENTS WITH DISABILITIES IN SECONDARY LEVEL

The number of students with disabilities at secondary (9-10) and secondary (11-12) is below 1 percent as there are 3826 such students (0.37 percent) in secondary (9-10) and 1751 such students (0.24 percent) in secondary (11-12). Amongst the eight types of disabilities, physical disability, which is often more easily identifiable, comprises 2228 students (58.2 percent) while, Hemophilia is the least recorded category with 9 such students (0.24 percent) in secondary (9-10) level of education. Deafblindness also remains the least recorded category with 14 such students (0.37 percent) across secondary levels of grade 9 to 10.

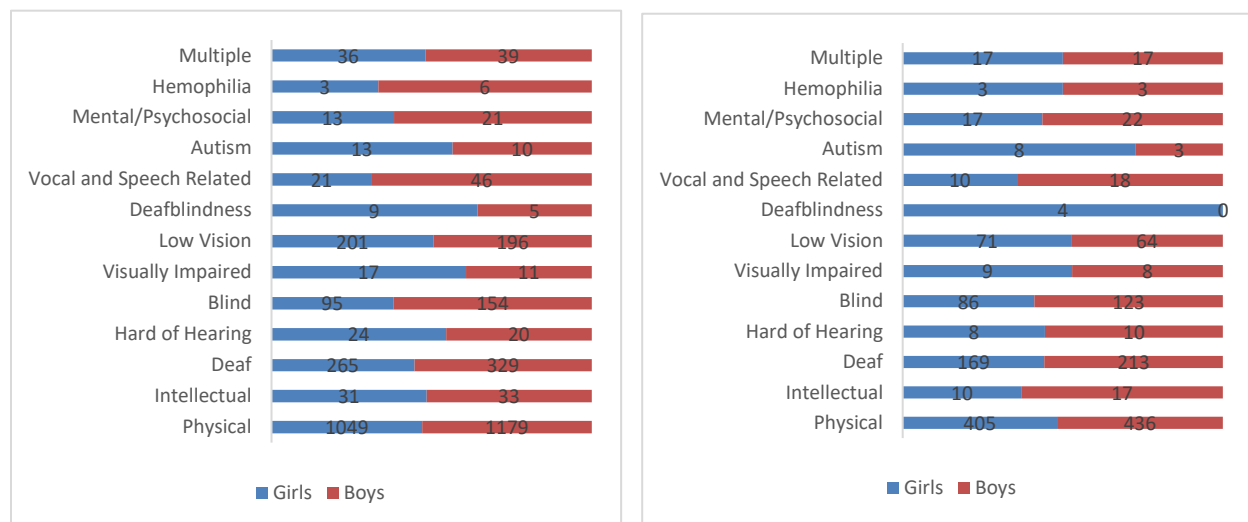


Figure 5.6: No. of students with disabilities (9-10)

Figure 5.7: No. of students with disabilities (11-12)

The same trend is also seen in the context of students from secondary (11-12), as physical disability tops the list with 841 students (48.0 percent) and Deaf/blind with 4 students (0.23 percent). In terms of gender, the number of boys with disabilities is 2049 (53.6 percent of total) in secondary (9-10) while this number and percentage is 934 and 53.3 in case of boys at secondary (11-12). See Annex 5 for disability related details on secondary level of education.

## 5.8 INTERNAL EFFICIENCY AT SECONDARY LEVEL

Internal efficiency is related to promotion, repetition and dropout rates at various levels of education. The promotion rate is the percentage of students that were able to promote to the next grade. The repetition rate is the percentage of students that repeated the same grade while the dropout rate is the percentage of students that dropped out of schools for various reasons. In an ideal scenario, the promotion rate is always 100 percent and the remaining two rates are zero or close to zero.

Unlike early grades, students from grade 11 are eligible for promotion to grade 12, even if they fail the final examination, while students at grade 12 leave education. Therefore, the promotion, repetition and dropout rate for grade 11 and 12 has not been calculated. Table 5.7 provides these rates for grade 9 and 10 disaggregated by gender.



Table 5.7: Promotion, repetition and dropout rate at secondary (9-10) level

Grade	Promotion Rate			Repetition Rate			Dropout Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 9	89.7	88.1	88.9	3.4	4.3	3.9	2.7	3.3	3.0
G 10	98.4	98.3	98.4	0.3	0.3	0.3	0.7	0.8	0.8
<b>G 9-10</b>	<b>93.9</b>	<b>92.9</b>	<b>93.4</b>	<b>2.1</b>	<b>2.4</b>	<b>2.2</b>	<b>1.8</b>	<b>2.1</b>	<b>1.9</b>

As Table 5.7 shows, the promotion rate for grade 9 is 88.9 percent while the repetition rate remains at 3.9 percent and dropout rate at 3.0 percent. The promotion rate for grade 10 is higher than grade 9 with 98.4 percent and 0.3 percent repetition rate and 0.8 percent dropout rate. Table 5.7 also shows that once students reach secondary level, the likelihood of them promoting the upper grade is significantly higher and the dropout rate is significantly lower than at basic level. However, the repetition rate of grade 9 is higher than other similar grades (the basic level 6-8 repetition rate is just 1.4, compared to 3.5 at grade 9). See Annex 6 for Promotion Repetition and Dropout details at secondary level.

## 5.9 GROSS AND NET ENROLMENT RATE AT SECONDARY LEVEL

The Gross Enrolment Rate (GER) is the total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100 percent because of early or late entry and/or grade repetition. The Net Enrolment Rate (NER) is the total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population. In the context of secondary (9-10), the specific age group is 13 to 14 while in the context of secondary (11-12), the specific age group is 15 to 16 years. It is to be noted that these rates are calculated on the basis of projected population age group and in the context of this report; these rates are calculated on the basis of projected population data that was collected in 2058 BS.

Table 5.8: GER and NER details at secondary (9-10 and 11-12) level

Province	GER (9-10)			NER (9-10)			GER (11-12)			NER (11-12)		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	96.7	99.1	97.9	75.9	76.0	75.9	66.4	69.5	67.8	35.5	38.5	36.9
Madhesh	92.3	100.6	96.4	75.3	76.2	75.7	37.1	51.8	43.3	23.9	29.0	26.0
Bagmati	107.8	107.8	108.8	75.5	77.7	76.6	88.4	94.6	91.5	46.7	46.4	46.6
Gandaki	99.0	100.1	99.6	76.3	77.8	77.1	72.2	72.4	72.3	39.9	41.3	40.6
Lumbini	96.2	97.4	96.8	75.6	75.7	75.7	62.9	69.6	66.0	35.0	36.9	35.9
Karnali	94.9	96.0	95.4	75.6	79.9	77.7	69.9	70.3	70.1	42.4	40.5	41.5
Sudurpaschim	93.1	95.0	94.0	75.8	80.4	78.1	59.4	63.9	61.5	35.4	36.3	35.8
<b>Nepal</b>	<b>97.3</b>	<b>100.1</b>	<b>98.7</b>	<b>75.7</b>	<b>77.3</b>	<b>76.5</b>	<b>63.7</b>	<b>71.5</b>	<b>67.6</b>	<b>35.9</b>	<b>38.4</b>	<b>37.1</b>

The ideal scenario for GER and NER is 100 percent, which means that each grade has age-specific enrolments and none of the children of the particular age-group is out of school. A GER that is greater than 100 percent would mean that there are underage and overage students in the classrooms while an NER of less than 100 percent would mean that there are still out-of-school children of that particular age group. The NER at secondary level is below 100 percent which states that out-of-school is a major concern for these particular groups of students. The GER is also below 100 percent.

Table 5.9: GER and NER details at secondary (9-12) level

Province	GER (9-12)			NER (9-12)			Gender Parity in NER 9-12
	Girls	Boys	Total	Girls	Boys	Total	
Koshi	81.0	84.5	82.7	54.9	57.5	56.2	0.95
Madhesh	63.0	78.8	70.3	48.1	55.1	51.3	0.87
Bagmati	97.6	101.0	99.8	60.4	61.6	61.0	0.98
Gandaki	85.4	86.5	86.0	57.8	59.9	58.8	0.96
Lumbini	78.3	83.7	80.9	53.8	56.6	55.2	0.95
Karnali	82.2	83.3	82.7	58.7	60.5	59.5	0.97
Sudurpaschim	75.8	80.3	77.9	55.0	59.5	57.2	0.92
<b>Nepal</b>	<b>80.5</b>	<b>85.8</b>	<b>83.2</b>	<b>55.8</b>	<b>57.9</b>	<b>56.8</b>	<b>0.96</b>

Table 5.9 shows the GER and NER for secondary (9-12) level. The overall NER is 56.8 which is a decrease from last year (57.4) but is still above the SESP target. However, both NER and GER is distance away from 100 percent which suggests that students drop out of early grades and never reach secondary level (9-12). The difference between GER and NER suggests that underage and overage is an issue in secondary level.

The net enrolment gender parity index is 0.96, which is a rise from last year's figure (0.94) and is above the SESP target. With the exception of Karnali Province, the girls' GER is lower than that of boys, continuing the general trend seen at basic level education. See Annex 7 for NER and GER details.

## 5.10 SURVIVAL RATE AT SECONDARY LEVEL

UIS defines survival rate as the percentage of a cohort of students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition. Table 5.10 provides the percentage of students that reaches grade 9 (survival rate for grade 9) and percentage of students that reaches grade 12 (survival rate for grade 12) along with other details. Table 5.10 uses the cohort reconstruction method to calculate the required survival rates for grade 9 and 12.

Table 5.10: Survival rates at secondary level

Province	Survival rate to Grade 10			Survival rate to Grade 12		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	70.4	70.4	70.4	39.1	36.8	38.0
Madhesh	68.7	69.8	69.3	35.7	33.5	34.6
Bagmati	70.7	70.2	70.5	38.6	37.6	38.1
Gandaki	69.2	68.5	68.9	36.3	34.5	35.4
Lumbini	70.2	69.0	69.6	39.5	38.1	38.8
Karnali	69.8	70.4	70.1	37.2	35.8	36.5
Sudurpaschim	69.3	71.0	70.2	40.4	37.7	39.1
<b>Nepal</b>	<b>69.8</b>	<b>69.9</b>	<b>69.8</b>	<b>38.1</b>	<b>36.3</b>	<b>37.2</b>

## 5.11 STUDENT SCHOOL RATIO AT SECONDARY LEVEL

The Student School Ratio is calculated by dividing the total number of students by the total number of schools. While preparing this ratio, the number of students has been divided by the total number of schools that have secondary level of 9-10 and secondary level of 11-12 across the provinces.

Table 5.11: Student School Ratio

Province	Community		Institutional		Total	
	9-10	11-12	9-10	11-12	9-10	11-12
Koshi	95.6	136.4	56.1	154.6	80.1	141.1
Madhesh	220.9	168.4	66.1	116.6	162.0	155.6
Bagmati	81.0	121.3	63.1	245.3	71.7	165.3
Gandaki	67.7	103.4	59.8	104.4	65.4	103.6
Lumbini	120.2	165.6	64.6	187.6	100.8	170.1
Karnali	109.9	169.7	55.5	136.7	104.4	167.9
Sudurpaschim	110.9	132.1	62.5	221.4	100.3	143.9
<b>Nepal</b>	<b>109.7</b>	<b>139.8</b>	<b>61.8</b>	<b>186.0</b>	<b>92.1</b>	<b>150.7</b>

As Table 5.11 shows, the student school ratio in this level for community school is 109.6, and given there are two grades at this level, this means there are an average of around 55 students per classroom. Similarly, the student school ratio of community schools in secondary (11-12) is 139.8 which mean there is an average of approximately 70 students per classroom.

In comparison to community schools, the student school ratio in institutional schools at secondary level (9-10) is only 61.8 while the student school ratio in institutional school is 186.0 for secondary level (11-12). The national level student school ratio for secondary level (9-10) is 92.1 and the national level student school ratio for secondary level (11-12) is 150.7.

## 5.12 INFRASTRUCTURE DETAILS AT SECONDARY LEVEL

Buildings, classrooms, computer labs, science labs and equipment-education infrastructure are crucial elements of learning environments in schools. Having quality infrastructure in schools can facilitate better instruction, improves student outcomes, and reduces dropout rates. Table 5.11 and 5.12 provides the infrastructure details of secondary (9-10) community schools.

Table 5.12: Infrastructure details at secondary (1-10) community schools

Province	1-10 schools	Average Buildings	Electricity	Computers	Average Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	653	6.1	546	623	13.8	597	480	551	639	496
Madhesh	355	5.9	227	243	10.8	299	128	183	297	203
Bagmati	697	4.3	591	657	15.9	651	542	568	671	525
Gandaki	467	5.3	411	452	15.2	451	418	391	459	378
Lumbini	555	5.8	463	513	12.5	534	395	471	540	422
Karnali	349	5.1	222	308	9.4	300	166	275	338	194
Sudurpaschim	457	5.8	338	415	9.6	408	295	367	439	247
<b>Nepal (No.)</b>	<b>3533</b>	<b>5.4</b>	<b>2798</b>	<b>3211</b>	<b>13.0</b>	<b>3240</b>	<b>2424</b>	<b>2806</b>	<b>3383</b>	<b>2465</b>
<b>Nepal (%)</b>		-	<b>79.2</b>	<b>90.9</b>		<b>91.7</b>	<b>68.6</b>	<b>79.4</b>	<b>95.8</b>	<b>69.8</b>

Out of 3533 secondary (1-10) schools, 2798 (79.2 percent) reported that they have access to electricity. The average number of buildings is 5.4, more than double than the basic (1-5) schools, however, the size and quality of those buildings cannot be answered through these data. A total of 3211 (90.9 percent) have access to at least one

computer, and of these schools there is an average of 13.0 computers per school. The number of schools that have drinking water facilities is 3240 which is 91.7 percent; the number of schools that have a library is 2424 which is 68.6 percent; the number of schools that have a child club is 2806, which is 79.4 percent and the number of schools that have a toilet is 3383 which is 95.8 percent. Meanwhile, 2464 schools have internet facilities, which is 69.8 percent of the total secondary (9-10) community schools across the country. Meanwhile, Table 5.13 provides the infrastructure details provided in terms of percentages at secondary (1-10) community schools.

**Table 5.13: Infrastructure at Secondary (1-10) Community Schools as percentages**

Province	1-10 schools	Electricity	Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	653	83.6	95.4	91.4	73.5	84.4	97.9	76.0
Madhesh	355	63.9	68.5	84.2	36.1	51.5	83.7	57.2
Bagmati	697	84.8	94.3	93.4	77.8	81.5	96.3	75.3
Gandaki	467	88.0	96.8	96.6	89.5	83.7	98.3	80.9
Lumbini	555	83.4	92.4	96.2	71.2	84.9	97.3	76.0
Karnali	349	63.6	88.3	86.0	47.6	78.8	96.8	55.6
Sudurpaschim	457	74.0	90.8	89.3	64.6	80.3	96.1	54.0
<b>Nepal</b>	<b>3533</b>	<b>79.2</b>	<b>90.9</b>	<b>91.7</b>	<b>68.6</b>	<b>79.4</b>	<b>95.8</b>	<b>69.8</b>

Table 5.13 shows a selection of the same data presented as percentages of schools in each region reporting facilities. The data demonstrates that there are some disparities between regions. For example, in five out of seven cases, there is a smaller share of schools in Madhesh Province reporting facilities than in other Provinces (with the exception of electricity and internet, where Karnali Province and Sudurpaschim Province have the lowest share, respectively) Conversely, in six out of seven cases, the largest share of schools reporting facilities are in Gandaki Province. This demonstrates that there is a need for targeted action to improve equitable access to facilities across the country.

**Table 5.14: Infrastructure details at secondary (1-12) community schools**

Province	1-12 schools	Average Buildings	Electricity	Computers	Average Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	632	7.9	563	615	23.0	615	582	556	623	543
Madhesh	424	8.7	337	367	22.6	381	300	269	387	315
Bagmati	752	5.5	679	732	26.7	716	697	674	733	663
Gandaki	493	6.7	451	484	26.1	481	470	432	486	447
Lumbini	610	7.6	549	598	23.2	599	573	546	601	548
Karnali	325	6.8	249	309	18.2	304	261	275	315	256
Sudurpaschim	447	8.0	360	431	18.9	420	382	368	437	304
<b>Nepal (No.)</b>	<b>3683</b>	<b>7.2</b>	<b>3188</b>	<b>3536</b>	<b>23.3</b>	<b>3516</b>	<b>3265</b>	<b>3120</b>	<b>3582</b>	<b>3076</b>
<b>Nepal (%)</b>		-	<b>86.6</b>	<b>96.0</b>		<b>95.5</b>	<b>88.7</b>	<b>84.7</b>	<b>97.3</b>	<b>83.5</b>

Table 5.14 and 5.15 show the data for infrastructure for schools teaching secondary level (11-12). There is an average of 7.2 buildings in secondary (1-12) community schools across the country which is 1.8 buildings more than of secondary (1-10) schools. Similarly, out of 3683 secondary (1-12) schools in the country, 3188 (86.6 percent) have electricity, 3536 have computers (96.0 percent), 3516 (95.5 percent) have drinking water, 3265 (88.7 percent) have a library, 3120 (84.7 percent) have a child club, 3582 (97.3 percent) have toilet facilities and 3076 (83.5 percent) have Internet facilities. Of those 3536 schools that have computers, there is an average of 23.3 computers for teaching learning and administration purpose per school.

Table 5.15: Infrastructure details at secondary (1-12) community schools by percentage

Province	1-12 schools	Electricity	Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	632	89.1	97.3	97.3	92.1	88.0	98.6	85.9
Madhesh	424	79.5	86.6	89.9	70.8	63.4	91.3	74.3
Bagmati	752	90.3	97.3	95.2	92.7	89.6	97.5	88.2
Gandaki	493	91.5	98.2	97.6	95.3	87.6	98.6	90.7
Lumbini	610	90.0	98.0	98.2	93.9	89.5	98.5	89.8
Karnali	325	76.6	95.1	93.5	80.3	84.6	96.9	78.8
Sudurpaschim	447	80.5	96.4	94.0	85.5	82.3	97.8	68.0
<b>Nepal</b>	<b>3683</b>	<b>86.6</b>	<b>96.0</b>	<b>95.5</b>	<b>88.7</b>	<b>84.7</b>	<b>97.3</b>	<b>83.5</b>

Table 5.15 shows the same data as a percentage of each region. As in the case of secondary level (9-10) there are disparities in available facilities, although slightly less marked. Madhesh Province has the lowest share of schools reporting facilities in five out of seven cases (in the case of electricity and internet, Karnali and Sudurpaschim Provinces report the lowest share respectively). In each of the seven cases, the highest and second highest shares of schools reporting the respective facilities are in Bagmati and Gandaki Provinces. See Annex 8 for physical infrastructure details.

### 5.13 AVAILABILITY OF CURRICULUM AND OTHER MATERIALS

Curriculum is an important and integral part of education. It helps to plan, organise, execute and attain results in a systematic way. In addition to curriculum, adequate child materials, reference materials and teachers' guide are also equally essential to support teachers to deliver quality teaching and learning. Table 5.16 provides the number of secondary (1-10) community schools with those learning materials. It is to be noted that there are 3533 secondary (1-10) community schools across the country.

Table 5.16: Book corner and relevant materials in secondary (1-10) community schools

Province	1-10 schools	Teachers' Guide			Child Material			Book Corner		
		1-5	6-8	9-10	1-5	6-8	9-10	1-5	6-8	9-10
Koshi	653	481	434	313	413	322	268	318	205	168
Madhesh	355	133	105	67	111	75	58	86	47	36
Bagmati	697	408	359	282	367	298	256	305	195	171
Gandaki	467	309	298	249	286	245	207	212	126	116
Lumbini	555	354	328	238	324	262	197	268	163	150
Karnali	349	249	224	176	223	166	128	179	118	96
Sudurpaschim	457	307	277	225	295	223	196	235	142	125
<b>Nepal</b>	<b>3533</b>	<b>2241</b>	<b>2025</b>	<b>1550</b>	<b>2019</b>	<b>1591</b>	<b>1310</b>	<b>1603</b>	<b>996</b>	<b>862</b>

Out of 3533 secondary (1-10) schools, 2241 school (63.4 percent) have teachers' guide available for basic (1-5), 2025 schools (57.3 percent) have teachers' guide available at basic (6-8) and 1550 schools (43.9 percent) have teachers' guide available at secondary level (9-10). This clearly suggests that these materials vary across different levels of schools as it is likely that teachers' guide for basic (1-5) level might be sufficiently available in schools, while those materials for basic (6-8) and secondary (9-10) might not be available.

Table 5.17: Book corner and relevant materials in secondary (1-10) community schools by percentage

Province	1-10 schools	Teachers' Guide			Child Material			Book Corner		
		1-5	6-8	9-10	1-5	6-8	9-10	1-5	6-8	9-10
Koshi	653	73.7	66.5	47.9	63.2	49.3	41.0	48.7	31.4	25.7
Madhesh	355	37.5	29.6	18.9	31.3	21.1	16.3	24.2	13.2	10.1
Bagmati	697	58.5	51.5	40.5	52.7	42.8	36.7	43.8	28.0	24.5
Gandaki	467	66.2	63.8	53.3	61.2	52.5	44.3	45.4	27.0	24.8
Lumbini	555	63.8	59.1	42.9	58.4	47.2	35.5	48.3	29.4	27.0
Karnali	349	71.3	64.2	50.4	63.9	47.6	36.7	51.3	33.8	27.5
Sudurpaschim	457	67.2	60.6	49.2	64.6	48.8	42.9	51.4	31.1	27.4
<b>Nepal</b>	<b>3533</b>	<b>63.4</b>	<b>57.3</b>	<b>43.9</b>	<b>57.1</b>	<b>45.0</b>	<b>37.1</b>	<b>45.4</b>	<b>28.2</b>	<b>24.4</b>

Table 5.17 provides the same kind of response for teachers' guide, child material and book corner expressed as a percentage of schools in each region reporting available resources. In each case Madhesh Pradesh demonstrates the lowest percentage of schools reporting availability of the respective resource. In contrast to availability of infrastructure resources (see Section 5.2), Karnali and Sudurpashchim Provinces reported consistently high availability of teacher's guides, child materials and, especially book corners.

Table 5.18 shows the availability of curriculum and reference materials in secondary (1-10) community schools. In both cases, the availability of resources for grades 1-5 and 6-8 is higher than for grades 9-10. However, even the most available resources (6-8 curriculum) are only available in 2355 out of 3533 schools (66.7 percent). As has been seen in the examples of other resources, the availability of curriculum and reference materials in Madhesh Province is notably lower than in other provinces. For example, reference materials for grades 1-5, 6-8 and 9-10 are only available in 16.3, 14.1 and 11.8 percent of schools respectively. This compares to a range in other provinces of between 32 and 53 percent.

Table 5.18: Curriculum and reference materials in secondary (1-10) community schools

Province	1-10 Schools	Curriculum			Reference Materials		
		1-5	6-8	9-10	1-5	6-8	9-10
Koshi	653	473	437	366	329	314	282
Madhesh	355	118	164	87	58	50	42
Bagmati	697	498	370	425	308	295	269
Gandaki	467	349	401	301	247	240	215
Lumbini	555	381	398	289	246	226	197
Karnali	349	219	231	159	157	143	115
Sudurpaschim	457	317	354	235	227	214	183
<b>Nepal</b>	<b>3533</b>	<b>2355</b>	<b>2355</b>	<b>1862</b>	<b>1572</b>	<b>1482</b>	<b>1303</b>

Table 5.19 shows the availability of learning materials for community schools teaching grades 1-12. The likelihood of schools having these materials at basic (1-5) is higher in comparison to other levels except for curriculum where this number is higher at basic (6-8) and lower at basic (1-5). However, there are still many schools, as per this reported data, that do not have the required materials in schools.

Table 5.19: Book corner and relevant materials in secondary (1-12) community schools

Province	1-12 Schools	Child Material				Book Corner			
		1-5	6-8	9-10	11-12	1-5	6-8	9-10	11-12
Koshi	632	385	303	301	156	325	217	215	132
Madhesh	424	168	120	112	64	112	74	68	55
Bagmati	752	440	374	350	191	406	297	265	159
Gandaki	493	291	236	225	142	244	166	155	115
Lumbini	610	386	311	299	177	332	202	189	119
Karnali	325	172	139	126	75	162	110	110	74
Sudurpaschim	447	278	210	176	101	222	138	131	95
<b>Nepal</b>	<b>3683</b>	<b>2120</b>	<b>1693</b>	<b>1589</b>	<b>906</b>	<b>1803</b>	<b>1204</b>	<b>1133</b>	<b>749</b>

There are 3683 secondary (1-12) community schools across the country, and out of which 2120 schools (57.6 percent) reported that they have teachers' guide available for basic (1-5) and 1693 schools (46.0 percent) said that they have teachers' guide available for basic (6-8); a total of 1589 schools (43.1 percent) reported that they have teachers' guide available for secondary (9-10) and a total of 906 schools (24.6 percent) reported that they have such materials for secondary (11-12). Like in the case of secondary (1-10) schools, the tendency of having these materials at basic (1-5) is higher than basic (6-8), secondary (9-10) and secondary (11-12).

Table 5.20: Book corner and relevant materials in secondary (1-12) community schools by percentage

Province	1-12 Schools	Child Material				Book Corner			
		1-5	6-8	9-10	11-12	1-5	6-8	9-10	11-12
Koshi	632	60.2	47.3	47.2	23.5	47.0	31.0	30.6	18.0
Madhesh	424	36.2	26.9	25.4	13.5	21.4	14.2	13.5	10.5
Bagmati	752	54.9	46.2	42.8	22.4	48.1	33.7	29.7	17.9
Gandaki	493	55.6	44.4	41.9	24.9	42.3	29.0	26.8	18.4
Lumbini	610	60.4	48.7	46.1	23.7	47.9	28.6	28.1	15.7
Karnali	325	47.8	37.7	34.9	17.6	43.1	28.3	28.0	16.7
Sudurpaschim	447	57.7	43.0	36.9	20.9	42.8	27.0	25.9	19.6
<b>Nepal</b>	<b>3683</b>	<b>54.5</b>	<b>43.3</b>	<b>40.7</b>	<b>21.6</b>	<b>43.1</b>	<b>28.3</b>	<b>26.8</b>	<b>16.9</b>

Table 5.20 shows the availability of child materials and book corners as a percentage of schools in the province. As with other resources, the trend shows a significant lack of resources in Madhesh Province. The share of schools reporting availability of the resources is significantly below both the national average, and significantly below the next lowest share in each case. In one example, book corners for grade 1-5 are available in 36.9 percent of schools nationally, but just 19.3 percent of schools in Madhesh Province. This emphasises the need to ensure action is taken to identify and address resource provision in Madhesh Province to improve equitable access to quality education resources. See Annex 9 for further details on these materials.

Table 5.21: Curriculum and reference materials in secondary (1-12) community schools

Province	1-12 Schools	Curriculum				Reference Materials			
		1-5	6-8	9-10	11-12	1-5	6-8	9-10	11-12
Koshi	632	481	517	469	353	355	363	359	290
Madhesh	424	184	235	183	143	103	95	96	71
Bagmati	752	571	576	544	436	375	361	355	265
Gandaki	493	350	481	345	294	258	254	253	216
Lumbini	610	462	487	447	332	331	341	340	257
Karnali	325	209	213	211	160	149	154	153	117
Sudurpaschim	447	299	209	293	217	217	221	226	177
<b>Nepal</b>	<b>3683</b>	<b>2556</b>	<b>2718</b>	<b>2492</b>	<b>1935</b>	<b>1788</b>	<b>1789</b>	<b>1782</b>	<b>1393</b>

Table 5.21 shows the availability of curriculum and reference materials at secondary level (1-12). Unlike teachers' guide and child materials, the curriculum and reference materials seem to be equally available up to secondary (1-

10) level. Out of 3683 secondary (1-12), 2556 schools (69.4 percent) reported that they have curriculum available for basic (1-5), 2718 schools (73.8 percent) reported that they have curriculum available for basic (6-8), 2492 schools (67.7 percent) said that they have curriculum available for secondary (9-10). It is noted that availability of curriculum and reference materials for each of these levels is better in secondary (1-12) schools than for secondary (1-10). However, only 1935 (52.5 percent) said that they have curriculum available for secondary (11-12) level, and 1393 (37.8 percent) reported availability of reference materials for secondary (11-12).

As with other resources, there are significant variations in availability depending on provinces. For example, in the case of the 6-8 curriculum, 76.5 percent of schools in Gandaki Province reported that it is available, compared to 46.8 percent of schools in Sudurpashchim Province.

**Table 5.22: Curriculum and reference materials in secondary (1-12) community schools by percentage**

Province	1-12 Schools	Curriculum				Reference Materials			
		1-5	6-8	9-10	11-12	1-5	6-8	9-10	11-12
Koshi	632	76.1	81.8	74.2	55.9	56.2	57.4	56.8	45.9
Madhesh	424	43.4	55.4	43.2	33.7	24.3	22.4	22.6	16.7
Bagmati	752	75.9	76.6	72.3	58.0	49.9	48.0	47.2	35.2
Gandaki	493	71.0	97.6	70.0	59.6	52.3	51.5	51.3	43.8
Lumbini	610	75.7	79.8	73.3	54.4	54.3	55.9	55.7	42.1
Karnali	325	64.3	65.5	64.9	49.2	45.8	47.4	47.1	36.0
Sudurpaschim	447	66.9	46.8	65.5	48.5	48.5	49.4	50.6	39.6
<b>Nepal</b>	<b>3683</b>	<b>69.4</b>	<b>73.8</b>	<b>67.7</b>	<b>52.5</b>	<b>48.5</b>	<b>48.6</b>	<b>48.4</b>	<b>37.8</b>

With this exception, the lowest availabilities were reported in Madhesh Province, which lagged at least ten percentage points behind the national average, and almost every other province in each example (see Table 5.22).

## 5.14 GOVERNANCE IN SECONDARY SCHOOLS

All schools across the country need to create a School Improvement Plan, form a school management committee (SMC) and a Parent Teacher Association (PTA), conduct regular meetings with SMC/PTA members and prepare social audit and financial audit on an annual basis. These are considered the criteria of good governance, which then drives schools to create applicable processes, systems, and controls for effective management. Table 5.23 provides the number of secondary (1-10 and 1-12) schools with details on school based good governance practice, while table 5.23 provides the same data as a percentage of the schools in the region.

**Chapter 2 Table 5.23: Status of SIP, social and financial audit in secondary (1-10 and 1-12) community schools**

Province	1-10 Schools	1-12 Schools	Secondary (1-10) Schools			Secondary (1-12) Schools		
			SIP	Social Audit	Financial Audit	SIP	Social Audit	Financial Audit
Koshi	653	632	313	378	356	341	381	369
Madhesh	355	424	61	66	80	96	95	106
Bagmati	697	752	321	371	383	374	440	426
Gandaki	467	493	217	277	264	255	286	282
Lumbini	555	610	271	348	334	323	422	409
Karnali	349	325	182	215	202	163	186	181
Sudurpaschim	457	447	215	274	248	200	260	255
<b>Nepal</b>	<b>3533</b>	<b>3683</b>	<b>1580</b>	<b>1929</b>	<b>1867</b>	<b>1752</b>	<b>2070</b>	<b>2028</b>

Chapter 3 As given in table 5.23, out of 3533 secondary (1-10) schools, 1580 (46.1 percent) of schools have an updated school improvement plan; 1929 (56.2 percent) have conducted social audit; while 1867 (54.4 percent) have conducted financial audit. Similarly, out of 3683 secondary (1-12) schools across the country, 1752 schools (48.1 percent) have school improvement plans; 2070 schools (56.8 percent) have social audit; while 2028 schools (55.7



percent) have financial audits. Like in the case of basic schools, the percentages of SIP, social audit and financial audit is from 2079 and 2080 only.

Chapter 4 Table 5.24: Status of SIP, social and financial audit in secondary (1-10 and 1-12) community schools by percentage

Province	1-10 Schools	1-12 Schools	Secondary (1-10) Schools			Secondary (1-12) Schools		
			SIP	Social Audit	Financial Audit	SIP	Social Audit	Financial Audit
Koshi	653	632	49.4	59.7	56.2	53.4	59.7	57.8
Madhesh	355	424	17.9	19.4	23.5	23.9	23.7	26.4
Bagmati	697	752	47.4	54.8	56.6	50.7	59.6	57.7
Gandaki	467	493	47.0	60.0	57.1	52.1	58.5	57.7
Lumbini	555	610	50.7	65.2	62.5	52.4	68.5	66.4
Karnali	349	325	53.1	62.7	58.9	51.3	58.5	56.9
Sudurpaschim	457	447	48.8	62.1	56.2	45.0	58.6	57.4
<b>Nepal</b>	<b>3533</b>	<b>3683</b>	<b>46.1</b>	<b>56.2</b>	<b>54.4</b>	<b>48.1</b>	<b>56.8</b>	<b>55.7</b>

Chapter 5 However, there is significant regional variation, with Madhesh Province scoring 25 percentage points lower in every case than both the national average and other provinces. In contrast, the best performing provinces were Karnali Province and Sudurpaschim Province, where governance indicators show 90% or more in each case. Since these two provinces are considered low in resources compared to others, this analysis demonstrates that good governance does not necessarily require significant investment. The comparison also demonstrates the need to ensure action is taken to improve governance where these structures and processes are not being implemented. See Annex 9 for further details on governance related activities in secondary level schools.

## 5.1 PRO POOR TARGET SCHOLARSHIP - GRADE X

For academic year 2079, this scholarship was available for grade X students. Like in the case of students from grade VIII, the students from grade X were also requested to fill the pro poor target scholarship form. The data was then analyzed and the students were categorized into five economic quintiles, with first quintile representing the students belonging from poor family while the fifth quintile representing the students from wealthiest family. Table 4.21 given below provides the number of grade 8 students that applied for pro poor target scholarships.

Table 5.25: Number of grade X students that applied for pro-poor target scholarship.

Province	First Quintile			Second Quintile			Third Quintile			Fourth Quintile			Fifth Quintile		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	39	19	58	196	134	330	560	390	950	539	402	941	357	256	613
Madhesh	55	28	83	344	220	564	609	397	1006	317	239	556	364	293	657
Bagmati	158	111	269	822	522	1344	1268	881	2149	949	668	1617	614	367	981
Gandaki	16	3	19	214	162	376	727	552	1279	822	718	1540	366	318	684
Lumbini	22	8	30	277	168	445	985	648	1633	681	562	1243	484	303	787
Karnali	81	70	151	364	308	672	500	406	906	369	350	719	398	247	645
Sudurpashchim	743	554	1297	2495	2077	4572	1510	1399	2909	1611	1197	2808	1049	755	1804
<b>Nepal</b>	<b>1114</b>	<b>793</b>	<b>1907</b>	<b>4712</b>	<b>3591</b>	<b>8303</b>	<b>6159</b>	<b>4673</b>	<b>10832</b>	<b>5288</b>	<b>4136</b>	<b>9424</b>	<b>3632</b>	<b>2539</b>	<b>6171</b>

As Table 5.25 shows, a total of 36637 students applied for pro-poor target scholarship, out of which 20905 (57.1 percent) are girls while the remaining 15732 (42.9 percent) are boys. Out of 36637, only 1907 students (5.2 percent) fall under first quintile and are straightforwardly eligible for the scholarship. Unlike grade VIII where only students from first quintile are eligible for this scholarship, this is not the case for grade 10. In fact, total students from second quintile and girls from third quintile, if enrolled with science as major subject in grade 11, are also eligible for the scholarship. In this respect, 8303 and 6159 girls from second and third quintile are also eligible for the scholarship. Like in the case of grade VIII students, the selection of relatively fewer number of students in the prescribed first quintile economic group is a major issue. Similarly, students from second and third quintile cannot be provided scholarship until they enrol in grade 11 is another issue associated with pro poor target scholarship and this has

caused issue because students feel that eligibility for scholarship means that they will receive the funds, however, the funds can only be guaranteed if and when they enrol grade 11 with science as major subject

## 5.2 BASIC LEARNING CONDITIONS - SECONDARY SCHOOLS

Like in the case for basic schools, the BLCs for secondary schools also encompass five major elements a) adequate teachers b) adequate classrooms c) provision of girls' toilet d) provision of library/book corner e) assurance of free textbooks along with two additional elements that includes f) provision of ICT labs and g) provision of science labs. The calculation modality for teachers and classrooms has been computed by comparing the available and required number of teachers and classrooms in schools. Figure 5.8 provides the number of secondary levels that meet 3 or more BLCs for secondary schools.

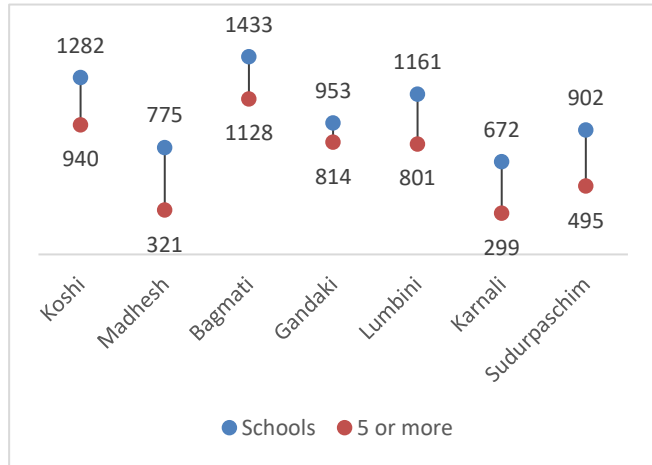


Figure 5.8: Secondary level (Grade 9-10) with 5 or more BLCs

Out of 27990 community schools, 7178 have secondary level of grade 9 to 10. The BLC computation of those 7178 schools show that 6534 schools (91 percent) have met 3 or more BLCs and 4798 schools (66.8 percent) have met 5 or more BLC. In terms of percentages, Gandaki Province has the highest percentage with 96.7 while Madhesh Province has the lowest percentage share of 75. Meanwhile, only 283 out of 27990 schools (1.01 percent) have all 7 BLCs met and Madhesh Province has no schools with this condition fulfilled while Karnali Province has 2 schools.

## CHAPTER 6: TEACHER MANAGEMENT

### 6.1 INTRODUCTION

Teachers are the core of education system. Having skilful teachers in schools help create skilfull students and it has been seen that an inspiring, informed, qualified and trained teacher is the most important school-related factor influencing student achievement. This section therefore deals with teacher related information at province and national level disaggregated by gender and types of schools.

### 6.2 HEADTEACHER MANAGEMENT

Headteacher management in schools is a critical aspect of educational leadership and administration. Headteachers, also known as principals (often used in institutional schools), play a key role in shaping the overall vision, culture, and effectiveness of a school. Their responsibilities encompass a wide range of areas, including educational leadership, strategic planning, personnel management, financial management, community engagement, student discipline and welfare, data management, and further more.

The gender of a headteacher can influence various aspects of school functioning to some extent. However, it is essential to recognize that individual leadership styles, skills, and qualities play a more significant role than gender alone. It is due to this reason, headteacher leadership, in terms of gender is very essential in plan, program and policy formulation. Figure 6.1 provides the share of headteachers as per gender in community and institutional schools for all seven provinces. At the national level, 19.3% of the community schools have female headteachers

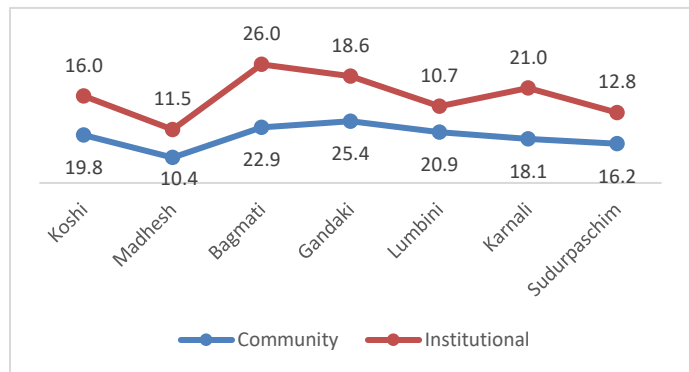


Figure 6.1: Share of female headteachers

while 17.4% of the institutional schools have female leadership. It is to be noted that this percentage is calculated based on 22840 community schools and 6033 institutional schools that provided such information.

### 6.3 NO. OF TEACHERS IN COMMUNITY SCHOOLS AT BASIC LEVEL

Teachers in community schools fall under three main categories of employment: The first is the federal government appointed teachers categorised as permanent, temporary and rahat teachers. The second is the locally hired teachers based on the grants provided by the federal, provincial or local level government. The third is the privately funded teachers that are paid by schools. In the context of institutional schools, all teachers are privately hired. Table 6.1 provides the number of government-approved teachers in community schools at basic (1-5) and basic (6-8).

**Table 6.1: No. of government-approved teachers in community schools at basic (1-8)**

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Perm	Temp	Rahat	Perm	Temp	Rahat	Perm	Temp	Rahat
Koshi	14258	2399	3480	3006	601	1782	17264	3000	5262
Madhesh	8732	818	3472	1748	132	752	10480	950	4224
Bagmati	14057	1735	4079	2908	337	2274	16965	2072	6353
Gandaki	11514	1304	1535	2348	369	1088	13862	1673	2623
Lumbini	10786	1459	3684	2117	215	1505	12903	1674	5189
Karnali	5296	698	2196	910	120	838	6206	818	3034
Sudurpaschim	6415	693	3425	1302	139	1370	7717	832	4795
<b>Nepal</b>	<b>71058</b>	<b>9106</b>	<b>21871</b>	<b>14339</b>	<b>1913</b>	<b>9609</b>	<b>85397</b>	<b>11019</b>	<b>31480</b>

Table 6.1 shows that there are 102,035 government approved teachers in basic (1-5) while this number is 25,861 for basic (6-8), with a total of 127,896 for basic (1-8). Upon comparing these numbers with the number of students in community schools, the data shows a student teacher ratio of 23:1 (last year it was 25:1) at basic (1-5), 51:1 (last year it was 51:1 as well) at basic (6-8) and 29:1 (last year it was 30:1) at basic (1-8). Meanwhile, Table 6.2 provides the disaggregation of government approved teachers by gender. See Annex 11 for further disaggregation on this information.

**Table 6.2: No. of government-approved teachers by gender**

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	8903	11234	20137	1331	4058	5389	10234	15292	25526
Madhesh	4440	8582	13022	430	2202	2632	4870	10784	15654
Bagmati	10106	9765	19871	2056	3463	5519	12162	13228	25390
Gandaki	7649	6704	14353	1306	2499	3805	8955	9203	18158
Lumbini	7576	8353	15929	1102	2735	3837	8678	11088	19766
Karnali	2770	5420	8190	347	1521	1868	3117	6941	10058
Sudurpaschim	3767	6766	10533	453	2358	2811	4220	9124	13344
<b>Nepal</b>	<b>45237</b>	<b>56798</b>	<b>102035</b>	<b>6987</b>	<b>18874</b>	<b>25861</b>	<b>52224</b>	<b>75672</b>	<b>127896</b>

As given in Table 6.2, the share of female teachers in basic (1-5) is 44.3 percent while this share is 27.0 percent in basic (6-8) and is 40.8 percent in case of basic (1-8). In comparison to the basic (6-8), the number of female teachers in basic (1-5) is comparatively better. Meanwhile, Table 6.3 provides the number of privately hired teachers in community schools.

**Table 6.3: No. of privately hired teachers in community schools**

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	1597	918	2515	293	520	813	1890	1438	3328
Madhesh	556	660	1216	116	259	375	672	919	1591
Bagmati	1878	567	2445	357	413	770	2235	980	3215
Gandaki	1854	458	2312	302	357	659	2156	815	2971
Lumbini	2616	1299	3915	642	732	1374	3258	2031	5289
Karnali	41	202	243	182	507	689	223	709	932
Sudurpaschim	1055	1207	2262	286	991	1277	1341	2198	3539
<b>Nepal</b>	<b>9597</b>	<b>5311</b>	<b>14908</b>	<b>2178</b>	<b>3779</b>	<b>5957</b>	<b>11775</b>	<b>9090</b>	<b>20865</b>

In addition to the 102035 teachers in basic (1-5) and 25861 teachers in basic (6-8), community schools have also privately hired 14908 teachers in basic (1-5) and 5957 in basic (6-8), totalling 20865 such teachers in community schools at basic level (1-8). Apart from privately funded teachers, community schools are also provided with teachers supported through grants available from federal, provincial and local levels. These grants are distributed to the

schools that have teacher shortfall against the number of teachers. Table 6.4 provides those details along with the volunteer teachers available in community schools for basic level (Grade 1-5).

**Table 6.4: No. of teachers supported through grants along with volunteer teachers in basic (1-5) of community schools**

Province	Grant – Federal			Grant - Provincial			Grant - Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	29	25	54	50	42	92	124	66	190	23	20	43	226	153	379
Madhesh	30	63	93	20	29	49	92	97	189	48	26	74	190	215	405
Bagmati	19	19	38	44	17	61	174	57	231	69	21	90	306	114	420
Gandaki	14	10	24	25	16	41	66	32	98	31	5	36	136	63	199
Lumbini	59	66	125	55	38	93	294	203	497	36	21	57	444	328	772
Karnali	24	54	78	21	28	49	145	221	366	7	8	15	197	311	508
Sudurpaschim	40	62	102	28	53	81	191	256	447	14	15	29	273	386	659
<b>Nepal</b>	<b>215</b>	<b>299</b>	<b>514</b>	<b>243</b>	<b>223</b>	<b>466</b>	<b>1086</b>	<b>932</b>	<b>2018</b>	<b>228</b>	<b>116</b>	<b>344</b>	<b>1772</b>	<b>1570</b>	<b>3342</b>

Out of 2998 teachers supported through grants provided from three tiers of government, a total of 2018 (67.3 percent) teachers are supported through local levels which shows that recruiting teachers in schools has been one of the major priorities of the local levels. Whether or not this recruitment was necessary, given the fact that re-distribution of teachers is the major need, is an area of debate. Table 6.5 provides the detailed number of teachers supported through grants along with volunteer teachers in basic (6-8) of community schools.

**Table 6.5: No. of teachers supported through teaching support grants along with volunteer teachers in basic (6-8) of community schools**

Province	Grant – Federal			Grant - Provincial			Grant - Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	54	96	150	25	21	46	57	68	125	12	16	28	148	201	349
Madhesh	24	62	86	5	22	27	28	79	107	18	15	33	75	178	253
Bagmati	58	92	150	17	31	48	108	125	233	12	5	17	195	253	448
Gandaki	28	43	71	7	12	9	35	27	62	5	4	9	75	86	151
Lumbini	67	152	219	29	39	68	222	333	555	16	36	52	334	560	894
Karnali	33	118	151	8	40	48	77	288	365	7	19	26	125	465	590
Sudurpaschim	28	175	203	11	30	41	154	352	506	2	11	13	195	568	763
<b>Nepal</b>	<b>292</b>	<b>738</b>	<b>1030</b>	<b>102</b>	<b>195</b>	<b>287</b>	<b>681</b>	<b>1272</b>	<b>1953</b>	<b>72</b>	<b>106</b>	<b>178</b>	<b>1147</b>	<b>2311</b>	<b>3448</b>

Unlike basic level (Grade 1-5) where the share of local levels in recruiting teachers has been 67.3 percent, this has not been the case at basic level (Grade 6-8) where the share is only 59.7 percent. In the current context where there is a shortfall of teachers at basic level (Grade 6-8) (Please see Shichhak Darbani Punabitara Sujab Karyadal ko Pratibedan - 2075 for full analysis), the recruitment of teachers from local level has remained slightly low than the basic level of grade 1-5 and is an area of further exploration.

#### 6.4 NO. OF TEACHERS IN INSTITUTIONAL SCHOOLS AT BASIC LEVEL

In institutional schools, there are 40473 teachers at basic (1-5) out of which 30326 (74.9 percent) are females, while the remaining 10147 (25.1 percent) are men. In basic (6-8), there are 23239 teachers in institutional schools, out of which 11195 (48.2 percent) are females and the remaining 11195 (51.8 percent) are males.

Table 6.6: No. of teachers in institutional schools

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	5308	1995	7303	1806	2421	4227	7114	4416	11530
Madhesh	2622	2167	4789	864	1657	2521	3486	3824	7310
Bagmati	10811	1599	12410	4934	3285	8219	15745	4884	20629
Gandaki	3308	721	4029	1123	1032	2155	4431	1753	6184
Lumbini	5373	2050	7423	1611	2148	3759	6984	4198	11182
Karnali	624	351	975	171	323	494	795	674	1469
Sudurpaschim	2280	1264	3544	686	1178	1864	2966	2442	5408
<b>Nepal</b>	<b>30326</b>	<b>10147</b>	<b>40473</b>	<b>11195</b>	<b>12044</b>	<b>23239</b>	<b>41521</b>	<b>22191</b>	<b>63712</b>

In total, the number of teachers in institutional schools at basic (1-8) is 63712, out of which 41521 (65.2 percent) are females and the remaining 22191 (34.8 percent) are males. In another analysis, the STR of institutional schools at basic (1-5) is 28:1, the STR at basic (6-8) is 23:1 and the STR at basic (1-8) is 26:1 at the national level.

## 6.5 NO. OF TEACHERS IN COMMUNITY SCHOOLS AT SECONDARY LEVEL

Like in the context of basic level, teachers in community schools at secondary level (9-12) fall under one of three major categories: the federal government appointed teachers categorised as permanent, temporary and rahat teachers; locally hired teachers based on the grants provided by the federal, provincial or local level government and the privately funded teachers that are paid by schools. In the context of institutional schools, all teachers are privately hired. Table 6.5 provides the number of government-approved teachers in community schools at secondary (9-10) and secondary (11-12), excluding TVET instructors that are available in 537 9-12 TVET schools across the country.

Table 6.7: No. of government-approved teachers in community schools at secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Perm	Temp	Rahat	Perm	Temp	Rahat	Perm	Temp	Rahat
Koshi	2243	284	1294	-	255	595	2243	539	1889
Madhesh	1548	63	567	-	229	278	1548	292	845
Bagmati	2529	266	1465	-	423	657	2529	689	2122
Gandaki	2052	167	879	-	257	603	2052	424	1482
Lumbini	1834	91	1001	-	252	606	1834	343	1607
Karnali	598	89	547	-	198	388	598	287	935
Sudurpaschim	930	82	991	-	304	814	930	386	1805
<b>Nepal</b>	<b>11734</b>	<b>1042</b>	<b>6744</b>	<b>-</b>	<b>1918</b>	<b>3941</b>	<b>11734</b>	<b>2960</b>	<b>10685</b>

Table 6.7 shows that there are 19520 government approved teachers in secondary (9-10) while this number is 5859 for secondary (11-12) and a total of 25379 for secondary (9-12). Upon comparing these numbers with the number of students in community schools, the data shows a STR of 40:1 (last year it was 39:1) at secondary (9-10), 88:1 (last year it was 80:1) at secondary (11-12) and 51:1 (last year it was 49:1) at secondary (9-12). Meanwhile, Table 6.6 provides the disaggregation of government approved teachers by gender.

Table 6.8: No. of government-approved teachers by gender at secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	575	3246	3821	124	726	850	699	3972	4671
Madhesh	194	1984	2178	39	468	507	233	2452	2685
Bagmati	1023	3237	4260	184	896	1080	1207	4133	5340
Gandaki	580	2518	3098	132	728	860	712	3246	3958
Lumbini	524	2402	2926	112	746	858	636	3148	3784
Karnali	150	1084	1234	69	517	586	219	1601	1820
Sudurpaschim	216	1787	2003	73	1045	1118	289	2832	3121
<b>Nepal</b>	<b>3270</b>	<b>16250</b>	<b>19520</b>	<b>751</b>	<b>5108</b>	<b>5859</b>	<b>4021</b>	<b>21358</b>	<b>25379</b>

As given in Table 6.8, the share of female teachers in secondary (9-10) is 16.7 percent while this share is down to 12.8 percent in secondary (11-12) and is 15.8 percent in case of secondary (9-12). Table 6.8 further shows that the percentage of female teachers is less for higher levels of school education and therefore, all tiers of government need to take this into account while devising plans and programs.

Table 6.9: No. of government-approved teachers by gender at secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	575	3246	3821	124	726	850	699	3972	4671
Madhesh	194	1984	2178	39	468	507	233	2452	2685
Bagmati	1023	3237	4260	184	896	1080	1207	4133	5340
Gandaki	580	2518	3098	132	728	860	712	3246	3958
Lumbini	524	2402	2926	112	746	858	636	3148	3784
Karnali	150	1084	1234	69	517	586	219	1601	1820
Sudurpaschim	216	1787	2003	73	1045	1118	289	2832	3121
<b>Nepal</b>	<b>3270</b>	<b>16250</b>	<b>19520</b>	<b>751</b>	<b>5108</b>	<b>5859</b>	<b>4021</b>	<b>21358</b>	<b>25379</b>

As given in Table 6.9, the share of female teachers in secondary (9-10) is 16.7 percent while this share is down to 12.8 percent in secondary (11-12) and is 15.8 percent in case of secondary (9-12). Table 6.10 further shows that the percentage of female teachers is less for higher levels of school education and therefore, all tiers of government need to take this into account while devising plans and programs.

Table 6.10: No. of privately hired teachers at secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	91	259	350	27	121	148	118	380	498
Madhesh	26	195	221	9	53	62	35	248	283
Bagmati	158	338	496	44	137	181	202	475	677
Gandaki	71	251	322	34	160	194	105	411	516
Lumbini	198	502	700	66	202	268	264	704	968
Karnali	41	202	243	9	48	57	50	250	300
Sudurpaschim	75	433	508	22	137	159	97	570	667
<b>Nepal</b>	<b>660</b>	<b>2180</b>	<b>2840</b>	<b>211</b>	<b>858</b>	<b>1069</b>	<b>871</b>	<b>3038</b>	<b>3909</b>

In addition to the 19520 teachers in secondary (9-10) and 5859 teachers in secondary (11-12), community schools have also privately hired 2840 teachers in secondary (9-10) and 1069 teachers in secondary (11-12) with a total of 3909 such teachers in community schools. In other words, in addition to 19520 government appointed teachers in secondary (9-10) level, these schools have an additional 2840 teachers giving a total of 22360 teachers and a STR of 35:1 in secondary (9-10) level. In secondary (11-12) level, the community schools have 6928 teachers with a STR of 74:1. In overall secondary (9-12) the total number of teachers is 29288 with STR being 44:1.

**Table 6.11: No. of teachers supported through teaching support grants along with teachers in secondary (9-10) of community schools**

Province	Grant - Federal			Grant - Provincial			Grant – Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	47	189	236	15	42	57	19	45	64	10	17	27	91	293	384
Madhesh	13	82	95	3	15	18	14	40	54	9	22	31	39	159	198
Bagmati	82	237	319	42	123	165	59	117	176	11	13	24	194	490	684
Gandaki	27	95	122	7	16	23	17	27	44	0	1	1	51	139	190
Lumbini	77	307	384	17	34	51	101	187	288	13	18	31	208	546	754
Karnali	35	192	227	1	32	33	39	135	174	2	10	12	77	369	446
Sudurpaschim	33	330	363	3	27	30	38	188	226	1	10	11	75	555	630
<b>Nepal</b>	<b>314</b>	<b>1432</b>	<b>1746</b>	<b>88</b>	<b>289</b>	<b>377</b>	<b>287</b>	<b>739</b>	<b>1026</b>	<b>46</b>	<b>91</b>	<b>137</b>	<b>735</b>	<b>2551</b>	<b>3286</b>

Table 6.10 shows the number of teachers supported through three tiers of governments along with teaching support grant and volunteer teachers in schools. Unlike in basic level (Grade 1-5), where the share of teachers recruited from local level has remained at 67.3 percent, this is only 32.6 percent in case of secondary level (Grade 9-10).

## 6.6 NO. OF TEACHERS IN INSTITUTIONAL SCHOOLS AT SECONDARY LEVEL

In institutional schools, there are 27240 teachers at secondary (9-10) out of which 4921 (18.1 percent) are females while the remaining 17889 (81.9 percent) are males. In basic (11-12), there are 4420 teachers in institutional schools, out of which 748 (16.9 percent) are females and the remaining 3672 (83.1 percent) are males.

**Table 6.12: No. of teachers in institutional schools**

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	700	3231	3931	68	524	592	768	3755	4523
Madhesh	308	1658	1966	26	244	270	334	1902	2236
Bagmati	2514	7257	9771	484	1750	2234	2998	9007	12005
Gandaki	485	1855	2350	66	503	569	551	2358	2919
Lumbini	623	2642	3265	49	435	484	672	3077	3749
Karnali	68	311	379	12	43	55	80	354	434
Sudurpaschim	223	935	1158	43	173	216	266	1108	1374
<b>Nepal</b>	<b>4921</b>	<b>17889</b>	<b>22820</b>	<b>748</b>	<b>3672</b>	<b>4420</b>	<b>5669</b>	<b>21561</b>	<b>27240</b>

Upon using the number of teachers and students in institutional schools, the STR at secondary (9-10) is 11:1 (last year it was also 11:1); the STR at secondary (11-12) is 48:1 (last year it was 40:1) and the STR at secondary (9-12) is 17:1 (last year it was 16:1) at the national level.

**Table 6.10: No. of teachers by gender at secondary level**

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	1457	7029	8486	219	1371	1590	1676	8400	10076
Madhesh	567	3996	4563	74	765	839	641	4761	5402
Bagmati	3889	11322	15211	712	2783	3495	4601	14105	18706
Gandaki	1187	4763	5950	232	1391	1623	1419	6154	7573
Lumbini	1553	6092	7645	227	1383	1610	1780	7475	9255
Karnali	336	1966	2302	90	608	698	426	2574	3000
Sudurpaschim	589	3710	4299	138	1355	1493	727	5065	5792
<b>Nepal</b>	<b>9586</b>	<b>38870</b>	<b>48456</b>	<b>1710</b>	<b>9638</b>	<b>11348</b>	<b>11296</b>	<b>48508</b>	<b>59804</b>

Table 6.13 given above provides the number of teachers, by grade at secondary level of education for both community and institutional schools. Out of total 59804 teachers, 11296 (19 percent) are females while the remaining 48508 (81 percent) are males, indicating that efforts need to be laid to appoint female teachers in schools.



## CHAPTER 7: EDUCATION IN EMERGENCY

### 7.1 INTRODUCTION

Education in emergency (EIE) refers to the provision of education during and after emergencies. Emergencies can include natural disasters, epidemics, civil war and other situations that disrupt normal life. Ensuring access to education during such challenging times is crucial for the well-being and future prospects of affected population, especially children and young people. It is due to this respect, education in emergency always lobby for governments to be pro-active in areas that support a) continuity of learning, b) psychological support, c) safe learning environments, d) teacher training, e) inclusive education, f) coordination and collaboration, g) community engagement and h) post-emergency transition.

Historically, Nepal is seismically active due to the convergence of the Indian and Eurasian tectonic plates, making it prone to earthquakes. After the devastating earthquake in 2072 BS, series of earthquakes hit Western Nepal with severe impact felt in Bajhang and Bajura district dated between 2080/6/13 to 2080/6/25. As per Seismo Nepal, as high as 6.1 rector scale was measured in 2080/6/16 and many aftershocks felt afterwards. In order to ensure that the information is collected as soon as possible, requests were made to local levels and schools to provide earthquake details available in integrated educational management information system.

**Table 7.1: No. of teachers and students affected by earthquake in Bajhang and Bajura district**

District	Local Level	Teachers			Students		
		Female	Male	Total	Girls	Boys	Total
Bajhang	Bungal Municipality	0	0	0	30	25	55
Bajhang	Jaya Prithvi Municipality	0	0	0	3	0	3
Bajhang	Khaptadchhanna Rural Municipality	2	2	4	22	26	48
Bajhang	Masta Rural Municipality	2	2	4	19	16	35
Bajura	Budhiganga Municipality	0	0	0	12	10	22
Bajura	Budhinanda Municipality	0	0	0	31	34	65
Bajura	Gaumul Rural Municipality	9	7	16	82	51	133
<b>Nepal</b>		<b>13</b>	<b>11</b>	<b>24</b>	<b>199</b>	<b>162</b>	<b>361</b>

As per the provided information, a total of 361 students and a total of 24 teachers have been directly affected by the earthquake in Bajhang and Bajura district. Even though no casualties have been reported, post-emergency transition for all the affected students and teachers need to be in place so that learning is not hampered. Similarly, Karnali province Jajarkot and west Rukum district also affected by 3 November 2023 earthquake. As per Seismo Nepal, as high as 6.4 rector scale was measured. Affected students and teachers in these districts are as follows.

istrict	Total Schools	Total students	Total students affected	Total student death	Total student injured	Total teacher death	Total teacher injured
Total jajarkot	423	77087	43962	24	97	1	5
Total west Rukum	319	57834	18253	0	0	0	0
	742	134921	62215	24	97	1	5