

FLASH I REPORT- 2079

(2022/23)



GOVERNMENT OF NEPAL

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

2023

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 2079 BS (2022/23). It is hoped that this report would provide required information to all the concerned stakeholders.

Like earlier, the Flash Report 2079 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 assesses the targets based on the achievement and also analyses the indicators that are set in the School Education Sector Plan (SESP).

This report is the collective and collaborative effort undertaken by the EMIS section. Of course, 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. Therefore, I would like to appreciate all the efforts. Constructive suggestions provided by the Development Partners were very helpful and I 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.

Center for Education and Human Resource Development (CEHRD) highly appreciate constructive feedback and suggestions in the reports. Any such suggestions can be emailed at jemis@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
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 Governments
MES:	Minimum Enabling Standard
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 Center
PPE:	Pre Primary Education
PTA:	Parent Teacher 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
SSDP:	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, 2022-23

ECED and PPE

A total of 40,656 Early Childhood Education and Development Centres (ECEDs) and Pre-Primary Classes (PPCs) was operational during the Academic year (AY) 2022/23, out of which 33,762 (83 percent) ECEDs/PPCs are school-based and community-based centres operated by the Government, 6,894 (17.0 percent) ECEDs/PPCs are privately operated, and 538 (1.3 percent) ECEDs/PPCs are operated in traditional/religious schools. Of the Government-run ECEDs/PPCs, a total of 3,388 (8.3 percent of the total) are run by local governments.

A total of 1,208,425 children are enrolled in different types of ECED/PPCs across the country. Out these 1.2 million children, 665,544 (55.1 percent) children are enrolled in government funded ECED/PPCs, while the remaining 542,881 (44.9 percent) children are enrolled in privately operated ECED/PPCs. Meanwhile, the GER in ECED/PPEs has increased from 89.6 percent in 2021-22 to 94.9 percent in 2022-23, with the enrolment of 4-year-old children in ECED increasing from 69.0 percent in the previous year to 70.6 percent in 2022-23.

Access

The GIR and NIR in Grade 1 have decreased from 127 and 96.3 percent in the previous year to 125.7 and 95.9 percent respectively. The GER is 129.5 percent at basic level (1-5) (121 percent in the previous year), 114.3 percent at basic level (6-8) (110.7 percent in the previous year), 119.3 percent at basic level (1-8) (118 percent in the previous year), 98.4 percent in grade 9 and 10 at secondary level (97.9 percent in the previous year) and 83.4 percent at secondary level (76.1 percent in the previous year).

Key finding 1: Number of schools

School Types	Total	Community	Institutional	Religious
ECED/PPE	40656	33224	6894	538
Total Unit:	35410	27331	6926	1153
Basic (1-5)	17628	14998	1541	1089
Basic (6-8)	6731	4979	1605	147
Basic (1-8)	24359	19977	3146	1236
Secondary (9-10)	6724	3648	3025	51
Secondary (11-12)	4846	3686	1132	28
Secondary Level (9-12)	11570	7334	4157	79
Only 11/12	103	32	70	1

The NER is 97.1 percent at basic level (1-5) (96.9 percent in the previous year), 94.3 percent at basic level (6-8) (93.3 percent in the previous year), 96.1 percent at basic level (1-8) (95.1 percent in the previous year), 76.5 percent at grade 9-10 secondary level (76.1 percent in the previous year) and 57.4 percent at secondary level (compared to 54 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	1208425	551320	644937	313379	542881	227466	20607	10475
Basic (1-5)	3610603	1740144	2410659	1225700	1081484	449851	118460	64593
Basic (6-8)	1827433	887518	1323744	678273	493694	204048	9995	5197
Basic (1-8)	5438036	2627662	3734403	1903973	1575178	653899	128455	69790
Sec (9-10)	1082780	532368	829072	425675	251292	105587	2416	1106
Sec (11-12)	707581	360701	537550	289798	163375	70662	6656	241
Sec (9-12)	1790361	893069	1366622	715473	414667	176249	9072	1347

Only 11/12	47154	20692	13367	5954	33745	14737	42	1
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Equity

Gender parity has been maintained in school education, including in pre-primary education, with the gender parity index reaching/remaining at ECED/PPC (0.95), basic education (0.99) and secondary education (0.94), although noting the decrease from 1.01 in 2021-22 for the latter.

The share of students from Dalit communities in total students has continued to decrease in ECED/PPC (16.8 percent, compared to 19 percent in the previous year) and basic education level (18 percent, compared to 18.4 percent in the previous year), but continue to increase in secondary Level (from 11.3 percent in the previous year to 12.6 percent in 2022-23, exceeding the SESP target), indicating that this can be related to the school population composition. However, CBS (2021) has reported a share of 16.5 percent Dalit amongst the total population, which does not correspond to the Dalit enrolment in schools. This mismatch between the data from National Statistics Office (NSO) and school enrolment has raised the need for verifying Dalit students in schools.

In another analysis, the share of children with disabilities as part of the total population has decreased at ECED/PPC (0.3 percent in 2022-23, compared to the 0.6 percent in the previous year), and basic education (0.5 percent in 2022-23, compared to 0.4 percent in the previous year). The enrolment of children with disabilities in secondary education (0.3 percent in 2022-23) remained the same as the previous year.

The share of female teachers in basic level (1-5) remains 47.2 percent in 2022-23 and 35.4 percent at basic level (6-8). At the secondary education, 18.6 percent of all teachers are female (compared to 20.4 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 81.5 percent (81.3 percent in previous year) and the repetition rate is 14.3 percent (14.4 percent in previous year). In Grade 5, the promotion rate is 95.1 percent and the repetition rate is 4.9 percent compared to 93.3 percent and 5.4 percent in the previous year. In Grade 8, the promotion rate is 94.3 percent and the repetition rate is 3.5 percent (94.8 percent in previous year).

The overall survival rate to Grade 8 is 85.7 percent overall, and 86.1/85.5 percent for girls/boys respectively (compared to 83.5 percent, and 83.8/83.2 percent for girls/boys respectively in the previous year). Meanwhile, the overall completion rate at basic level is 77.1 percent, and 77.6/76.5 percent for girls/boys respectively (compared to 67.2 percent, and 76.6/75.9 percent for girls/boys respectively in the previous year). The overall survival rate to Grade 10 was 67.3 percent, and 67.8/66.8 percent for girls/boys respectively (66.1 percent, and 66.5/65.8 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 pass 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 in Mathematics dropped to 483 in Mathematics and 470 in science. The national mean score for Nepali and English remained at 500 and since the content of Nepali and English for 2017 and 2020 was different, the comparison of scores for these subjects could not be done. Nevertheless, all these scores show that the learning outcome of students is a major challenge and 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.

Meanwhile, the Education Review Office (ERO) conducted School Performance Audits in 996 community schools of 13 districts in 2020. As per the report,

- Based on the overall results of students, 0.2% are at the top level, 83.2% are at the above average level, 14.2% are at the average level and 24.2% are at the below average level
- Based on the assessment of the investment done in schools, 0.3% are at the top level, 75% are at the above average level, 16% are at the average level and 8% are at the below average level

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.

In 2022-23, the student-teacher ratio (based on approved teacher positions) in community schools is 25:1 at lower basic level (26:1 in previous year), 52:1 at upper basic level (53:1 in previous year), 30:1 at basic level (31:1 in previous year), 39:1 at secondary level grade 9-10 (43:1 in previous year), 79:1 at secondary level with grade 11-12 (75:1 in previous year) and 48:1 at secondary level with grade 9-12 (50:1 in previous year). In all but one of the measured levels and age groups (secondary level with grade 11-12), the number of students per teacher has decreased. 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 upper basic 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*	157266	153559	310825	47081	11355	58436
All schools: Female*	81050	76199	157050	8653	1507	10160
Community schools: Total*	138070	125707	263777	24792	7861	32653
Community schools: Female*	70420	64446	134667	4227	977	5204
Institutional schools: Total*	16528	27492	44020	22079	3437	25516
Institutional schools: Female*	10055	11669	21724	4375	526	4901
Religious schools: Total*	2668	360	3028	210	57	267
Religious schools: Female*	575	84	659	51	4	55

* Reported in IEMIS

Efficiency

School-student ratios for community schools remained at 1:91 (1:91 in the last school year) at lower basic level, 1:110 (1:113 in the last school year) at upper basic level, 1:138 (1:132 in the last school year) at basic level, 1:118 (1:111 in the last school year) at secondary level with grade 9-10, 1:148 (1:135 in the last school year) at secondary level with grade 11-12 and secondary with grade 9-12 is 1:190 (1:171 in the last school year).

The share of all student enrolment in community ECD/PPCs was 55.1 percent (50.1 percent in the last school year), 70.0 percent (74.5 percent in the last school year) at lower basic level, 73.0 percent (76.1 percent in the last school year) at upper basic level, 76.7 percent (78.3 percent in the last school year) at secondary level (G 9-10) and 71.9 percent (65.0 percent in the last school year) at secondary level (G 11-12).

KEY PERFORMANCE INDICATOR (KPI) SCHOOL EDUCATION SECTOR PLAN (SESP)

1. Early Childhood Education and Development

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2022/23 2079 BS	Achievement	
1.1 Access and Participation						
1.1.1	GER in ECED	G	Percent	86.0	87.8	90.8
		B		93.3	94.6	98.6
		T		89.6	91.2	94.9
1.1.2	Enrolment rate of 4-year old children in ECED	G	Percent	66.9	69.6	68.5
		B		71.1	73.5	72.5
		T		69.0	71.6	70.6
1.1.3	New entrants in Class 1 with experience of ECED	G	Percent	74.9	77.0	76.1
		B		74.9	77.0	77.3
		T		74.9	77.0	76.7
2.1 Access and Participation						
2.1.1	GER in Grade 1-5	G	Percent	120.8	120.6	130.6
		B		123.1	123.1	128.5
		T		122.0	121.9	129.5
2.1.2	NER Grade 1-5	G	Percent	96.5	96.8	96.5
		B		97.2	97.5	97.6
		T		96.9	97.2	97.1
2.1.3	GER in Grade 6-8	G	Percent	110.4	109.6	118.4
		B		111.0	110.5	110.6
		T		110.7	110.1	114.3
2.1.4	NER in Grade 6-8	G	Percent	93.0	93.7	94.2
		B		93.6	94.2	94.5
		T		93.3	93.9	94.3
2.1.5	GER in Grade 1-8	G	Percent	117.1	115.9	120.4
		B		118.8	117.6	118.4
		T		118	116.7	119.3
2.1.6	NER in Grade 1-8	G	Percent	94.4	95.0	95.7
		B		95.7	96.1	96.5
		T		95.1	95.6	96.1
2.1.7	Repetition rate at Basic level (grades 1-8)	G	Percent	5.1	4.2	7.5
		B		5.5	4.5	8.0
		T		5.3	4.4	7.8
2.1.8	Dropout rate at basic level (Grades 1-8)	G	Percent	2.9	2.4	2.5
		B		3.1	2.6	2.7
		T		3.0	2.5	2.6
2.1.9	Survival rate to grade 8	G	Percent	83.8	85.2	86.1
		B		83.2	84.6	85.5
		T		83.5	84.9	85.7
2.1.10	Completion rate at basic level	G	Percent	76.6	78.5	77.6

		B		75.9	77.9	76.5
		T		76.2	78.2	77.1

2.2. Equity and Inclusion

2.2.1	Disability-inclusive general schools	Percent	NA	2.0	3.0
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2.3. Quality and Relevance

2.3.1	Basic schools fulfilling Basic Learning Conditions (BLCs)	Percent	68.4	71.1	
2.3.2	Basic school that has full complement of Maths, Science and English subject teachers in grades 6-8	Percent	25.8	30	

3. Secondary Education

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2022/23 2079 BS	Achievement	
3.1. Access and Participation						
3.1.1	GER in grades 9-10	G	percent	98.5	99.7	97.1
		B		97.2	98.3	99.8
		T		97.9	98.9	98.4
3.1.2	NER in grades 9-10	G	percent	76.5	78.3	75.8
		B		75.6	77.4	77.1
		T		76.1	77.9	76.5
3.2 Quality and Relevance						
3.2.1	Secondary schools fulfilling BLCs[vii]	percent	59.7	62.9		

4. Non-formal and alternative education

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2022/23 2079 BS	Achievement
4.2	community learning centres that have been upgraded and are functional	Number	2150	2150	2027
4.3	Literacy rate of above 5 years	Percent	78.0		
4.4	Literacy rate of above 15 years[viii]	Percent	58.0		
4.5	Literacy rate of 15–24 years[ix]	Percent	92.0		

5. Resilience, recovery and school safety

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2022/23 2079 BS	Achievement
5.1	Schools with access to electricity (including alternative sources)	percent	52.6	56.1	55.3
5.2	Schools that have broadband internet connection	percent	20.1	30.0	35.9

6. Financing of education

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2022/23 2079 BS	Achievement
6.1	GDP in investments in education sector	percent	4.3	4.4	4.18
6.2	National budget allocated in the education sector	percent	10.9	11.6	11.27

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

This is the thirty-fourth Flash I report (1st 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 information obtained from CEHRD 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 regards to the submission of the data. In terms of EMIS, such information has been asked in the form of "End User Licence 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:

- Header:** 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:** Bhadrakali Ebs
- School Type:** Private
- Head Teacher:** [Empty field] Mobile: [Empty field]
- Entered By:** [Empty field] Mobile: [Empty field]
- Buttons:** Agree, Disagree

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 governments 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
Nepal	926047	4465	0.48	13488	1.46

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)¹, headed by the Deputy Director General (DDG) of Planning and Educational Development Division, CEHRD. 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 governments and education development coordination units (EDCUs), into the EMIS. The web-based EMIS generates school-level, local government-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 central, provincial, and local government. Head teachers, principals and teachers were consulted annually to update their school's needs at province, local government and sub-local government 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 were disseminated to all provinces, local governments, and EDCUs in the last week of February 2019, to support education units to generate the EMIS report cards from the Flash software and to distribute them to schools.

¹ 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.

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

The EMIS core team worked to identify and accommodate requirements at the school, district, local government, 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 governments 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 governments 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 Nepal² 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 invested³. 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.

The community-based early child development centres are run outside schools, often supported by international/non-governmental organisations and/or local governments. 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.

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

³ World Bank, 2016

2.2 NO. OF ECED/PPCS

In 2022-23, the Flash reporting system recorded a total of 40,656 ECED/PPCs across the country, which is an increase of around 11 percent compared to the previous year. Out of this total, 33,762 centres/classes (83.0 percent) are school and community-based centres. Although this is an increase in terms of number of centres/classes, it is a decrease in terms of percentage of the 90.4 percent of ECED/PPCs that were in this category last year. The number of school/community-based ECED/PPCs which are funded and operated by local governments is 3,388 (8.4 percent), which is a significant increase of the 2,541 (6.9 percent) centres operated by local governments in the previous year. Privately run/funded ECED/PPCs have seen a decrease over the previous years (6,048 in 2021-22), which is assumed to be the result of these classes/centres not being able to continue charging fees during the extended school closures in 2020-21 and 2021-22 academic years which were adversely affected by the COVID-19 pandemic. A reverse of this trend was seen in 2022-23, with the number of privately funded centres/classes increasing to 6,894 (17.0 percent of total ECED/PPCs) centres/classes. Finally, 538 (1.3 percent) of ECED/PPCs are operated in religious schools, compared to the 428 (1.2 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 Government		
Koshi	7784	5886	380	79	1439
Madhesh	5625	4183	357	152	933
Bagmati	7391	4862	651	10	1868
Gandaki	4224	3320	306	14	584
Lumbini	7284	5324	480	277	1203
Karnali	3370	2520	645	2	203
Sudurpaschim	4978	3741	569	4	664
Nepal	40656	29836	3388	538	6894

In terms of geographical distribution, the highest percentages of ECED/PPCs are located in Koshi Province (19.1 percent), followed by Bagmati Province (18.1 percent), Lumbini Province (17.9 percent), Madhesh Province (13.8 percent), Sudurpaschim Province (12.2 percent), Gandaki Province (10.4 percent) and Karnali Province (8.3 percent). The same trend that was observed in 2021-22 with high percentage of ECED/PPCs in Koshi Province (19.3 percent) and low number of ECED/PPCs in Karnali Province (8.7 percent). In terms of institutional (privately run) ECED/PPCs, Bagmati Province has the highest share of ECED/PPCs among seven provinces with share of 25.3 percent which was 26.5 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 20.0 in case of government funded ECED/PPCs (last year this ratio was 20.6) while this ratio is 26.2 in case of institutional schools (last year, this ratio was 21.1). In terms of provinces, the ratio for government funded centre is highest in Madhesh Province (28.1) followed by Lumbini

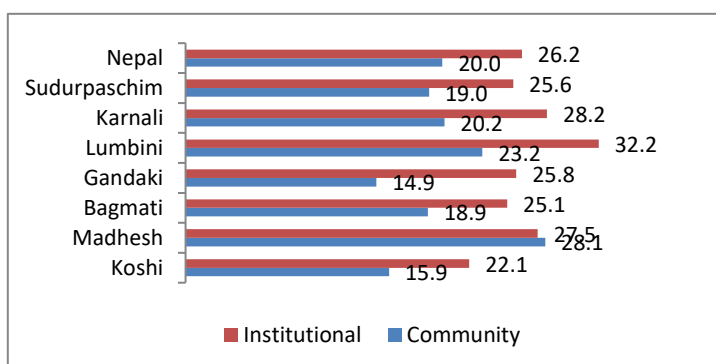


Figure 2.1: ECED/PPC to children ratio

Province (23.2). For centres operated through institutional schools, the ratio is highest in Lumbini Province (32.2) followed by Madhesh Province (27.5) and the lowest in Koshi Province with 22.1. See Annex 1 for disaggregated details on 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 1,208,425 children are enrolled in different types of ECED/PPCs across the country in the academic year 2022-23. Out these 1.2 million children, 665,544 (55.1 percent) children are enrolled in government funded ECED/PPCs, while the remaining 542,881 (44.9 percent) children are enrolled in privately funded ECED/PPCs. Furthermore, 551,320 (45.6 percent) are girls and 657,105 (54.4 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 (58.1 percent of all children enrolled, versus 41.9 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	48500	51017	99517	42254	53344	95598	90754	104361	195115
Madhesh	63597	63823	127420	28989	47947	76936	92586	111770	204356
Bagmati	49522	54800	104322	61325	79306	140631	110847	134106	244953
Gandaki	25165	28834	53999	19348	25866	45214	44513	54700	99213
Lumbini	65325	69089	134414	48045	68333	116378	113370	137422	250792
Karnali	31086	32876	63962	7098	10085	17183	38184	42961	81145
Sudurpaschim	40659	41251	81910	20407	30534	50941	61066	71785	132851
Nepal	323854	341690	665544	227466	315415	542881	551320	657105	1208425

Figure 2.2 shows that the number of children enrolled in ECED/PPCs in Madrassas, Gumbas and Ashrams totals 20,607 (1.7 percent) across the country. There is almost equal enrolment of girls (50.8 percent) and boys (49.2 percent), however, Bagmati Province, Gandaki Province and Karnali Province have much lower female participation (36 percent, 28 percent and 21 percent respectively).

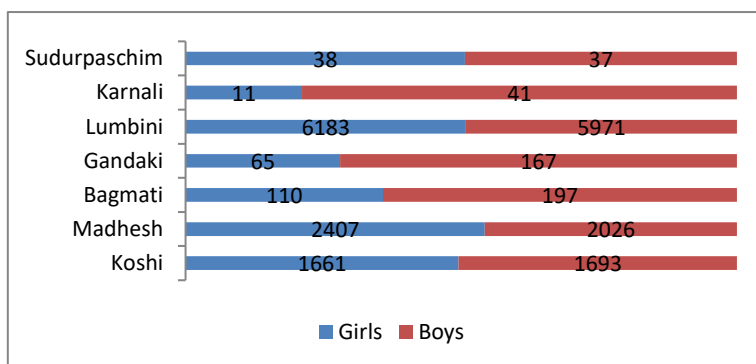


Figure 2.2: Number of children enrolled in religious schools

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 14,009 (42.2 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.

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	1638	1480	682	281	194	2070	50	105	156	152	179	797
Madhesh	119	431	724	552	453	2413	36	69	86	84	61	597
Bagmati	1460	1493	688	308	153	1421	75	112	150	175	188	1168
Gandaki	1457	951	351	158	87	636	18	34	60	57	65	350
Lumbini	711	1272	883	500	331	2384	24	27	69	92	98	893
Karnali	376	1074	880	278	101	458	7	11	14	21	20	130
Sudurpaschim	448	1099	800	443	207	1317	11	28	53	62	69	441
Nepal	6209	7800	5008	2520	1526	10699	221	386	588	643	680	4376

At the other end of the spectrum, there are 4,376 (13.2 percent) institutional based ECED/PPCs with more than 50 children, with the highest number of these (1,168) in Bagmati Province. 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 3,924 children (0.3 percent) have been identified to have some sort of disability. Out of those numbers, 2,501 (63.7 percent) are in community schools while the

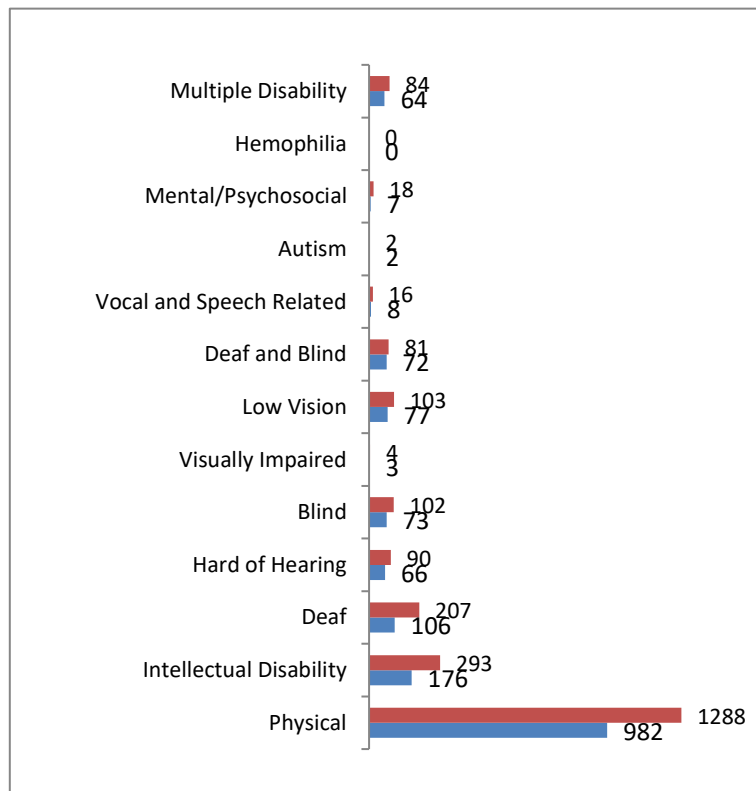


Figure 2.3: Number of children with disabilities

disaggregated details on children with disabilities in ECED/PPCs.

remaining 1,423 (36.2 percent) are in institutional schools. In terms of gender, 1636 (41.6 percent) are girls, while the remaining 2288 (58.4 percent) are boys.

Physical disabilities remain the highest reported type of disability among children enrolled in ECED/PPC (making up 57.7 percent of all reported disabilities), while only 469 children (11.9 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 4 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

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	90	14	13	3	10	0	8	12	2	0	0	0	3	155
	Boys	110	18	28	4	21	0	11	4	1	0	1	0	10	208
	Total	200	32	41	7	31	0	19	16	3	0	1	0	13	363
Madhesh	Girls	65	19	3	21	7	0	1	2	0	0	2	0	4	124
	Boys	46	11	6	13	4	1	1	5	0	0	0	0	17	104
	Total	111	30	9	34	11	0	2	7	0	0	2	0	21	227
Bagmati	Girls	64	92	31	4	17	0	10	34	2	1	2	0	10	267
	Boys	99	176	63	10	16	0	14	36	6	0	7	0	16	443
	Total	163	268	94	14	33	0	24	70	8	1	9	0	26	710
Gandaki	Girls	52	3	4	0	5	0	7	8	1	0	0	0	1	81
	Boys	53	3	4	3	5	0	8	8	1	0	2	0	4	91
	Total	105	6	8	3	10	0	15	16	2	0	2	0	5	172
Lumbini	Girls	85	18	23	8	4	3	15	5	3	1	0	0	42	207
	Boys	111	22	39	5	11	1	12	9	4	0	3	0	33	250
	Total	196	40	62	13	15	0	27	14	7	0	3	0	75	452
Karnali	Girls	117	7	15	4	2	0	6	1	0	0	0	0	1	153
	Boys	117	6	23	9	6	1	6	3	0	0	0	0	0	171
	Total	234	13	38	13	8	0	12	4	0	0	0	0	1	323
Sudurpaschim	Girls	58	1	14	5	12	0	9	3	0	0	2	0	3	107
	Boys	73	7	30	5	13	1	7	1	0	0	1	0	2	140
	Total	131	8	44	10	25	0	16	4	0	0	3	0	5	246
Nepal	Girls	531	154	103	45	57	3	56	65	8	2	6	0	64	1,094
	Boys	609	243	193	49	76	4	59	66	12	0	14	0	82	1,407
	Total	1,140	397	296	94	133	7	115	131	20	2	20	0	146	2,501

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

Of the 3,924 children enrolled in school education that have been identified as having a disability, 1,423 (36.3 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 43.7/56.3 percent and 38.1/61.9 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	18	4	1	7	0	0	1	0	0	0	0	0	0	31
	Boys	21	5	5	3	4	0	5	0	2	0	0	0	0	45
	Total	39	9	6	10	4	0	6	0	2	0	0	0	0	76
Madhesh	Girls	13	2	0	2	1	0	1	2	0	0	1	0	0	22
	Boys	22	10	0	9	1	0	6	1	1	0	0	0	0	50
	Total	35	12	0	11	2	0	7	3	1	0	1	0	0	72
Bagmati	Girls	123	8	0	0	8	0	10	4	0	0	0	0	0	153
	Boys	179	16	4	15	11	0	13	12	1	2	2	0	1	256
	Total	302	24	4	15	19	0	23	16	1	2	2	0	1	409
Gandaki	Girls	134	4	0	0	1	0	3	0	0	0	0	0	0	142
	Boys	188	5	1	2	1	0	8	1	0	0	0	0	0	206
	Total	322	9	1	2	2	0	11	1	0	0	0	0	0	348
Lumbini	Girls	109	3	0	10	4	0	4	0	0	0	0	0	0	130
	Boys	187	8	3	8	5	0	10	1	0	0	2	0	1	225
	Total	296	11	3	18	9	0	14	1	0	0	2	0	1	355
Karnali	Girls	38	0	0	1	0	0	0	0	0	0	0	0	0	39
	Boys	65	1	0	2	1	0	1	0	0	0	0	0	0	70
	Total	103	1	0	3	1	0	1	0	0	0	0	0	0	109
Sudurpaschim	Girls	16	1	2	1	2	0	2	1	0	0	0	0	0	25
	Boys	17	5	1	2	3	0	1	0	0	0	0	0	0	29
	Total	33	6	3	3	5	0	3	1	0	0	0	0	0	54
Nepal	Girls	451	22	3	21	16	0	21	7	0	0	1	0	0	542
	Boys	679	50	14	41	26	0	44	15	4	2	4	0	2	881
	Total	1,130	72	17	62	42	0	65	22	4	2	5	0	2	1,423

1= physical, 2=intellectual, 3=deaf, 4=hard of hearing, 5=blind, 6=visually impaired, 7=deaf, 8=deaf and blind, 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

The Flash reporting system is currently able to monitor the MESs of (i) qualified teachers, (ii) child friendly tap and (iii) toilets. 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 the three 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 ECED/PPCs	Minimum Standards			Meeting 1 Standard	Meeting 2 Standards	Meeting 3 Standards
		With Water	With Toilet	With Qualified Teacher			
Koshi	6345	3893	4280	4469	405	3287	2834
Madhesh	4692	2210	2248	3593	239	1585	1689
Bagmati	5523	3692	4031	3996	371	3352	2715
Gandaki	3640	2696	2860	2691	151	1780	2056
Lumbini	6081	3717	3899	4320	275	2495	2727
Karnali	3167	1903	2308	2103	331	1390	1345
Sudurpaschim	4314	2492	2754	2892	284	1945	1762
Nepal	33762	20603	22380	24064	2056	15834	15128

The number of ECED/PPCs that have water and toilet facilities is 20,603 and 22,380 respectively, while the number of ECED/PPCs that have qualified teachers is 24,064 as per the table 2.5 above. As per the 2022-23 reported data, 2,056 of the schools (6.1 percent) meet one of the MESSs, 15,834 (46.9 percent) meet two MESSs and 15,128 (44.8 percent) of ECED/PPCs meet three MESSs. Further adaptations will be made to IEMIS to ensure increase accuracy of monitoring of the pre-primary WASH related MESSs and adding the remaining two MESSs.

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, 203,333 (16.8 percent) are from Dalit communities (this percentage was 18 percent last year), 422,832 (34.9 percent) are Janajatis (this percentage was 36.2 percent last year), 201,225 (16.6 percent) are from Madhesi communities (this percentage was 16.2 percent last year), while the remaining 381,035 (31.5 percent) are Brahman/Chhetris and other remaining communities.

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	9096	18436	23984	49603	6440	11891	3196	7103	18431	41166	4174	9803
Madhesh	15379	31484	8316	16796	44335	81131	2468	7129	4950	11834	18264	47000
Bagmati	6226	12851	31660	66131	2624	5017	3460	7846	30190	68546	2617	5996
Gandaki	7767	16371	10963	23352	1013	2101	3257	7511	7873	18048	695	1593
Lumbini	14077	28809	25795	52999	11384	20513	5860	14332	17179	40340	5067	12745
Karnali	9546	19317	3448	7005	589	1182	1208	2914	1173	2805	107	238
Sudurpaschim	11400	22397	5833	11939	589	1135	2762	6833	5288	12268	334	880
Nepal	73491	149665	109999	227825	66974	122970	22211	53668	85084	195007	31258	78255

In terms of equal access, the share of enrolled Dalit students who are female is 49.1 percent in community ECED/PPCs and 41.4 in institutional ECED/PPCs. For female Madhesi students, the share is 54.4 percent and 39.9 percent respectively, and for female Janajati students the share is 48.2 percent and 43.6 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 (age 3-4) 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	90754	104361	195115	92.0	99.0	95.6	69.1	73.0	71.1
Madhesh	92586	111770	204356	96.6	101.8	99.4	68.0	68.1	68.1
Bagmati	110847	134106	244953	90.4	101.4	96.1	68.2	75.2	71.9
Gandaki	44513	54700	99213	85.1	93.7	89.7	67.0	73.0	70.2
Lumbini	113370	137422	250792	89.9	100.7	95.5	68.3	74.3	71.4
Karnali	38184	42961	81145	86.5	89.2	87.9	69.0	70.0	69.5
Sudurpaschim	61066	71785	132851	90.1	94.4	92.4	70.3	71.6	71.0
Nepal	551320	657105	1208425	90.8	98.6	94.9	68.5	72.5	70.6

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. At the same time the NER is 70.6 percent with this being 68.5 percent for girls and 72.5 percent for boys. See Annex 1 for disaggregated details on GER and NER at ECED/PPCs.

2.9 AVAILABILITY OF TEXTBOOKS AND OTHER MATERIALS

Textbooks, 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 textbooks 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	Textbooks	Teacher Guide	Child Material	Book Corner	Reference Material
Koshi	6345	1455	541	1885	924	966
Madhesh	4692	560	308	579	398	232
Bagmati	5523	1463	745	1956	1236	1034
Gandaki	3640	1294	651	1340	738	688
Lumbini	6081	1435	725	1948	1050	842
Karnali	3167	817	374	1020	563	424
Sudurpaschim	4314	837	439	1159	602	507
Nepal	33762	7861	3783	9887	5511	4693

As Table 2.8 showed, out of the total 33,762 government supported ECED/PPCs, a total of 7,861 (23.2 percent) reported that they have textbooks, while a total of 3,783 ECED/PPCs (11.2 percent) reported availability of teacher's guides. Similarly, a total of 9,887 (29.3 percent) reported availability of child materials; 5,511 (16.3 percent) reported having a functional book corner, and 4,693 (13.9 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	4796	5003	213	2609	2181	163	1219	3250	248	1940	2814
	I	2815	2943	110	1423	1410	65	572	2063	269	1283	1390
	T	7611	7946	323	4032	3591	228	1791	5313	517	3223	4204
Madhesh	C	3778	3878	232	808	2838	50	701	2892	196	1397	2285
	I	1725	1802	96	372	1335	19	315	1341	176	718	911
	T	5503	5680	328	1180	4173	69	1016	4233	372	2115	3196
Bagmati	C	4210	4351	157	2333	1861	123	494	3502	377	2273	1701
	I	3873	3975	107	1833	2036	50	275	3353	460	1985	1531
	T	8083	8326	264	4166	3897	173	769	6855	837	4258	3232
Gandaki	C	2930	2995	312	1302	1381	140	402	2289	231	1434	1330
	I	1764	1804	161	770	874	49	187	1429	209	896	700
	T	4694	4799	473	2072	2255	189	589	3718	440	2330	2030
Lumbini	C	4546	4769	307	1796	2666	161	734	3586	241	2002	2526
	I	2667	2788	181	970	1638	60	334	2213	298	1311	1180
	T	7213	7557	488	2766	4304	221	1068	5799	539	3313	3706
Karnali	C	2201	2304	218	307	1779	83	318	1785	203	1182	919
	I	947	997	91	142	764	29	117	786	101	524	372
	T	3148	3301	309	449	2543	112	435	2571	304	1706	1291
Sudurpaschim	C	3010	3201	247	458	2496	164	594	2298	177	1477	1547
	I	1514	1608	111	242	1255	65	241	1213	130	801	678
	T	4524	4809	358	700	3751	229	835	3511	307	2278	2225
Nepal	C	25471	26501	1686	9613	15202	884	4462	19602	1673	11705	13122
	I	15306	15917	857	5752	9312	337	2040	12398	1644	7518	6761
	T	40777	42418	2543	15365	24514	1221	6502	32000	3317	19223	19883

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

Out of reported 26,501 community ECED/PPC teachers, 25,471 (96.1 percent) are females while the remaining 1,030 (3.9 percent) are males. In regards to caste/ethnicity, 1,686 teachers (6.4 percent) are from Dalit community, 9,613 (36.2 percent) are Janajatis and 15,202 (57.3 percent) are Brahman/Chhetris and other caste/ethnic groups.

In regards to educational qualification 24,948 teachers of community ECED/PPC responded, out of which 884 (3.5 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, out of 26,500 teachers, 1,673 (6.3 percent) are less than 25 years of age while the remaining 24,827 (93.7 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 76.73 percent of newly enrolled students in grade 1 have ECED/PPC experience (74.9 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 ECED/PPCs Experiences			Percent of Grade 1 students with ECED/PPE experience		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	47130	51201	98331	32821	37610	70431	69.6	73.5	71.6
Madhesh	77642	84808	162450	48062	54122	102184	61.9	63.8	62.9
Bagmati	51009	58232	109241	35417	41539	76956	69.4	71.3	70.4
Gandaki	20828	24073	44901	16580	20263	36843	79.6	84.2	82.1
Lumbini	71022	78264	149286	70022	73771	143793	98.6	94.3	96.3
Karnali	22461	24021	46482	16997	19018	36015	75.7	79.2	77.5
Sudurpaschim	32012	33750	65762	25422	27423	52845	79.4	81.3	80.4
Nepal	322104	354349	676453	245321	273746	519067	76.16	77.25	76.73

Firstly, in most provinces 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 96.3 percent of grade 1 students entering with ECED/PPC experience, meanwhile neighbouring Madhesh Province has the lowest proportion, with 62.9. 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 36,032 schools across the country, out of which 28,659 (79.5 percent) are community schools while the remaining 7,373 (21.5 percent) are institutional schools. The number of community schools that reported data in 2020/21 was 27,890 (80 percent) and the number of institutional schools that reported data was 6,926 (20 percent) and altogether 34,816 schools reported data last year. In this sense there are 1,216 more schools than last year, with 769 more community schools and 387 more institutional schools. 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	7026	5510	78.4	1516	21.6
Madhesh	4669	3595	77.0	1074	23.0
Bagmati	6924	4875	70.4	2049	29.6
Gandaki	4135	3540	85.6	595	14.4
Lumbini	5878	4650	79.1	1228	20.9
Karnali	3243	3026	93.3	217	6.7
Sudurpaschim	4157	3463	83.3	694	16.7
Nepal	36032	28659	79.5	7373	20.5

As shown in Table 3.1, the share of community and institutional schools remain at 79.5 and 20.5 percent respectively. The share of institutional school is high in Bagmati province with 29.6 percent while this percentage is 6.7 in Karnali province.

3.3 BASIC LEVEL SCHOOLS

Across the country there are a total of 36,032 schools out of which 24,140 (66.9 percent) are basic schools that are either running grade 1 only, grade 1-2 or grade 1-8 which. The remaining 33.1 percent of schools have secondary levels. Last year, the number of basic level schools was 24,443, a reduction of 303 schools. This implies that some of these schools might have been closed or merged, or some of these schools might have upgraded to secondary levels.

In terms of community schools there are 28,659 schools across the country, out of which 20,994 (73.2 percent) are basic level schools while, for institutional schools there are 7,373 and 3,146 (42.7 percent) respectively. 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	3405	1379	4784	3094	1016	4110	311	363	674
Madhesh	2427	943	3370	2116	625	2741	311	318	629
Bagmati	2763	1015	3778	2517	826	3343	246	189	435
Gandaki	2064	644	2708	1961	529	2490	103	115	218
Lumbini	2855	1131	3986	2548	833	3381	307	298	605
Karnali	1857	602	2459	1783	535	2318	74	67	141
Sudurpaschim	2097	958	3055	1908	703	2611	189	255	444
Nepal	17468	6672	24140	15927	5067	20994	1541	1605	3146

This analysis also shows that students in 73.2 percent of the community schools will need to change their school to continue their study in secondary level, while this percentage is 42.7 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 6,456 schools that are operating grade 1-10 or various grades in between grade 6 to 10 and similarly there are 4,706 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	1248	853	2101	633	638	1271	615	215	830
Madhesh	670	515	1185	341	401	742	329	114	443
Bagmati	1818	1105	2923	677	738	1415	1141	367	1508
Gandaki	717	605	1322	462	489	951	255	116	371
Lumbini	984	779	1763	534	616	1150	450	163	613
Karnali	399	338	737	343	318	661	56	20	76
Sudurpaschim	620	511	1131	441	444	885	179	67	246
Nepal	6456	4706	11162	3431	3644	7075	3025	1062	4087

Out of 6,456 secondary schools (up to grade 10) a total of 3,431 (53.1 percent) are community schools while the remaining 3,025 (46.8 percent) are institutional schools. Similarly, out of 4,706 secondary schools (up to grade 12) a total of 3,431 (77.4 percent) are community schools and the remaining 1,062 (22.6 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	102	214
Madhesh	59	46	19	124	87	211
Bagmati	144	99	39	282	85	367
Gandaki	43	49	17	109	50	159
Lumbini	78	74	33	185	100	285
Karnali	50	53	26	129	33	162
Sudurpaschim	53	80	32	165	50	215
Nepal	465	455	186	1106	507	1613

The number of schools offering 9-12 technical stream offered by CEHRD is 507 across the whole country, out of which Koshi Province has the highest share with 20.1 percent (last year, Lumbini Province had the highest share with 20.2 percent) and Karnali Province has the lowest share with 6.5 percent (last year Karnali Province had 6.2 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. A further 578 schools need to be selected and supported if the target is to be achieved.

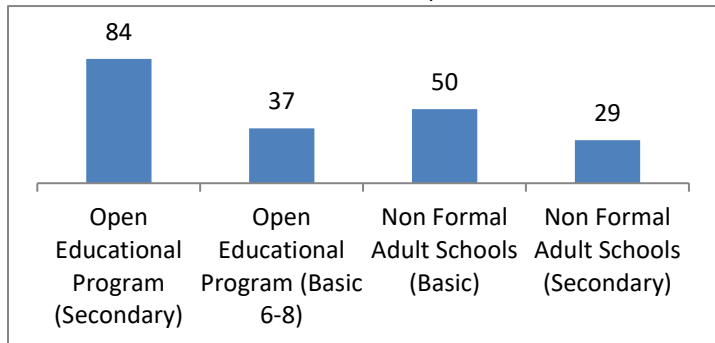
Table 3.5: No. of model schools by province

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
Nepal	422	100.0

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.

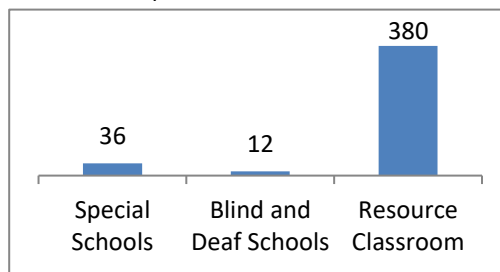


Figure 3-2: No. of special schools and Classes

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 Government
Koshi	333	2
Madhesh	275	0
Bagmati	461	2
Gandaki	248	1
Lumbini	329	0
Karnali	248	0
Sudurpaschim	257	0
Nepal	2,151	5

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 government 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 5,438,036 students in basic level of grade 1-8, a total of 3,610,603 are in basic level (1-5) and the remaining 1,827,433 are in basic level of grade 6 to 8. Upon comparing the data from last year, this is an increase of 112,056 students at basic level of grade 1-8, an increase of 2.1 percent.

In terms of community schools, the number of students in basic level (1-5) is 2,529,119, which corresponds to 70.0 percent of the total enrolment at this level. In institutional schools, this number is 1,081,484 which corresponds to 30.0 percent of the total basic level (1-5) enrolment. Last year, this number and percentage was 2,563,205 (72.2 percent) for community schools and 985,431 (27.8 percent) for institutional schools. This shows that whilst enrolment has increased by 9.7 percent for institutional schools, enrolment in community schools has decreased by 1.3 percent.

The number of students in basic level (6-8) is 1,827,433 which is a decrease of 50,089 students (2.8 percent) as the reported number of students in basic level (6-8) was 1,777,344 for last year. In community schools, there are 1,333,739 students which is 72.9 percent of the total enrolment while there are 493,694 students in institutional schools which is 27.1 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	407732	433945	841677	275972	267033	543005	131760	166912	298672	50.8	44.1
Madhesh	617449	636541	1253990	533778	488826	1022604	83671	147715	231386	52.2	36.2
Bagmati	455514	514292	969806	252970	252445	505415	202544	261847	464391	50.1	43.6
Gandaki	185264	208893	394157	128092	131931	260023	57172	76962	134134	49.3	42.6
Lumbini	472893	519320	992213	359069	353306	712375	113824	166014	279838	50.4	40.7
Karnali	199299	201289	400588	184316	179064	363380	14983	22225	37208	50.7	40.3
Sudurpaschim	289511	296094	585605	239566	216490	456056	49945	79604	129549	52.5	38.6
Nepal	2627662	2810374	5438036	1973763	1889095	3862858	653899	921279	1575178	51.1	41.5

Table 4.1 shows that the enrolment of girls is high in community schools with 51.1 percent of girls being enrolled in community schools, while this is 41.5 percent in institutional schools. These data show that parents are favouring community schools for girls and are favouring institutional schools for boys. Out of 5,438,036 students in basic level of grade 1-8, 272 are identified as third genders and amongst those students, 117 are in community schools while the remaining 155 are in institutional schools. 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). See Annex 4 for further disaggregation on students.

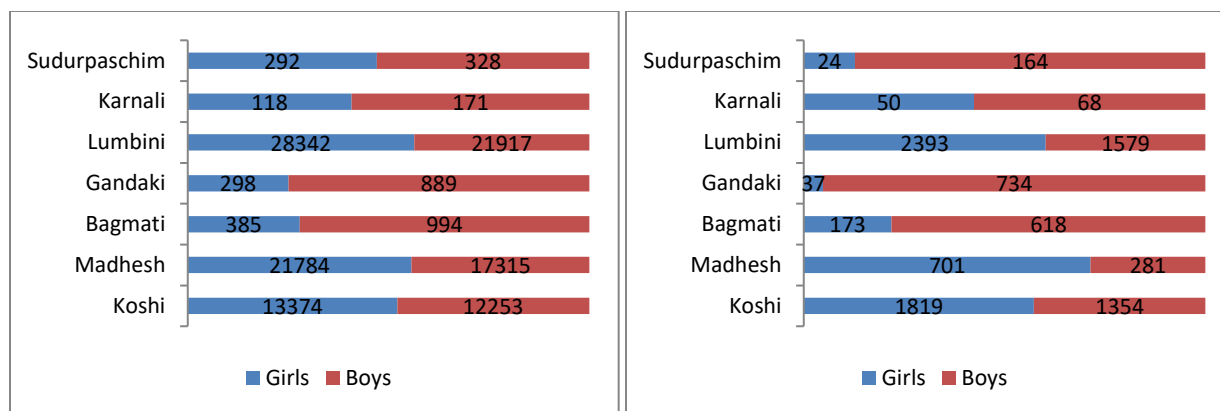


Figure 4.1: No. of students in religious schools (1-5)

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

Out of 2,529,119 students enrolled in community schools at basic level (1-5), 118,460 (4.6 percent) are in mainstreamed religious schools. Out of 1,333,739 students enrolled in community schools at basic level (6-8), 9,995 (0.74 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	377315	410645	787960	285694	283951	569645	91621	126694	218315	14.7	13.9
G2	344095	372954	717049	251891	244904	496795	92204	128050	220254	12.9	14
G3	349991	374112	724103	258095	245940	504035	91896	128172	220068	13	14
G4	338708	362846	701554	249698	235651	485349	89010	127195	216205	12.6	13.7
G5	330035	349902	679937	244915	228380	473295	85120	121522	206642	12.3	13.1
G1-5	1740144	1870459	3610603	1290293	1238826	2529119	449851	631633	1081484	-	-
G6	299014	319627	618641	223087	210872	433959	75927	108755	184682	11.2	11.7
G7	293304	307983	601287	226134	212326	438460	67170	95657	162827	11.4	10.3
G8	295200	312305	607505	234249	227071	461320	60951	85234	146185	11.9	9.3
G6-8	887518	939915	1827433	683470	650269	1333739	204048	289646	493694	-	-
Nepal	2627662	2810374	5438036	1973763	1889095	3862858	653899	921279	1575178	100	100

As shown in Table 4.2, out of 3,862,858 students in community schools in grade 1-8, 14.7 percent of the students are in grade 1 followed by 12.9 percent students in grade 2. The reduction of 1.8 percent suggests that students are still finding it difficult to progress in grade 2. However, this is an improvement on data from the last 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 976,903 and 1,768,100 respectively. In terms of total students at basic level (G1-8), the share of Dalit students remains at 17.96 percent and the share of Janajati students remains at 32.5 percent. However, the share changes across the grades. In grade 1, Dalit students make up a 19.4 percent share, however there is a declining trend to 16.3 percent in grade 8. Conversely, there is an increasing trend in the share of Janajatis, from 30.3 percent in grade 1 to 34.4 percent in grade 8.

In all the categories as given in Table 4.3, the number of girls is lower than boys, with GPI being 0.93 for total students, 0.97 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 180,445 less than the number of students at grade 8, which is a reduction of 22.9%. 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 (153,089 to 93,097) is a 39.7% 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 (238,710 to 210,146), this reduction is 12.0%, which is lower than the population as a whole. 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	377315	410645	787960	73912	79177	153089	114132	124578	238710
G2	344095	372954	717049	65276	69270	134546	107467	116337	223804
G3	349991	374112	724103	65995	69348	135343	110313	117816	228129
G4	338708	362846	701554	64638	66701	131339	108561	117348	225909
G5	330035	349902	679937	61909	62628	124537	108158	114473	222631
G1-5	1740144	1870459	3610603	331730	347124	678854	548631	590552	1139183
G6	299014	319627	618641	52819	53147	105966	102838	108493	211331
G7	293304	307983	601287	49644	49342	98986	102444	104996	207440
G8	295200	312305	607505	46255	46842	93097	104846	105300	210146
G6-8	887518	939915	1827433	148718	149331	298049	310128	318789	628917
Nepal	2627662	2810374	5438036	480448	496455	976903	858759	909341	1768100

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 12,464 more girls in grade 1 and 12,532 more girls in grade 2. Since Madhesh Province has already launched 'Beti Padhao Beti Bachao' and 'Beti Bima Program' 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.

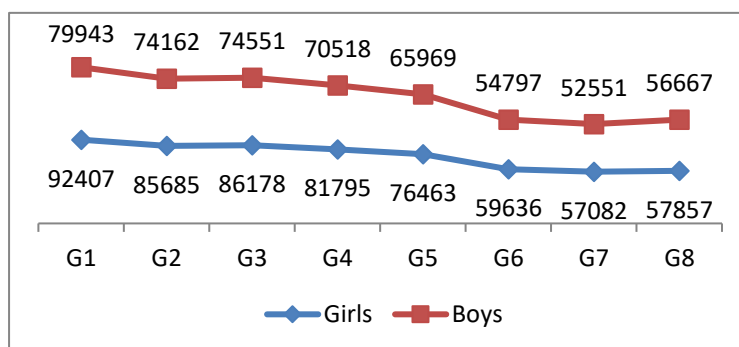


Figure 4.3: Grade 1-8 students from Madheshi community

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, Lopcha, Majhi, Meche, Musbadiya, Raji, Raute, Satar, Singhsa, 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	4649	4741	9390	2551	2587	5138	7200	7328	14528
Madhesh	8533	10788	19321	2674	3493	6167	11207	14281	25488
Bagmati	13750	14623	28373	6266	5706	11972	20016	20329	40345
Gandaki	1566	1540	3106	768	736	1504	2334	2276	4610
Lumbini	643	754	1397	377	345	722	1020	1099	2119
Karnali	236	282	518	182	147	329	418	429	847
Sudurpaschim	964	887	1851	465	471	936	1429	1358	2787
Nepal	30341	33615	63956	13283	13485	26768	43624	47100	90724

A total of 90,724 students from 22 extremely disadvantaged Janajatis are in basic level education. 63,956 are in basic level (1-5) and 26,768 are in basic level (6-8). Out of those 90,724 students in basic level (1-8), 43,624 are girls representing 48.08 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	1193	1413	2606	583	737	1320	1776	2150	3926
Madhesh	774	1231	2005	384	550	934	1158	1781	2939
Bagmati	1018	1423	2441	643	716	1359	1661	2139	3800
Gandaki	537	705	1242	310	425	735	847	1130	1977
Lumbini	1562	1940	3502	841	906	1747	2403	2846	5249
Karnali	814	1084	1898	412	531	943	1226	1615	2841
Sudurpaschim	742	956	1698	397	508	905	1139	1464	2603
Nepal	6640	8752	15392	3570	4373	7943	10210	13125	23335

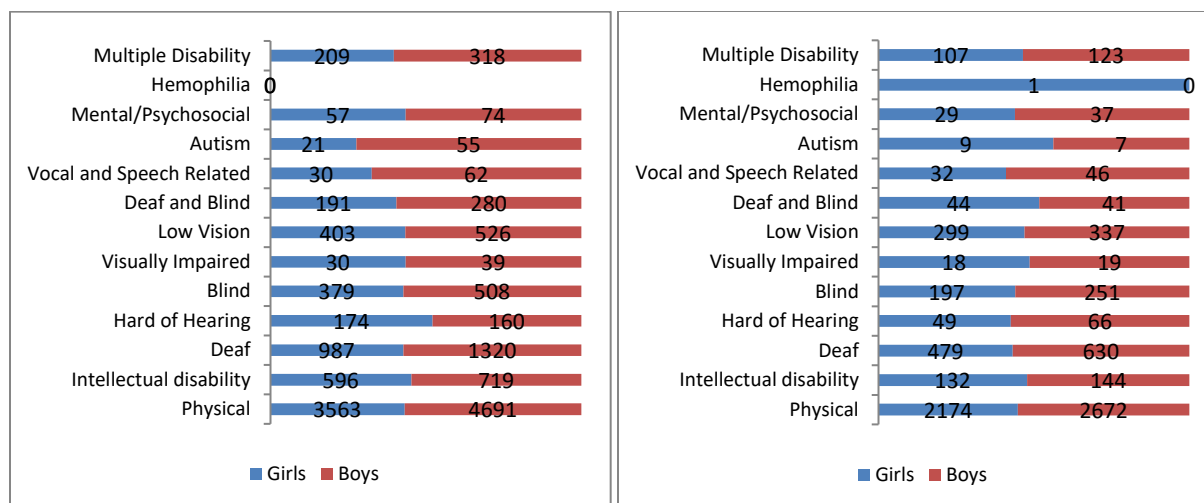


Figure 4.4: No. of students with disabilities (1-5)

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

Table 4.5 shows that there are 23,335 students that have some been identified as having a disability, which comprise 0.43 percent of the total number of students at this level. At basic 1-5 there are 15,392 students, and at basic 1-8 there are 7,943 students that have a disability. This number represents 0.43 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 0.43 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 56.25 percent of all recorded students with disabilities being male. 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	-
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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 Education	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	80.9	81.8	81.4	10.7	10.6	10.6	3.3	3.9	3.7
G2	87.5	87.3	87.4	9.4	9.4	9.4	2.8	2.9	2.9
G3	88.8	87.7	88.3	8.7	9.6	9.2	2.2	2.3	2.3
G4	93.2	92.5	92.9	4.3	4.8	4.6	2.2	2.3	2.3
G5	93.6	92.0	92.8	4.3	5.6	5.0	1.8	2.0	1.9
G1-5	88.8	88.3	88.6	7.5	8.0	7.8	2.5	2.7	2.6
G6	96.6	94.7	95.7	1.0	2.3	1.7	2.1	2.6	2.4
G7	94.9	94.4	94.7	0.9	1.6	1.3	3.9	3.6	3.8
G8	95.3	94.6	95.0	1.0	1.3	1.2	3.4	3.7	3.6
G6-8	95.6	94.6	95.1	1.0	1.7	1.4	3.1	3.3	3.2
G1-8	91.4	90.6	91.0	5.0	5.7	5.4	2.7	2.9	2.9

Early grades remain to be the major area of concern as repetition rate is 10.6 percent in grade 1 (it was 14.3 last year), 9.4 percent in grade 2 (it was 9.8 last year) and 9.2 percent in grade 3 (it was 9.6 last year). The repetition rate, after grade 3 has decreased by slight less than 50 percent with repetition rate being 5.0 in grade 4, which suggests that consolidated efforts need to be made in those early grades by all tiers of government.

With the exception of Grade 1, the promotion rate for girls is higher than that for boys. Similarly, with just two exceptions⁴, the dropout and repetition rates for girls are lower, or equal to, that of boys. See Annex 6 for further information on promotion, repetition, and dropout rates.

⁴ Grade 1 repetition and grade 7 dropout

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	119.9	122.3	121.1	96.2	97.3	96.8	116.2	110.0	113.0	94.0	94.5	94.3
Madhesh	128.1	120.2	124.0	96.8	98.0	97.4	123.4	112.5	117.6	94.4	93.8	94.1
Bagmati	132.8	134.6	133.7	97.0	97.8	97.4	115.7	110.0	112.7	94.0	95.1	94.6
Gandaki	122.5	123.6	123.0	95.6	96.9	96.3	114.7	109.2	111.7	94.2	94.9	94.6
Lumbini	132.6	133.9	133.3	96.9	98.1	97.5	119.3	111.0	114.8	94.4	94.4	94.4
Karnali	147.4	141.1	144.2	95.4	96.8	96.1	117.8	109.8	113.6	94.2	94.4	94.3
Sudurpaschim	142.2	134.9	138.4	96.3	97.4	96.8	119.1	110.6	114.7	94.0	94.3	94.1
Nepal	130.6	128.5	129.5	96.5	97.6	97.1	118.4	110.6	114.3	94.2	94.5	94.3

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 4.9, the GER at basic (1-5) is 129.5 which mean there are under-age and over-age students in the classrooms. The NER at basic (1-5) is 97.1 which mean 2.9 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 114.3, while the NER for this age group is 94.3. 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. See Annex 7 for disaggregated details on GER and NER at various levels.

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	114.9	116.1	115.5	95.5	96.3	95.9	0.99
Madhesh	111.6	104.9	108.1	96.1	96.6	96.3	0.99
Bagmati	128.2	129.6	128.9	95.9	96.8	96.4	0.99
Gandaki	118.7	120.2	119.5	95.1	96.2	95.7	0.99
Lumbini	121.3	122.2	121.8	96.1	96.8	96.4	0.99
Karnali	134.6	128.8	131.6	95.0	95.9	95.5	0.99
Sudurpaschim	128.8	122.1	125.3	95.5	96.2	95.9	0.99
Nepal	120.4	118.4	119.3	95.7	96.5	96.1	0.99

Table 4.11 shows the GER and NER for basic (1-8) level. This table also illustrates that 3.9 percent of 5-12 age group children are still not in schools. Furthermore, 4.3 percent of girls are not in school compared to 3.5 percent of boys. Net enrolment gender parity has been maintained at 0.99, 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	118.1	125.5	121.8	94.2	95.6	94.9
Madhesh	126.0	131.5	128.8	96.7	96.8	96.7
Bagmati	121.6	128.7	125.3	94.7	95.6	95.2
Gandaki	113.7	119.5	116.8	93.1	93.6	93.4
Lumbini	128.2	134.7	131.6	95.9	96.5	96.2
Karnali	115.4	119.0	117.2	96.2	96.9	96.6
Sudurpaschim	125.1	130.5	127.8	96.9	97.1	97.0
Nepal	122.6	128.7	125.7	95.6	96.2	95.9

Upon calculating the grade 1 new enrolment with the projected population of age 5 children, the GIR in grade 1 remains at 125.7 percent and the NIR in grade 1 remains at 95.9 percent. This indicates that parents are continuing to enrol overage and underage children in grade 1, thus reflecting lesser NIR in grade 1 with 95.6 percent for girls and 96.2 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 basic (1-5) and basic (6-8) that has been calculated by using cohort reconstruction method.

Table 4.13: Survival rates at basic level

Province	Basic (1-5)			Basic (6-8)		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	89.3	89.2	89.3	86.5	85.7	86.1
Madhesh	92.3	91.9	92.1	86.5	86.9	86.7
Bagmati	88.8	88.8	88.8	85.7	84.5	85.1
Gandaki	87.5	87.4	87.5	85.0	83.7	84.3
Lumbini	88.8	88.8	88.8	86.0	85.4	85.7
Karnali	89.1	88.4	88.7	85.7	86.5	86.1
Sudurpaschim	89.1	88.5	88.8	87.0	86.1	86.6
Nepal	89.3	89.0	89.1	86.1	85.5	85.7

The data demonstrates that the survival rate of girls is better than boys at both basic (1-5) and basic (6-8). 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	64.6	86.1	136.9	78.5	80.4	83.5
Madhesh	206.7	222.3	154.0	88.9	194.4	174.7
Bagmati	66.6	85.3	155.8	96.3	92.5	90.1
Gandaki	46.4	69.0	156.8	88.1	62.5	73.7
Lumbini	103.8	123.4	163.7	88.9	116.5	112.5
Karnali	80.0	107.4	128.8	66.6	83.3	103.0
Sudurpaschim	82.6	106.2	134.9	74.0	91.2	98.5
Nepal	90.6	110.0	150.2	87.0	102.8	102.7

Table 4.14 shows the number of students per community school, per institutional school and at both types of schools. The community schools are less crowded in comparison to institutional schools, as there are 91 students in community schools whereas this number is 150 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	3405	2.4	2244	1116	1.5	2405	73	2032	2770	506
Madhesh	2427	2.8	832	175	0.8	1278	37	760	1300	213
Bagmati	2763	2.2	2366	985	1.5	2039	300	2166	2315	419
Gandaki	2064	2.3	1950	910	1.9	1708	444	1630	1869	443
Lumbini	2855	2.6	1868	747	1.1	1847	253	1868	1981	417
Karnali	1857	2.4	558	365	1.1	1224	63	1392	1569	91
Sudurpaschim	2097	2.5	870	426	2.3	1484	31	1488	1725	145
Nepal (No.)	17468	2.4	10688	4724	1.5	11985	1201	11336	13529	2234
Nepal (%)	-	-	61.1%	27.0%	-	68.6%	6.8%	64.9%	77.4%	12.7%

Out of 17,468 basic (1-5) schools, 10,688 (61.1 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 4,724 (27.0 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 11,985 which is 68.6 percent; the number of schools that have a library is 1,201, which is 6.8 percent; the number of schools that have a child club is 11,336, which is 64.9 percent and the number of schools that have a toilet is 13,529, which is 77.4 percent. Meanwhile, 2,234 schools have Internet facility, which is 12.7 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, 44.1 percent of basic (1-5) schools in Gandaki have a computer, whereas this is only 7.2 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	1016	4.2	621	750	5.3	864	183	659	943	372
Madhesh	625	4.4	249	225	3.4	482	51	219	492	157
Bagmati	826	3.5	568	664	5.9	713	340	567	774	336
Gandaki	529	4.0	375	437	7.0	488	315	400	507	242
Lumbini	833	4.4	525	614	5.0	736	278	542	761	345
Karnali	535	3.9	171	294	3.4	426	67	312	499	77
Sudurpaschim	703	4.2	349	480	3.9	636	82	451	668	158
Nepal (No.)	5067	4.1	2858	3464	5.0	4345	1316	3150	4644	1687
Nepal (%)	-	-	56.4%	68.3%	-	85.7%	25.9%	62.1%	91.6%	33.2%

There is an average of 4.1 buildings in basic (1-8) community schools across the country. Similarly, out of 5,067 basic (1-8) schools in the country, 2,858 (56.4 percent) have electricity, 3,464 have computers (68.3 percent), 4,345 (85.7 percent) have drinking water, 1,316 (25.9 percent) have a library, 3,150 (62.1 percent) have a child club, 4,644 (91.6 percent) have toilet facilities and 1,687 (33.2 percent) have Internet facilities. Of the 3,464 schools that have computers, there is an average of 5.0 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, 78.7 percent of schools report having toilets. For all other provinces the range is 91.4 percent (Lumbini) to 95.8 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 17,468 basic (1-5) community schools across the country.

Table 4.17: Infrastructure details at basic (1-5) community schools

Province	1-5 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Reference Material
Koshi	3405	2083	1904	1090	1677	1133
Madhesh	2427	564	507	358	360	170
Bagmati	2763	1777	1579	941	1533	954
Gandaki	2064	1279	1218	682	1122	705
Lumbini	2855	1535	1357	864	1243	783
Karnali	1857	1130	973	724	854	581
Sudurpaschim	2097	1249	1168	749	894	652
Nepal (No.)	17468	9617	8706	5408	7683	4978
Nepal (%)	-	55.1%	49.8%	31.0%	44.0%	28.5%

A total of 9,617 schools (55.1 percent) have reported that they have teacher guides; 8,706 schools (49.8 percent) have child materials; 5,408 schools (31.0 percent) have a book corner; 7,683 schools (44.0 percent) have printed curriculum and 4,978 schools (28.5 percent) have reference materials. However, this dataset is not sufficient to state

whether those materials are adequate enough 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 – 23.2 percent, Child Material – 20.9 percent, Book Corner – 14.8 percent, curriculum – 14.8 percent and reference material – 7.0 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 similar to 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	1016	677	527	618	416	425	242	627	593	426	315
Madhesh	625	210	109	185	77	149	53	167	129	88	47
Bagmati	826	531	408	471	349	320	171	541	510	330	252
Gandaki	529	337	252	326	237	205	123	338	307	223	172
Lumbini	833	510	396	455	317	360	178	512	461	288	220
Karnali	535	357	246	303	171	239	103	291	253	173	121
Sudurpaschim	703	443	352	407	273	276	141	407	406	272	209
Nepal (No.)	5067	3065	2290	2765	1840	1974	1011	2883	2659	1800	1336
Nepal (%)	-	60.5%	45.2%	54.6%	36.3%	39.0%	20.0%	56.9%	52.5%	35.5%	26.4%

Out of 5,067 basic (1-8) community schools across the country, 3,065 of those schools have teachers' guide for the basic (1-5) and 2,214 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 1,011 which correspond to 19.9 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 33.6 percent and 17.4 percent of Madhesh schools, respectively. This is to be compared with a national average of 60.5 percent and 45.2 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 government or menu designed by schools itself. As given in Figure 4.6, a total of 50.2 percent of basic (1-8) schools used their own menu while 50.0 percent of basic (1-5) schools also did the same. Figure 4.6 also shows that schools are using their own locally prepared menu rather than using menus provided by local

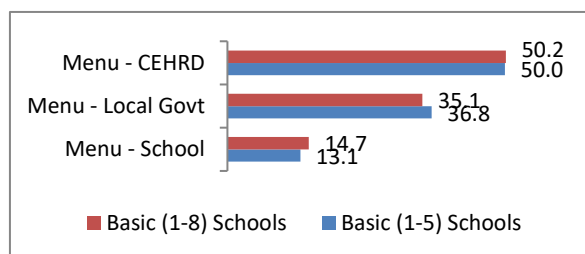


Figure 4.6: Use of mid-day meal menu (in percentages)

government and the federal government. Use of menu provided by CEHRD is the least used as only 14.7 percent basic (1-8) schools and 13.1 percent basic (1-5) schools have used this menu for mid-day meal purpose.

Regarding mid-day provision, 54.2 percent of basic (1-5) schools have used their own facilities to manage the mid-day meal program while this percentage is 59.1 in case of basic (1-8) schools. Parents are also providing mid-meal meal management, as this percentage is 12.9 and 14.5 in case of basic (1-5) and basic (1-8) schools respectively. Canteen provision is the third option for schools as 17.4 percent basic (1-5) and 11.4 percent basic (1-8) schools have used this approach for mid-meal management.

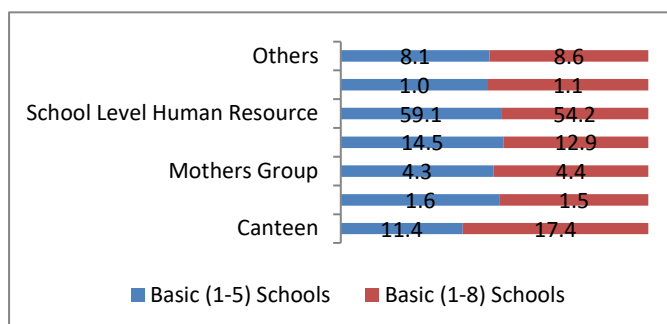


Figure 4-7: Mid-day Meal Management Technique

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.

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

Province	No. of schools	Basic (1-5) Schools					Basic (1-8) Schools					
		SMC	PTA	SIP	Social Audit	Financial Audit	No. of schools	SMC	PTA	SIP	Social Audit	Financial Audit
Koshi	3405	2639	2297	2607	2608	2568	1016	924	822	870	871	861
Madhesh	2427	851	410	854	759	844	625	316	166	321	265	320
Bagmati	2763	2294	1866	2277	2310	2207	826	751	615	732	743	721
Gandaki	2064	1773	1718	1721	1744	1672	529	497	482	466	476	450
Lumbini	2855	1894	1805	1867	1920	1858	833	734	712	703	721	695
Karnali	1857	1589	1522	1621	1642	1528	535	503	492	503	506	487
Sudurpaschim	2097	1674	456	1716	1741	1615	703	634	180	639	644	600
Nepal (No.)	17468	12714	10074	12663	12724	12292	5067	4359	3469	4234	4226	4134
Nepal (%)	-	72.7%	57.6%	72.4%	72.8%	70.3%	-	86.0%	68.5%	83.5%	83.4%	81.5%

As given in table 4.19, out of 17,468 basic (1-5) schools, 12,663 (72.4 percent) of schools have an updated SIP, 12,724 (72.8 percent) have conducted social audits while 12,292 (70.3 percent) have conducted financial audits. Similarly, out of 5,067 basic (1-8) schools across the country, 4,234 schools (83.5 percent) have an updated SIP, 4,226 schools (83.4 percent) have social audit while 4,134 schools (81.5 percent) have financial audits. However, 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.

4.17 USE OF LOCAL SUBJECTS IN GRADE VIII EXAMINATION

The EMIS has a built-in functionality that supports local government to conduct their annual grade 8 examination and store relevant data. This approach of work has a) discouraged local government 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	Kalamamai 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.

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 1,784,361 students in secondary level of grade 9-12 out of which 1,082,780 (60.7 percent) are in secondary level (9-10) and the remaining 701,581 (39.3 percent) are in secondary level (11-12). Upon comparing the data from last year, this is an increase of 14,906 students at secondary level of grade 9-12. Last year, the number of students was 1,079,352 and 690,103 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	153742	148145	301894	119832	106293	226130	33910	41852	75764	53.0	44.8
Madhesh	136459	145387	281852	120308	120215	240528	16151	25172	41324	50.0	39.1
Bagmati	184498	190568	375073	114003	98034	212040	70495	92534	163033	53.8	43.2
Gandaki	76819	76784	153610	62873	57877	120757	13946	18907	32853	52.1	42.4
Lumbini	163521	162517	326049	134817	123009	257834	28704	39508	68215	52.3	42.1
Karnali	73007	70128	143140	70307	66109	136419	2700	4019	6721	51.5	40.2
Sudurpaschim	105023	97720	202743	94680	81306	175986	10343	16414	26757	53.8	38.7
Nepal	893069	891249	1784361	716820	652843	1369694	176249	238406	414667	52.3	42.5

Table 5.1 shows that the enrolment of girls is high in community schools with 52.3 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. Out of 1,784,361 students in secondary level of grade 9 to 12, a total of 43 students are from other genders, out of which 26 are in institutional schools and 17 are in community 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.

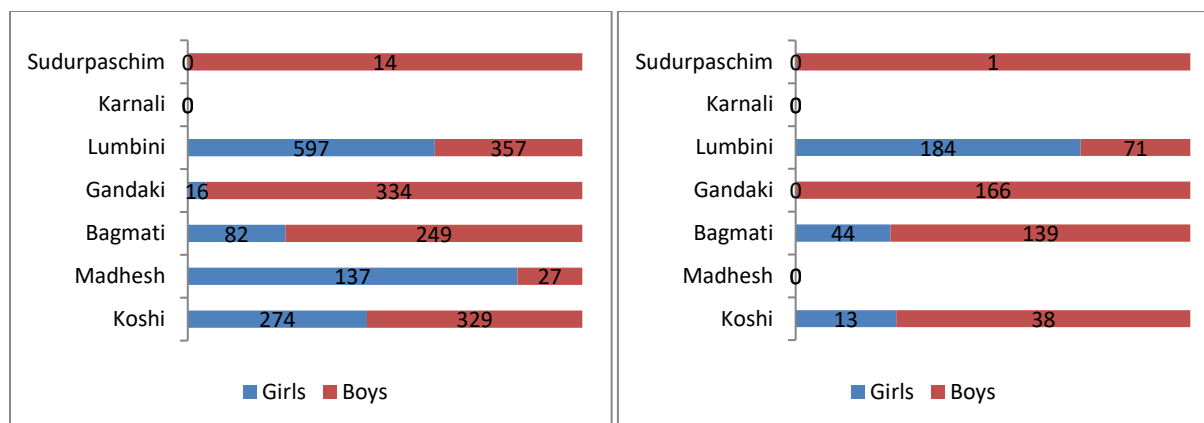


Figure 5-1: No. of students in religious schools (9-10)

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 2,416 students are at secondary level (9-10) and a total of 656 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	277385	291780	569165	223344	217076	440420	54041	74704	128745	31.8	28.7
G10	254983	258632	513615	203437	187631	391068	51546	71001	122547	28.3	27.3
G9-10	532368	550412	1082780	426781	404707	831488	105587	145705	251292	-	-
G11	180993	172361	353354	144431	124332	268763	36562	48029	84591	20.3	19.3
G12	179708	168519	348227	145608	123835	269443	34100	44684	78784	20.1	18.9
G11-12	360701	340880	701581	290039	248167	538206	70662	92713	163375	-	-
Nepal	893069	891292	1784361	716820	652874	1369694	176249	238418	414667	100	100

As shown in Table 5.2, out of 1,784,361 students in secondary level (9-12), 569,165 students are in grade 9; 513,615 students are in grade 10; 353,354 students are in grade 11, and 348,227 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 31.2% less than the number of grade 10 students, however, in the case of boys it is 33.4% less compared to 29.0% 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 girls out number boys by 1,777.

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 227,641 and 389,184 respectively. In terms of total students at secondary level (G9-12), the share of Dalit students is 10.1 percent and the share of Janajati students remain at 21.8 percent. This is significantly less than the share at basic level (1-8) which is 17.96 percent and 33.51 percent respectively. As shown in Table 5.3, the number of students from Dalit communities is 80,543 in grade 9 while there are 93,097 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	277385	291780	569165	40394	40149	80543	100100	98931	199031
G10	254983	258632	513615	34747	32776	67523	93833	87329	181162
G9-10	532368	550412	1082780	75141	72925	148066	193933	186260	380193
G11	180993	172361	353354	21274	19307	40581	69835	61571	131406
G12	179708	168519	348227	20586	18408	38994	69328	59561	128889
G11-12	360701	340880	701581	41860	37715	79575	139163	121132	260295
Nepal	893069	891292	1784361	117001	110640	227641	208491	180693	389184

The number of students in grade 1 is 787,960 while the number of students in grade 12 is 348,227. This discrepancy shows that many students are likely to drop out of schools for various reasons which needs to be explored.

In all the categories as given in table 5.3, the number of girls is higher than boys, with GPI (of gross enrolment) being 1.00 for total students, 1.05 for Dalit students and 1.15 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.

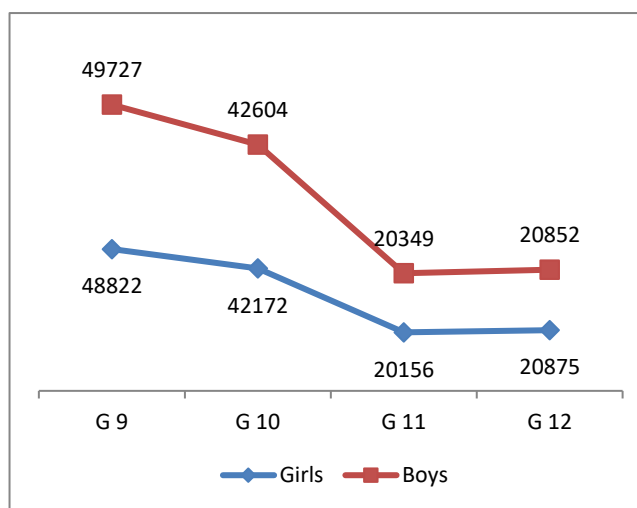


Figure 5-3: No. of students from Madheshi community

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 63,956 students and at the basic level (6-8) there are 26,768 students from these communities, giving a total of 90,724 students. This is 1.67 percent of the total school population of basic level. In the secondary level (9-10), the number of students from this community is 13,469 and in the secondary level (11-12) this number is 8,225, with a total of 21,694 students from these communities. This is 1.22% of the total population of basic level, which is 0.45 percentage points below the share at basic level. The trend for boys is particularly strong, where the share of boys from these communities is 1.68%, but just 1.17% in secondary level- a drop of half a percentage point. In terms of gender, out of 21,694 students, 11,223 (51.7 percent) are girls and 10,471 (48.3 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. Last year, the number of students from disadvantaged caste groups remained at 50,992 for basic (1-8) which is an increase of 39,732 over one year. 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	1572	1494	3066	1086	903	1989	2658	2397	5055
Madhesh	1152	1634	2786	410	626	1036	1562	2260	3822
Bagmati	3122	2520	5642	2173	1772	3945	5295	4292	9587
Gandaki	407	398	805	275	208	483	682	606	1288
Lumbini	181	183	364	172	142	314	353	325	678
Karnali	102	94	196	78	63	141	180	157	337
Sudurpaschim	338	272	610	155	162	317	493	434	927
Nepal	6874	6595	13469	4349	3876	8225	11223	10471	21694

Out of 21,694 disadvantaged Janajatis enrolled in secondary level, 9,587 are in Bagmati province with the highest share of 44.1 percent followed by 23.3 percent in Koshi Province. Karnali province has the least percentage of these students with 1.55 followed by Lumbini province with 3.12.

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

The government has provided regular financial and technical support to 507 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	2271	2346	4617	2213	2113	4326	1306	1059	2365	1404	1184	2588	7194	6702	13896
Civil Eng.	1191	2326	3517	1141	2206	3347	907	1646	2553	902	1993	2895	4141	8171	12312
Comp. Eng	1305	1909	3214	1117	1813	2930	606	1018	1624	618	1141	1759	3646	5881	9527

Animal Science	528	755	1283	439	585	1024	345	655	1000	262	502	764	1574	2497	4071
Elec. Eng	290	762	1052	243	635	878	156	399	555	120	388	508	809	2184	2993
Nepal	5585	8098	13683	5153	7352	12505	3320	4777	8097	3306	5208	8514	17364	25435	42799

Table 5.5 shows that there are a total of 42,799 students in technical streams, which is a reduction from the 47,806

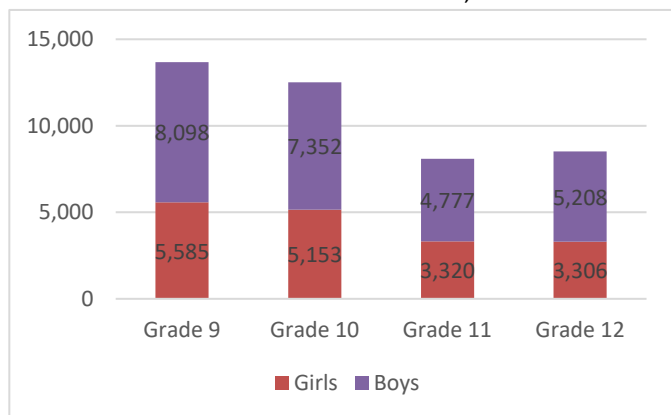


Figure 5.4: No of students in 9-12 technical streams

students who were recorded last year. There were less students in grades 9, 10 and 11, however grade 12 saw an increase of 28.3 percent. The most significant reduction (27.0 percent) was in grade 11. Comparing this year’s data across the four grades, there markedly less students at grades 10 than at grade 11 (see figure 5-4, below), which is a consistent trend to last year. This would suggest that there are challenges for students transitioning from grade 10 to grade 11 in TVET streams.

Out of 422 9-12 schools that provided data, as Table 5.5 shows, the share of students is 32.4

percent in favour of plant science followed by 28.7 percent in civil engineering. The electrical engineering has the fewest percentage of students (6.9 percent) followed by animal science with 9.5 percent share of students amongst the five major streams. Only one school has implemented music as TVET stream. At all grades, there are significantly more boys than girls. See Annex 10 for TVET details.

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 3,011 girls and 2,819 boys in pre-diploma courses, while there are 6,875 girls and 12,587 boys in diploma courses suggesting that boys have more access to and/or interest in diploma courses than girls.

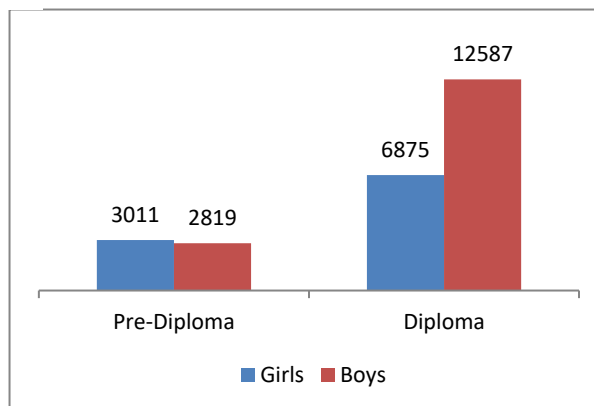


Figure 5.5: No. of students in pre-diploma and diploma courses

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	842	923	1765	1119	1062	2181	1961	1985	3946
Management	64627	73727	138354	64705	71609	136314	129332	145336	274668
Education	58860	42050	100910	58719	41291	100010	117579	83341	200920
Agriculture	1377	1109	2486	1489	1213	2702	2866	2322	5188
Science	13340	16435	29775	15520	20314	35834	28860	36749	65609
Law	1660	1057	2717	1661	1089	2750	3321	2146	5467
Computer Science	1049	1693	2742	614	1001	1615	1663	2694	4357
Engineering	1261	2668	3929	1023	2500	3523	2284	5168	7452
Forestry	9	7	16	19	41	60	28	48	76
Home Science	1	0	1	0	0	0	1	0	1
Nursing	47	55	102	63	72	135	110	127	237
Animal Science	372	734	1106	254	572	826	626	1306	1932
Sanskrit	11	218	229	3	42	45	14	260	274
Nepal	143456	140676	284132	145189	140806	285995	288645	281482	570127

Out of 353,543 students in grade 11, 138,354 (39.1 percent) are studying management while 100,910 (28.5 percent) students have education as their major subject of study. The number of students with pure science as the major subject is 29,775 which is third amongst the 12 major subjects and represents 8.4 percent of the total students in grade 11. Meanwhile, home science and forestry remain the least studied subjects. Detail for grade 12 and the secondary level (11-12) is given in Table 5.6.

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 4,330 such students (0.39 percent) in secondary (9-10) and 1,790 such students (0.25 percent) in secondary (11-12). Amongst the eight types of disabilities, physical disability, which is often more easily identifiable, comprises 3,590 students (62.4 percent) while, Autism is the least recorded category with 6 such students (0.14 percent) in secondary (9-10) level of education. Schools provided no response on hemophilia as disability amongst students.

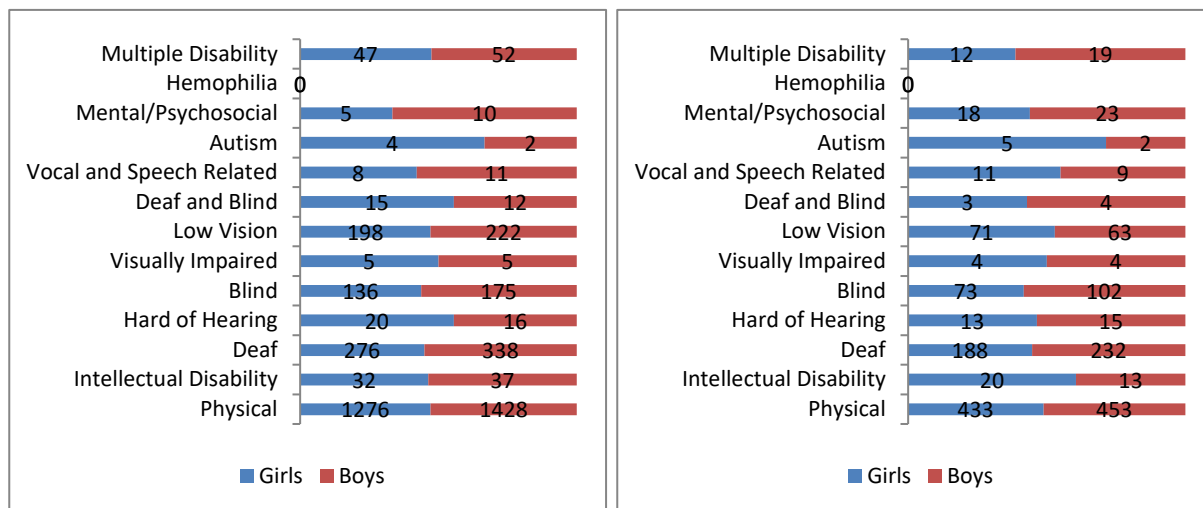


Figure 5.4: No. of students with disabilities (9-10)

Figure 5.5: 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 433 students (49.4 percent) and Autism and Deaf/blind are both less recorded, with 7 students (0.39 percent). In terms of gender, the number of boys with disabilities is 2,308 (53 percent of total) in secondary (9-10) while this number and percentage is 939 and 50.5 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	95.1	94.7	94.9	3.1	3.8	3.5	1.1	1.2	1.2
G 10	98.3	98.4	98.4	1.1	0.9	1.0	0.3	0.3	0.3
G 9-10	96.7	96.6	96.6	2.1	2.4	2.2	0.7	0.8	0.7

As Table 5.7 shows, the promotion rate for grade 9 is 94.9 percent while the repetition rate remains at 3.5 percent and dropout rate at 1.2 percent. The promotion rate for grade 10 is slightly higher than grade 9 with 98.4 percent and 1.0 percent repetition rate and 0.3 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	96.6	99.4	97.9	76.3	77.2	76.7	58.9	69.9	63.6	32.8	36.9	34.6
Madhesh	98.6	100.3	99.5	75.2	76.1	75.7	70.5	72.5	71.5	36.0	36.1	36.0
Bagmati	96.1	101.1	98.6	75.6	78.7	77.2	60.9	68.5	64.4	34.9	38.4	36.5
Gandaki	96.9	101.3	99.1	76.8	79.0	77.9	59.0	71.4	64.5	33.1	38.3	35.4
Lumbini	97.5	98.4	97.9	75.8	75.5	75.6	67.5	70.7	69.0	36.3	36.5	36.4
Karnali	95.5	87.4	91.3	75.0	68.5	71.6	67.0	70.2	68.5	37.3	38.4	37.8
Sudurpaschim	98.1	108.5	103.0	76.2	84.2	80.0	64.1	68.5	66.1	34.9	37.3	36.0
Nepal	97.1	99.8	98.4	75.8	77.1	76.5	63.3	70.0	66.4	34.8	37.4	36.0

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	76.2	85.3	80.4	52.8	58.0	55.2	0.91
Madhesh	88.6	91.4	90.0	61.2	63.2	62.2	0.97
Bagmati	77.9	85.3	81.5	54.5	59.2	56.8	0.92
Gandaki	76.8	87.1	81.6	53.7	59.6	56.5	0.90
Lumbini	82.4	85.5	83.9	56.0	57.3	56.6	0.98
Karnali	81.8	80.0	80.9	56.9	55.5	56.2	1.03
Sudurpaschim	81.5	90.1	85.5	56.1	62.6	59.1	0.90
Nepal	80.5	86.5	83.4	55.7	59.4	57.4	0.94

Table 5.9 shows the GER and NER for secondary (9-12) level. The overall NER is 57.4 which is an improvement on last year's figure (56.0) and is 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 0.94, which is a drop from last year's figure (1.01) and below the SESP target. With the exception of Karnali Province, the girls' GER and NER 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	Grade 9			Grade 12		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	68.2	67.3	67.7	37.3	34.9	36.1
Madhesh	67.8	67.4	67.6	34.9	31.8	33.3
Bagmati	68.1	66.6	67.4	37.7	35.5	36.6
Gandaki	66.4	64.8	65.6	34.7	32.4	33.6
Lumbini	67.9	66.9	67.4	38.1	36.6	37.3
Karnali	67.8	67.1	67.4	35.8	33.5	34.7
Sudurpaschim	68.6	67.5	68.1	38.3	36.0	37.1
Nepal	67.8	66.8	67.3	36.7	34.4	35.5

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	102.7	149.3	55.6	134.0	84.1	145.4
Madhesh	231.0	171.1	66.5	103.6	169.6	156.2
Bagmati	85.7	120.4	62.6	164.5	73.8	136.1
Gandaki	72.6	104.2	60.4	87.8	69.2	101.0
Lumbini	129.5	176.3	65.2	169.6	107.2	174.8
Karnali	123.4	172.8	54.1	130.6	116.3	170.3
Sudurpaschim	123.4	150.3	63.2	162.6	110.3	152.0
Nepal	117.6	146.4	61.7	144.3	97.1	145.9

As table 5.11 shows, the student school ratio in this level for community school is 117.6, and given there are two grades at this level, this means there are an average of around 60 students per classroom. Similarly, the Student school ratio of community schools in secondary (11-12) is 146.4 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 61.7 while the student school ratio in institutional school is 144.3 for secondary level (11-12). The national level student school ratio for secondary level (9-10) is 97.1 and the national level student school ratio for secondary level (11-12) is 145.9.

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	633	6.0	494	591	13.1	578	422	504	610	424
Madhesh	341	6.5	187	209	10.8	278	109	151	279	161
Bagmati	677	4.4	536	622	16.1	616	482	517	641	435
Gandaki	462	5.3	378	435	14.7	431	392	374	441	334
Lumbini	534	5.8	412	479	11.6	497	359	424	511	355
Karnali	343	5.2	185	282	9.3	291	159	249	326	165
Sudurpaschim	441	5.8	300	396	8.9	393	259	332	424	202
Nepal	3431	5.5	2492	3014	12.6	3084	2182	2551	3232	2076

Out of 3,431 secondary (1-10) schools, 2,492 (72.6 percent) reported that they have access to electricity. The average number of buildings is 5.5, 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 3,014 (87.8 percent) have access to at least one computer, and of these schools there is an average of 12.6 computers per school. The number of schools that have drinking water facilities is 3,084 which is 89.8 percent; the number of schools that have a library is 2,182 which is 63.5 percent; the number of schools that have a child club is 2,551, which is 74.3 percent and the number of schools that have a toilet is 3,232 which is 94.1 percent. Meanwhile, 2,076 schools have internet facilities, which is 60.5 percent of the total secondary (9-10) community schools across the country. Meanwhile, Table 5.13 provides the infrastructure details at secondary (1-12) 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	633	633	6.0	494	591	13.1	578	422
Madhesh	341	78.0	93.4	91.3	66.7	79.6	96.4	67.0
Bagmati	677	54.8	61.3	81.5	32.0	44.3	81.8	47.2
Gandaki	462	79.2	91.9	91.0	71.2	76.4	94.7	64.3
Lumbini	534	81.8	94.2	93.3	84.8	81.0	95.5	72.3
Karnali	343	77.2	89.7	93.1	67.2	79.4	95.7	66.5
Sudurpaschim	441	53.9	82.2	84.8	46.4	72.6	95.0	48.1
Nepal	3431	68.0	89.8	89.1	58.7	75.3	96.1	45.8

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	638	7.8	535	615	22.1	606	534	519	623	517
Madhesh	401	8.2	292	333	21.2	340	263	227	352	267
Bagmati	738	5.4	640	721	25.1	708	624	627	725	605
Gandaki	489	6.5	431	481	25.2	473	411	408	481	427
Lumbini	616	7.5	521	593	21.6	590	516	510	594	511
Karnali	318	6.9	210	293	17.7	282	237	240	304	229
Sudurpaschim	444	7.8	327	421	17.6	413	340	336	432	274
Nepal	3644	7.0	2956	3457	22.0	3412	2925	2867	3511	2830

Table 5.14 and 5.15 show the data for infrastructure for schools teaching secondary level (11-12). There is an average of 7.0 buildings in secondary (1-12) community schools across the country which is 1.5 buildings more than of secondary (1-10) schools. Similarly, out of 3,644 secondary (1-12) schools in the country, 2,956 (81.1 percent) have electricity, 3,457 have computers (94.8 percent), 3,412 (93.6 percent) have drinking water, 2,925 (80.2 percent) have a library, 2,867 (78.6 percent) have a child club, 3,511 (96.3 percent) have toilet facilities and 2,830 (77.6 percent) have Internet facilities. Of those 3,457 schools that have computers, there is an average of 22.0 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	638	83.9	96.4	95.0	83.7	81.3	97.6	81.0
Madhesh	401	72.8	83.0	84.8	65.6	56.6	87.8	66.6
Bagmati	738	86.7	97.7	95.9	84.6	85.0	98.2	82.0
Gandaki	489	88.1	98.4	96.7	84.0	83.4	98.4	87.3
Lumbini	616	84.6	96.3	95.8	83.8	82.8	96.4	83.0
Karnali	318	66.0	92.1	88.7	74.5	75.5	95.6	72.0
Sudurpaschim	444	73.6	94.8	93.0	76.6	75.7	97.3	61.7
Nepal	3,644	81.1	94.9	93.6	80.3	78.7	96.4	77.7

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 3,431 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	633	442	417	302	383	295	246	273	173	151
Madhesh	341	112	92	65	94	58	42	66	36	29
Bagmati	677	392	357	295	345	277	249	256	163	151
Gandaki	462	283	272	231	262	222	189	184	93	90
Lumbini	534	330	313	224	297	238	176	226	138	124
Karnali	343	234	218	177	209	156	125	162	105	91
Sudurpaschim	441	302	286	228	288	216	192	214	134	124
Nepal	3431	2095	1955	1522	1878	1462	1219	1381	842	760

Out of 3,431 secondary (1-10) schools, 2,095 school (61.1 percent) have teachers' guide available for basic (1-5) while out of 3,431 secondary (1-10) schools, and 1,955 schools (57.0 percent) have teachers' guide available at basic (6-8). 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	633	69.8	65.9	47.7	60.5	46.6	38.9	43.1	27.3	23.9
Madhesh	341	32.8	27.0	19.1	27.6	17.0	12.3	19.4	10.6	8.5
Bagmati	677	57.9	52.7	43.6	51.0	40.9	36.8	37.8	24.1	22.3
Gandaki	462	61.3	58.9	50.0	56.7	48.1	40.9	39.8	20.1	19.5
Lumbini	534	61.8	58.6	41.9	55.6	44.6	33.0	42.3	25.8	23.2
Karnali	343	68.2	63.6	51.6	60.9	45.5	36.4	47.2	30.6	26.5
Sudurpaschim	441	68.5	64.9	51.7	65.3	49.0	43.5	48.5	30.4	28.1
Nepal	3,431	61.1	57.0	44.4	54.7	42.6	35.5	40.3	24.5	22.2

Table 5.17 provides the same kind of response for 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 5.17 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 2,201 out of 3,431 schools (64.2%). 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 14.1, 11.7 and 9.4 percent of schools respectively. This compares to a range in other provinces of between 32 and 49 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	633	440	435	344	309	298	266
Madhesh	341	101	115	75	48	40	32
Bagmati	677	459	388	393	288	274	252
Gandaki	462	316	332	269	210	198	184
Lumbini	534	342	365	256	217	203	177
Karnali	343	201	227	143	145	138	112
Sudurpaschim	441	292	339	220	211	204	176
Nepal	3431	2151	2201	1700	1428	1355	1199

Table 5.18 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	638	384	302	301	150	300	198	195	115
Madhesh	401	145	108	102	54	86	57	54	42
Bagmati	738	405	341	316	165	355	249	219	132
Gandaki	489	272	217	205	122	207	142	131	90
Lumbini	616	372	300	284	146	295	176	173	97
Karnali	318	152	120	111	56	137	90	89	53
Sudurpaschim	444	256	191	164	93	190	120	115	87
Nepal	3644	1986	1579	1483	786	1570	1032	976	616

There are 3,644 secondary (1-12) community schools across the country, and out of which 1,986 schools reported that they have teachers' guide available for basic (1-5) and basic (6-8); a total of 1,986 schools reported that they have teachers' guide available for secondary (9-10) and a total of 185 schools 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	638	60.2	47.3	47.2	23.5	47.0	31.0	30.6	18.0
Madhesh	401	36.2	26.9	25.4	13.5	21.4	14.2	13.5	10.5
Bagmati	738	54.9	46.2	42.8	22.4	48.1	33.7	29.7	17.9
Gandaki	489	55.6	44.4	41.9	24.9	42.3	29.0	26.8	18.4
Lumbini	616	60.4	48.7	46.1	23.7	47.9	28.6	28.1	15.7
Karnali	318	47.8	37.7	34.9	17.6	43.1	28.3	28.0	16.7
Sudurpaschim	444	57.7	43.0	36.9	20.9	42.8	27.0	25.9	19.6
Nepal	3,644	54.5	43.3	40.7	21.6	43.1	28.3	26.8	16.9

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 43.1 percent of schools nationally, but just 21.4 percent of schools in Madhesh Province. This compares to a range of 42.8 percent and 48.1 percent in other provinces. 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	638	470	510	463	338	336	348	350	272
Madhesh	401	160	231	164	129	87	81	81	60
Bagmati	738	532	546	510	398	355	340	336	248
Gandaki	489	339	465	332	276	242	237	235	192
Lumbini	616	431	435	420	286	302	310	311	222
Karnali	318	181	201	183	129	131	136	134	98
Sudurpaschim	444	279	206	279	199	199	203	212	160
Nepal	3644	2392	2594	2351	1755	1652	1655	1659	1252

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 3,644 secondary (1-12), 2,392 schools (65.6 percent) reported that they have curriculum available for basic (1-5), 2,594 schools (71.1 percent) reported that they have curriculum available for basic (6-8), 2,351 schools (64.5 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 1,755 (48.1 percent) said that they have curriculum available for secondary (11-12) level, and 1,252 (34.4 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, 95.1 percent of schools in Gandaki Province reported that it is available, compared to 46.4 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	638	73.7	79.9	72.6	53.0	52.7	54.5	54.9	42.6
Madhesh	401	39.9	57.6	40.9	32.2	21.7	20.2	20.2	15.0
Bagmati	738	72.1	74.0	69.1	53.9	48.1	46.1	45.5	33.6
Gandaki	489	69.3	95.1	67.9	56.4	49.5	48.5	48.1	39.3
Lumbini	616	70.0	70.6	68.2	46.4	49.0	50.3	50.5	36.0
Karnali	318	56.9	63.2	57.5	40.6	41.2	42.8	42.1	30.8
Sudurpaschim	444	62.8	46.4	62.8	44.8	44.8	45.7	47.7	36.0
Nepal	3,644	65.6	71.2	64.5	48.2	45.3	45.4	45.5	34.4

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.

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	633	638	567	568	562	568	577	566
Madhesh	341	401	171	150	174	235	200	216
Bagmati	677	738	586	604	585	652	665	649
Gandaki	462	489	406	413	400	418	429	421
Lumbini	534	616	473	485	477	538	560	548
Karnali	343	318	323	323	315	296	296	287
Sudurpaschim	441	444	410	413	397	411	418	401
Nepal	3431	3644	2936	2956	2910	3118	3145	3088

As given in table 5.23, out of 3,431 secondary (1-10) schools, 2,936 (85.5 percent) of schools have an updated school improvement plan; 2,956 (86.1 percent) have conducted social audit; while 2,910 (84.8 percent) have conducted financial audit. Similarly, out of 3,644 secondary (1-12) schools across the country, 3,118 schools (85.5 percent) have school improvement plans; 3,145 schools (86.3 percent) have social audit; while 3,088 schools (84.7 percent) have financial audits.

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	633	638	89.6	89.7	88.8	89.0	90.4	88.7
Madhesh	341	401	50.1	44.0	51.0	58.6	49.9	53.9
Bagmati	677	738	86.6	89.2	86.4	88.3	90.1	87.9
Gandaki	462	489	87.9	89.4	86.6	85.5	87.7	86.1
Lumbini	534	616	88.6	90.8	89.3	87.3	90.9	89.0
Karnali	343	318	94.2	94.2	91.8	93.1	93.1	90.3
Sudurpaschim	441	444	93.0	93.7	90.0	92.6	94.1	90.3
Nepal	3431	3644	85.6	86.2	84.8	85.6	86.3	84.7

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.

CHAPTER 6: TEACHER MANAGEMENT

6.1 INTRODUCTION

Teachers are the core of education system. Having skilful teachers in schools help create skilful 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 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
Nepal	71058	9106	21871	14339	1913	9609	85397	11019	31480

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 25:1 at basic (1-5), 51:1 at basic (6-8) and 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	7862	12275	20137	1126	4263	5389	8988	16538	25526
Madhesh	3616	9406	13022	704	1928	2632	4320	11334	15654
Bagmati	8042	11829	19871	1797	3722	5519	9839	15551	25390
Gandaki	6757	7596	14353	906	2899	3805	7663	10495	18158
Lumbini	6586	9343	15929	944	2893	3837	7530	12236	19766
Karnali	2754	5436	8190	501	1367	1868	3255	6803	10058
Sudurpaschim	3529	7004	10533	580	2231	2811	4109	9235	13344
Nepal	39146	62889	102035	6558	19303	25861	45704	82192	127896

As given in Table 6.2, the share of female teachers in basic (1-5) is 38.3 percent while this share is 25.3 percent in basic (6-8) and is 35.7 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	1405	888	2293	313	499	812	1718	1387	3105
Madhesh	489	616	1105	106	288	394	595	904	1499
Bagmati	1854	580	2434	393	463	856	2247	1043	3290
Gandaki	1844	500	2344	337	417	754	2181	917	3098
Lumbini	2513	1264	3777	661	817	1478	3174	2081	5255
Karnali	182	569	751	561	632	1193	743	1201	1944
Sudurpaschim	1009	1193	2202	312	1106	1418	1321	2299	3620
Nepal	9296	5610	14906	2683	4222	6905	11979	9832	21811

In addition to the 102,035 teachers in basic (1-5) and 25,861 teachers in basic (6-8), community schools have also privately hired 14,906 teachers in basic (1-5) and 6,905 in basic (6-8), totalling 21,811 such teachers in community schools at basic level (1-8). In other words, in addition to 102,035 government appointed teachers in basic (1-5) level, these schools have an additional 14,906 teachers, giving a total of 116,941 teachers and a Student-Teacher Ratio (STR) of 22:1 in basic (1-5) level. In basic (6-8) level, the community schools have 32,766 teachers giving a STR of 41:1. In overall basic (1-8) the total number of teachers is 149,707 with a STR of 26:1.

6.3 NO. OF TEACHERS IN INSTITUTIONAL SCHOOLS AT BASIC LEVEL

In institutional schools, there are 37,901 teachers at basic (1-5) out of which 28,168 (74.3 percent) are females, while the remaining 9,733 (25.7 percent) are men. In basic (6-8), there are 21,815 teachers in institutional schools, out of which 10,249 (46.9 percent) are females and the remaining 11,566 (53.1 percent) are males.

Table 6.4: 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	4863	1905	6768	1640	2401	4041	6503	4306	10809
Madhesh	2246	1897	4143	732	1455	2187	2978	3352	6330
Bagmati	10137	1594	11731	4563	3120	7683	14700	4714	19414
Gandaki	3080	714	3794	1020	1033	2053	4100	1747	5847
Lumbini	5256	2088	7344	1542	2123	3665	6798	4211	11009
Karnali	554	353	907	158	329	487	712	682	1394
Sudurpaschim	2032	1182	3214	594	1105	1699	2626	2287	4913
Nepal	28168	9733	37901	10249	11566	21815	38417	21299	59716

In total, the number of teachers in institutional schools at basic (1-8) is 59,716, out of which 38,417 (64.3 percent) are females and the remaining 21,299 (35.6 percent) are males. In another analysis, the STR of institutional schools at basic (1-5) is 29:1, the STR at basic (6-8) is 23:1 and the STR at basic (1-8) is 26:1 at the national level.

6.4 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 485 9-12 TVET schools across the country. See Annex 11 for further details.

Table 6.5: 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
Nepal	11734	1042	6744	-	1918	3941	11734	2960	10685

Table 6.5 shows that there are 19,520 government approved⁵ teachers in secondary (9-10) while this number is 5,859 for secondary (11-12) and a total of 25,379 for secondary (9-12). Upon comparing these numbers with the number of students in community schools, the data shows a STR of 39:1 at secondary (9-10), 80:1 at secondary (11-12) and 49:1 at secondary (9-12). Meanwhile, Table 6.6 provides the disaggregation of government approved teachers by gender.

Table 6.6: 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	683	3138	3821	63	787	850	746	3925	4671
Madhesh	311	1867	2178	20	487	507	331	2354	2685
Bagmati	1033	3227	4260	153	927	1080	1186	4154	5340
Gandaki	716	2382	3098	120	740	860	836	3122	3958
Lumbini	529	2397	2926	83	775	858	612	3172	3784
Karnali	181	1053	1234	40	546	586	221	1599	1820
Sudurpaschim	347	1656	2003	167	951	1118	514	2607	3121
Nepal	3800	15720	19520	646	5213	5859	4446	20933	25379

As given in Table 6.6, the share of female teachers in secondary (9-10) is 19.4 percent while this share is down to 11.0 percent in secondary (11-12) and is 17.5 percent in case of secondary (9-12). Table 6.6 further show 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 6.7: 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	88	285	373	28	119	147	116	404	520
Madhesh	30	206	236	16	71	87	46	277	323
Bagmati	162	359	521	38	156	194	200	515	715
Gandaki	74	265	339	32	167	199	106	432	538
Lumbini	212	556	768	65	239	304	277	795	1072
Karnali	38	225	263	11	53	64	49	278	327
Sudurpaschim	71	522	593	22	159	181	93	681	774
Nepal	675	2418	3093	212	964	1176	887	3382	4269

In addition to the 21,492 teachers in secondary (9-10) and 6,804 teachers in secondary (11-12), community schools have also privately hired 3,093 teachers in secondary (9-10) and 1,176 teachers in secondary (11-12) with a total of

⁵ This is a sum of permanent, temporary and Rahat teachers

4,269 such teachers in community schools. In other words, in addition to 21,492 government appointed teachers in secondary (9-10) level, these schools have an additional 3,093 teachers giving a total of 24,585 teachers and a STR of 33.8 in secondary (9-10) level. In secondary (11-12) level, the community schools have 7,980 teachers with a STR of 67:4. In overall secondary (9-12) the total number of teachers is 32,565 with STR being 42:1.

6.5 NO. OF TEACHERS IN INSTITUTIONAL SCHOOLS AT SECONDARY LEVEL

In institutional schools, there are 22,089 teachers at secondary (9-10) out of which 4,641 (21.0 percent) are females while the remaining 17,448 (79.0 percent) are men. In basic (11-12), there are 4,071 teachers in institutional schools, out of which 703 (17.2 percent) are females and the remaining 3,368 (82.8 percent) are males.

Table 6.8: 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	634	3029	3663	78	460	538	712	3489	4201
Madhesh	266	1506	1772	36	222	258	302	1728	2030
Bagmati	2418	7171	9589	408	1464	1872	2826	8635	11461
Gandaki	460	1781	2241	79	549	628	539	2330	2869
Lumbini	591	2681	3272	58	477	535	649	3158	3807
Karnali	64	318	382	6	31	37	70	349	419
Sudurpaschim	208	962	1170	38	165	203	246	1127	1373
Nepal	4641	17448	22089	703	3368	4071	5344	20816	26160

In total, the number of teachers in institutional schools at secondary (9-12) is 26,160, out of which 5,344 (20.4 percent) are females and the remaining 20,816 (79.6 percent) are males. In another analysis, the STR of institutional schools at secondary (9-10) is 11:1; the STR at secondary (11-12) is 40:1 and the STR at secondary (9-12) is 16:1 at the national level.