

Flash I REPORT

2081 (2024/25)



GOVERNMENT OF NEPAL

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

2081

Foreword

Informed planning requires an effective data system. Recognizing this necessity, the Centre for Education and Human Resource Development (CEHRD) has prioritized the establishment of a comprehensive and Integrated Educational Management Information System (IEMIS) that regularly provides relevant and accurate information.

This Flash Report serves as an output based on the data available for the academic year 2081 BS (2024/25). It is intended to furnish stakeholders with the essential information needed for effective planning, budgeting and monitoring of education-related activities.

Similar to previous reports, Flash Report 2081 includes details on schools, enrolments, and internal efficiency, covering aspects such as promotion, repetition, dropout, and survival rates of students at all levels of the school education system. Information is disaggregated by gender, provinces, districts, and local levels. Moreover, this report analyses the indicators established in the School Education Sector Plan (SESP) and evaluates targets based on achievements to assess the effectiveness of the education sector. These efforts are directed toward ensuring that informed planning underpins educational plans and programs at all levels of government.

This report is the result of a collaborative effort guided by the Educational Management Information System (EMIS) section, and we would like to express our appreciation for the teamwork. The constructive suggestions provided by our development partners were invaluable, and we thank them for their contributions. We are also grateful to all organizations and individuals who played a significant role in ensuring that this report offers accurate and reliable information.

Ultimately, this report would not have been possible without the support of all schools across Nepal, the 753 Local Governments, the district-based Education Development and Coordination Units (EDCUs), the province-based Ministry of Social Development (MoSD) offices, and the Education Development Directorates (EDDs). The CEHRD is deeply indebted to all.

As learning is a continuous process, CEHRD invites constructive feedback and suggestions regarding the reports and the annexes. Any feedback can be emailed to iemis@cehrd.gov.np.

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ABBREVIATIONS

BLC:	Basic Learning Conditions
CEHRD:	Centre for Education and Human Resource Development
CLC:	Community Learning Centre
CTEVT:	Council for Technical Education and Vocational Training
DDG:	Deputy Director General
ECED:	Early Childhood Education and Development
EDCU:	Education Development and Coordination Unit
EFA:	Education for All
EIE:	Education in Emergency
EMIS:	Educational Management Information System
ERO:	Education Review Office
GDP:	Gross Domestic Product
GER:	Gross Enrolment Rate
GIR:	Gross Intake Rate
GPI:	Gender Parity Index
HT:	Headteacher
I/NGO:	International/National Government Organization
ICT:	Information and Communication Technology
IEMIS:	Integrated Educational Management Information System
LGs:	Local 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, 2024-25

Schools are mandated to enter their information, including on retention, attendance, and physical infrastructure into the web-based Integrated Educational Management Information System (IEMIS), to provide the data necessary for the Flash reports. Flash I reports provide the data at the start of academic years.

The following are the key findings based on the IEMIS reporting at the end of academic year BS 2081 (2024/25):

ECED

- During the academic year 2024/25, 41284 Early Childhood Education and Development Centers (ECEDs) 33470 (81.1%) ECED are school-based and community-based centers operated by the Government, 7814 (18.9%) are privately operated, and 527 (1.3%) are operated in traditional/religious schools.
- The total enrolment in different types of ECED is 1,301,428 children.
- Of these 1.3 million children, 618852 (47.6%) are enrolled in government-funded ECED including religious schools
- 682,576 (52.4%) are enrolled in privately operated ECED.
- The Gross Enrolment Rate (GER) in ECED has increased to 102.8 percent in 2024-25, with the enrolment of 4-year-old children in ECED remaining at 70.2 in 2024-25.
- Gender parity remains an issue in early childhood education and development, with 82 girls for every 100 boys, resulting in a GPI of 0.82.
- The share of students from Dalit communities in total enrolment is 15.3 percent for ECED.
- The share of children with disabilities in total enrollment is 0.67 percent for ECED.

Schools

- The Gross Intake Rate for Grade 1 has slightly increased to 118.5 percent, indicating an increased enrolment of underage and overage students in Grade one. This increased enrolment has affected the Net Intake Rate, which calculates the correct age enrolment in each grade. In 2023-24, the NIR was 95.7 which decreased to 93.7 in 2024-25.
- The Gross Enrolment Rate is 130.5 percent for the basic level of Grades 1-5,
- The GER is 115.0 percent for Grades 6-8
- The GER is 124.8 percent for Grades 1-8.
- The GER is 99.1 percent for Grades 9-10
- The GER is 63.3 percent for Grades 11-12

- The GER is 80.6 percent for Grades 9-12
 - The Net Enrolment Rate is 94.4 percent for the basic level of Grades 1-5, 93.6 percent for Grades 6-8, and 94.1 percent for Grades 1-8.
 - The NER is 75.8 percent for Grades 9-10, 77.1 percent for Grades 11-12, and 55.8 percent for Grades 9-12.
 - The GPI is 0.92 for Grades 1-8 and 0.96 for Grades 9-12.
 - The share of students from Dalit communities is 17.0 percent for Grades 1-8 and 12.5 percent for Grades 9-12.
 - The share of children with disabilities in total enrollment is 0.56 percent for Grades 1-8, and 0.37 percent for Grades 9-12.
 - The share of female teachers in Grades 1-5 is 54.6 and 36.4 percent in Grades 6-8. The share of female teachers in Grades 9-10 is 25.6 percent.
 - The promotion, repetition, and dropout rate for Grade 1 in 2024-25 is 78.0, 13.0, and 9.1 percent respectively. For Grade 5, the rates are 86.6, 6.9, and 6.6 percent respectively.
 - For Grade 8, the promotion rate is 84.1 percent, the repetition rate is 9.4 percent, and the dropout rate is 6.4 percent.
 - The survival rate for Grade 8 is 86.5 percent while this rate is 66.9 percent for Grade 10. In both grades, girls have a slightly higher survival rate than boys as 86.7 percent of girls survive till grade 8 while it is 86.3 percent in the case of boys. Similarly, the survival rate of girls and boys for grade 10 is 67.3 and 66.4 percent respectively.
-

School and Teacher Management

The Education Review Office (ERO) conducted School Performance Audits in 996 community schools of 13 districts in 2020. According to the report, 0.2 percent of schools are at the top level, 83.2 percent are above average, 14.2 percent are average, and 24.2 percent are below average. Additionally, the performance audit report provides various insights and recommendations for schools and all levels of government moving forward. The full report can be downloaded from <https://www.ero.gov.np/post/660410f410d0d4>. Further key findings in 2024/25 are:

- The student-teacher ratio (based on approved teacher positions) in community schools is 22:1 in Grades 1 to 5, 45:1 in Grades 6 to 8.
- In Grades 9-10 the student-teacher ratio in community schools is 31:1, 77:1 in Grades 11-12, and 40:1 in Grades 9-12.
- Each community school had an average of 81 students in Grades 1-5, 107 students in Grades 6-8, and 102 students in Grades 9-10.
- The share of enrolment of government-supported ECED is 47.2 percent. the share of students at the basic level of Grades 1-5 in community schools is 62.2 percent, at the basic level of Grades 6-8 is 69.5 percent, at the basic level of Grades 1-8 is 64.7 percent, at the secondary level of Grades 9-10 is 73.7 percent, at the secondary level of Grades 11-12 is 67.0 percent, and at the secondary level of Grades 9-12 is 73.6 percent.

Below are the numbers of schools, students and teachers:

Key finding 1: Number of schools (Religious schools are counted in community schools.)

School Types	Total	Community	Institutional	Religious
ECED	41,284	33,470	7,814	527
Total Unit:	35,447	27,298	8,149	1,424
Basic (1-5)	17,257	15,322	1,935	1,165
Basic (6-8)	6,648	4,763	1,885	167
Basic (1-8)	23,905	20,085	3,820	1,332
Secondary (1-10, 6-10 or 9-10)	6493	3,401	3,092	58
Secondary (1-12)	5049	3,812	1,237	34
Secondary Level (9-12)	11,542	7,213	4,329	92

Key finding 2: Number of students

Level	Total		Community		Institutional		Religious	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
ECED	1,301,428	584,827	599,794	289,991	682,576	285,375	19,058	9,461
Basic (1-5)	3,514,928	1,670,143	2,080,910	1,061,177	1,327,479	550,596	106,539	58,370
Basic (6-8)	1,832,140	886,018	1,262,550	649,529	557,986	230,404	11,604	6,085
Basic (1-8)	5,347,068	2,556,161	3,343,460	1,710,706	1,885,465	781,000	118,143	64,455
Sec (9-10)	989,885	485,141	726,994	373,205	260,316	110,675	2,575	1,261
Sec (11-12)	673,855	331,822	450,893	237,115	222,298	94,518	664	189
Sec (9-12)	1,663,740	816,963	1,177,887	610,320	482,614	205,193	3,239	1,450

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	99,096	28,255	127,351	23,422	5,877	29,299
App positions: Permanent	62,369	13,461	75,830	11,159	-	11,159
App positions: Temporary	17,185	5,499	22,684	5,088	1,927	7,015
Rahat	19,542	9,295	28,837	7,175	3,950	11,125
All schools*	157,456	60,707	218,163	52,304	11,446	63,750
All schools: Female*	86,127	22,123	108,250	14,265	1,643	15,908
Community schools: Total*	116,825	37,396	154,221	29,425	6,988	36,413
Community schools: Female*	55,713	10,931	66,644	9,329	877	10,206
Institutional schools: Total*	40,631	23,311	63,942	22,879	4,458	27,337
Institutional schools: Female*	30,414	11,192	41,606	4,936	766	5,702

* Reported in IEMIS

KPI AND PRF OF SCHOOL EDUCATION SECTOR PLAN

Early Childhood Education and Development

S.N.	Result Indicators	Unit		Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
1.1 Access and Participation						
1.1.1	ECED centers that meet at least three Minimum Enabling Conditions	-	%	39.7	52.0	68.1
1.1.2	GER in ECED	G	%	86.0	91.7	99.6
		B		93.3	97.3	102.1
		T		89.6	94.5	101.0
1.1.3	The enrolment rate of 4-year-old children in ECED	G	%	66.9	75.5	70.3
		B		71.1	78.7	70.2
		T		69.0	77.1	70.2
1.1.4	New entrants in Class 1 with experience of ECED	G	%	74.9	81.4	75.6
		B		74.9	81.5	76.9
		T		74.9	81.5	76.3
1.2. Equity and Inclusion						
1.2.1	Gender Parity Index in NER in ECED	-	ratio	0.92	0.94	1.00
1.2.2	Enrolment rate of Dalit students in ECED	G	%	19.3	19.4	15.8
		B		18.7	18.9	14.9
		T		19.0	19.2	15.3
1.2.3	Enrolment rate of students with disabilities in ECED	G	%	0.2	0.4	0.64
		B		0.1	1.2	0.70
		T		0.6	0.8	0.67
1.3. Quality and Relevance						
1.3.1	Pre-primary-aged children receiving learning material set	G	No.	315,121	344,672	299,452
		B		330,009	354,644	319,400
		T		645,130	699,316	618,852
1.3.2	ECED teachers/facilitators with 15 days of basic training	F	No.	5,846	9,460	7044
		M		244	409	124
		T		6,090	9,869	7168

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
2.1 Access and Participation						
2.1.1	Repetition rate in Grade 1	G	%	14.7	5.9	13.8
		B		13.9	6.8	12.3
		T		14.3	6.4	13.0
2.1.2	Dropout rate in Grade 1	G	%	4.3	2.2	9.0
		B		4.4	2.6	9.1
		T		4.3	2.4	9.1
2.1.3	GIR in Grade 1	G	%	124.9	122.2	117.6
		B		129	125.7	119.2
		T		127	124.4	118.5
2.1.4	NIR in Grade 1	G	%	95.9	97.1	93.7
		B		96.7	97.7	93.6
		T		96.3	97.4	93.7
2.1.5	GER in Grade 1-5	G	%	120.8	120.2	125.1
		B		123.1	123.0	135.8
		T		122.0	121.6	130.5
2.1.6	NER Grade 1-5	G	%	96.5	97.5	94.5
		B		97.2	98.0	94.3
		T		96.9	97.8	94.4
2.1.7	GER in Grade 6-8	G	%	110.4	108.1	114.7
		B		111.0	109.4	115.3
		T		110.7	108.8	115.0
2.1.8	NER in Grade 6-8	G	%	93.0	95.0	93.6
		B		93.6	95.4	93.7
		T		93.3	95.2	93.6
2.1.9	GER in Grade 1-8	G	%	117.1	113.4	121.3
		B		118.8	115.1	128.1
		T		118	114.2	124.8
2.1.10	NER in Grade 1-8	G	%	94.4	96.1	94.2
		B		95.7	97.0	94.0
		T		95.1	96.5	94.1
2.1.11	Repetition rate at Basic level (grades 1-8)	G	%	5.1	5.1	8.1
		B		5.5	5.5	7.9
		T		5.3	5.3	8.0
2.1.12	Dropout rate at basic level (Grades 1-8)	G	%	2.9	2.9	6.5
		B		3.1	3.1	7.1
		T		3.0	3.0	6.8

2.1.13	Survival rate to grade 8	G	%	83.8	83.8	86.7
		B		83.2	83.2	86.3
		T		83.5	83.5	86.5
2.1.14	Completion rate at the basic level	G	%	76.6	76.6	82.8
		B		75.9	75.9	82.1
		T		76.2	76.2	82.4
2.2.1	Gender Parity Index in NER in basic education		ratio	0.99	0.99	1.00

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
2.2. Equity and Inclusion						
2.2.2	Female teachers at the basic (1-5) level		%	47.2	48.0	54.6
2.2.3	Share of Dalit students in total enrolment in basic education	G	%	18.6	18.9	17.4
		B		18.1	18.3	16.6
		T		18.4	18.6	17.0
2.2.4	Share of students with disabilities in total enrolment at the basic (1-8) level	G	%	0.5	0.7	0.51
		B		0.6	0.9	0.62
		T		0.5	0.8	0.57
2.2.5	Students receiving scholarships at the basic (1-8) level	G	%	19.1	19.4	43.79
		B		17.9	18.4	8.69
		T		18.5	18.9	26.24
2.2.6	Residential scholarships for students from remote areas and targeted groups at the basic and secondary levels	G	No.	9,080	10,012	3540
		B		8,586	9,468	3986
		T		17,666	19,480	7486
2.2.7	Children from 22 most disadvantaged ethnic minorities/castes receiving scholarships in grades 1-8		No.	50,992	62,410	23481
2.2.8	Special schools with facilities for CwDs		No.	33	47	39
2.2.9	Disability-inclusive general schools		%	NA	8	
2.2.10	Schools that undertake early screening for disabilities		%	25	35.4	44.4
2.2.11	Resource teachers trained in disability-inclusive education		No.	152	380	228
2.3. Quality and Relevance						
2.3.1	Grade 3 students achieving minimum proficiency	Reading	%	47.7		
		Numeracy	%	61.3		
2.3.2	Grade 5 students achieving minimum proficiency	Reading	%	-		
		Numeracy	%	-		
2.3.3	Grade 8 students achieving minimum proficiency	Nepali	%	58	63	
		Math	%	43	47	
2.3.4	Students receiving complete set of textbooks within the first two weeks of school year at basic level		%	68.4	68.4	100
2.3.5	Students receiving free midday meal by grades		No.	ECED - G 5	ECED -G6	ECED - G5
		G	No.	1,598,621	2,460,915	1,409,538
		B		1,566,892	2,373,322	1,377,705
		T		3,165,513	4,817,249	2,787,243
2.3.6	Local Levels implementing activities (teacher		No.	0	500	500

	guides, teacher training, additional reading and numeracy materials) based on integrated curriculum to enhance reading and numeracy proficiencies in grades 1–3				
2.3.7	Basic schools fulfilling Basic Learning Conditions (BLCs)	%	68.4	76.7	72.9
2.3.8	Basic level teachers receiving TPD training	F	78.4	84.3	85.2
		M	77.7	83.8	84.7
		T	78.1	84.1	85.9
2.3.9	Basic school that has full complement of Maths, Science and English subject teachers in grades 6-8	%	25.8	40.0	68
2.3.10	Local Levels conducting BLE using standardized test items	No.	NA	500	159

Secondary Education

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
3.1. Access and Participation						
3.1.1	GER in grades 9-10	G	%	98.5	101.8	98.0
		B		97.2	100.4	100.2
		T		97.9	101.1	99.1
3.1.2	NER in grades 9-10	G	%	76.5	82.1	77.3
		B		75.6	81.2	74.2
		T		76.1	81.7	75.8
3.1.3	Survival rate to grade 10	G	%	66.5	71.7	67.3
		B		65.8	70.9	66.4
		T		66.1	71.3	66.9
3.1.4	GER in Grades 9-12	G	%	77.2	81.1	77.1
		B		74.9	78.9	84.3
		T		76.1	80.0	80.6
3.1.5	NER in Grades 9-12	G	%	54.3	60.0	56.1
		B		53.7	52.2	55.5
		T		54	59.6	55.8
3.1.6	Survival rate to grade 12	G	%	33.9	39.3	42.4
		B		32.2	37.8	39.1
		T		33.1	38.6	40.6
3.1.7	Average student attendance days (grades 1-10)	-	Days	181	196	196
3.2. Equity and Inclusion						
3.2.1	Gender Parity Index in NER in secondary education (9-12)	-	Ratio	1.01	1.01	1.01
3.2.2	Female teachers in secondary education (grades 9-10)	-	%	20.4	23.7	25.0
3.2.3	Share of Dalit students in enrolment rate of Dalit students in secondary level G 9 – 12	G	%	11.2	11.9	12.8
		B		11.4	12.0	12.2
		T		11.3	11.9	12.5
3.2.4	Share of students with disabilities in total enrolment in secondary level (Grades 9 – 12)	G	%	0.3	0.4	0.34
		B		0.3	0.5	0.39
		T		0.3	0.5	0.37
3.2.5	Students receiving scholarships at the secondary level (9-12)	G	No.	11.2	10.3	11.74
		B		10.8	10.0	11.82
		T		11.0	10.2	11.78
3.2.6	Students receiving pro-poor	G	No.	43,841	63392	2009

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
	scholarships at basic and secondary levels	B		39,754	57482	4084
		T		83,595	120874	6093
3.3. Quality and Relevance						
3.3.1	Grade 10 students achieving minimum proficiency	Nepali	%	63		
		English		49		
		Math		54		
		Science		37		
3.3.2	Students receiving the complete set of textbooks within the first two weeks of the school year at the secondary level (9–10)		%	94.9	96.4	96.7
3.3.3	Secondary level (Grade 9-10) teachers receiving TPD training	F	%	77.4	83.6	85.4
		M		80.8	86.1	86.7
		T		79.1	84.9	86.1
3.3.4	Secondary schools with adequate numbers of subject teachers in core subjects in grades 9-10	Three core subjects	%	21	40.0	81.8
		Five core subjects		8.9	18.4	36.8
3.3.5	Community Schools offering science and technical subjects/programs at the secondary level (grades 9-12)		No.	863	1,053	880
3.3.6	Students in community schools enrolled in the technical stream at the secondary level (9-12)	G	No.	6.9	6.8	3.0 2
		B		7.3	7.1	3.70
		T		7.1	6.9	3.36
3.3.7	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of schools	G	%	13.6	16.7	21.44
		B		21.1	24.1	21.54
		T		17.2	20.4	21.50
3.3.7	Percentage of students in science stream at secondary level (Grade 11-12) in total students in all types of community schools	G	%	7.4	9.9	19.34
		B		13	14.9	24.50
		T		10.0	12.4	21.79
3.3.8	Secondary schools fulfilling BLCs		%	59.7	69.7	66.8

Non-formal and alternative education

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
4.1	Functional open schools	No.	121	121	121
4.2	Community learning centres that have been upgraded and are functional	No.	2,150	2,150	2,150
4.3	Literacy rate of above 5 years	%	78.0	84.0	78.0
4.4	Literacy rate of above 15 years	%	58.0	95.0	58.0
4.5	Literacy rate of 15–24 years	%	92.0	99.0	92.0

Teacher professional development and management

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
5.1	Basic and secondary levels newly recruited teachers through the TSC receiving job induction training	No.	17,000	6,210	
5.2	Of the total basic and secondary levels newly recruited teachers completing one-month capacity development training	No.	10,000	6,210	
5.3	Number of Teachers at Basic and Secondary levels completing one-month capacity development ICT-based online/offline training for learning improvement	No.	13,000	27,253	
5.4	Basic-level teachers having completed demand-based short-term and refresher online/offline teacher training	No.	10,000	45,000	
5.5	Number of Local Levels that have established and implemented Teacher Professional Support System (TPSS)	No.	0	300	

Resilience, recovery, and school safety

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
6.1	Construction of safe classrooms	No.	1,000	8,000	
6.2	Local Levels that are monitoring and enforcing Comprehensive School Safety minimum	No.	200	500	

S.N	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
	standards					
6.3	Schools having quality WASH facilities	Basic	%	71.6	84.9	83.5
		Advanced	%	NA	12.0	13.1
6.4	No. of Local Levels implementing the ReAL plan		No.	0	753	753
6.5	Schools with ICT equipment and infrastructure		%	46.8	58.7	54.2
6.6	Schools with access to electricity (including alternative sources)		%	52.6	63.8	78.26
6.7	Schools that have a broadband internet connection		%	20.1	50.0	58.6

Governance, management, and efficiency

S. N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
7.1	Local Levels with a confirmed and operational mechanism to facilitate monitoring and reporting on SESP activities and results	No.	100	253	
7.2	Capacity Development of SMC, PTA, and HT	No.		3,500	
7.3	Number of schools that are regularly using the learning portal (Sikai Chautari) for teaching-learning activities	No.	8,000	20,000	
7.4	Number of Local Levels that have prepared and approved local education plans as the basis for annual budgets	No.	400	753	
7.5	Local Levels receiving additional resources to reduce disparities in education outcomes	No.	80	200	
7.6	Equity index in basic education	Index score	0.72	0.78	0.54
7.7	Headteachers completing school management training	%	25.0	80.0	
7.8	Local Levels receiving incentive (performance) grants	No.	NA	100	

Monitoring and Evaluation

S. N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
8.2	Community schools conducting social audit using school report cards	%	42.0	90.0	93
8.3	Number of schools that use the School Accounting System (SAS)	%	7.0	35.0	

Financing of Education

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2024/25 2081 BS	Achievement 2024/25 2081 BS
9.1	GDP in investments in the education sector	%	4.3	4.7	8.5
9.2	The national budget allocated in the education sector	%	10.9	13.1	10.95

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

This is the thirty-fourth series of the Flash I report which systematically analyses information about various aspects of the school sector. This report provides information regarding key performance indicators and the program results framework of the School Education Sector Plan (SESP), including:

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

The terminology used in this report aligns with the restructured education system, which classifies school-level education into the basic level (Grades 1-8 catering to children aged 5 to 12 years) and secondary level (Grades 9-12 catering to children aged 13 to 16 years). Likewise, this report uses the term ECED to denote all the Grades (Nursery, Lower KG, Upper KG, and KG) that cater to the needs of the children who aim to enroll in Grade 1 with ECED experience.

The progress presented in this report is based on information obtained from the beginning of the school year 2024/25. Unlike the past practice of schools entering data in Excel, the current method involves an online mode wherein schools directly input their data at <http://emis.cehrd.gov.np>. Once processed, this information has been utilized in preparing this report.

1.2 DATA RELIABILITY AND VALIDITY

Until the 2023-24 academic year, schools used an Excel sheet to provide information on students, teachers, non-teaching staff, and physical infrastructure. Schools would then add, edit, and update the relevant information in the Excel sheet before uploading it to the IEMIS website. However, this method led to students having multiple student IDs due to the ease of adding new and transferred students. To address this issue, an online system was proposed to allow schools to assign unique student IDs regardless of students' transfer status, aiming to reduce data inaccuracies.

In the 2024-25 academic year, the online IEMIS was used for the first time to collect data from schools. Schools were only permitted to enter information for newly enrolled students in ECED

and Grade one. For transfer students in other grades, previous schools had to transfer the student record to ensure that each student had a unique ID across the entire education system. It is hoped that this unique student ID system will eventually be extended to the Grade 10 and Grade 12 national examination system. As IEMIS expands, and schools become more integrated into the system, this approach aims to provide reliable data.

1.3 PREPARATION OF THE REPORT

The report was prepared by the Education Management Information System section of CEHRD, under the leadership of the Deputy Director General (DDG) of the Planning and Educational Development Division. Once the initial draft was prepared, it was circulated to different departments within CEHRD and to development partners for their input, feedback, and concerns. Following the incorporation of the suggested changes, the report was finalized for public dissemination.

2.1 INTRODUCTION

In Nepal, ECED is provided through several modalities, with the main ones being school-based ECED Centers and community-based ECED Centers. The government fully funds these ECED centers making them free for all children. The government provides teachers' salary and a PCF grant of Rs. 500 to these centers.

The community-based ECED Centers operate outside of schools, often supported by international/non-governmental organizations and/or local governments. The facilitators are locally appointed but must meet government-set qualification criteria. Their salaries are paid partly by the government and partly by I/NGOs, with a contribution from parents. Efforts have been made under the SESP to bring these centers under the management of nearby schools to improve monitoring and functioning.

In addition to school and community-based ECED Centers, there are privately run kindergartens that are not funded by the government. These ECED Centers are primarily located in urban areas and charge fees to parents.

2.2 NO. OF ECED CENTERS

In the academic year 2024-25, there are a total of 41,284 ECED Centers nationwide, out of this 33,470 are school and community-based ECED centers. In addition, there are 7,814 privately funded ECED Centers in Nepal while 519 ECED Centers are operated in religious schools.

Of the total 41,284 ECED Centers, the government-funded ECED Centers, including the centers operated in religious schools, comprise 81.1 percent of the total centers, while the remaining 7,814 ECED Centers operated in institutional schools make up the remaining 18.9 percent. The ECED Centers that operate in religious schools comprise 1.2 percent of the total centers. See Annex 1, Annex 1.1 for disaggregated details on the number of ECED.

Table 1.1: No. of ECED Centers

Province	Total	Community (funded by)		Institutional	Religious
		Federal	Local		
Koshi	7,886	5,928	368	1,590	84
Madhesh	5,946	4,388	252	1,306	145
Bagmati	7,500	4,987	489	2,024	9
Gandaki	4,193	3,302	261	630	15
Lumbini	6,984	5,284	438	1,262	270
Karnali	3,654	2,558	826	270	4
Sudurpashchim	5,121	3,765	624	732	0
Nepal	41,284	30,212	3,258	7,814	527

The highest percentages of ECED centers are located in the following provinces: Koshi Province (19.1%), Bagmati Province (18.2%), Lumbini Province (16.9%), Madhesh Province (14.4%), Sudurpashchim Province (12.4%), Gandaki Province (10.2%) and Karnali Province (8.9%). In Bagmati Province, the share of ECED Centers in institutional schools is 25.9 percent, slightly lower than 26.6 percent in 2023/24.

At the national level, the ratio of children enrolled in government-funded ECED Centers to the existing number of those centers is 18:1 (down from 23:1 last year), while in institutional schools, this ratio is 29:0 (up from 28:1).

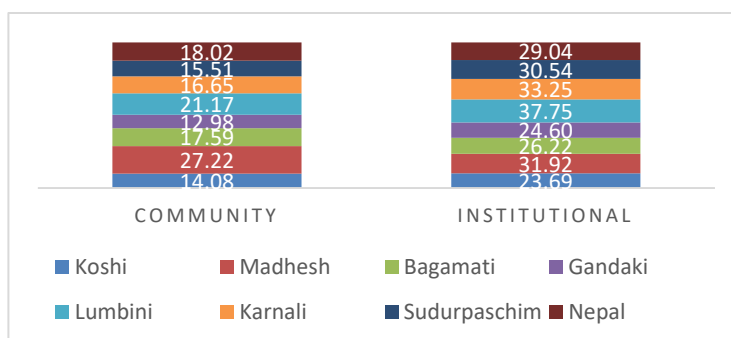


Figure 2.1: ECED Centers to children ratio

The ratio for government-funded centers is highest in Madhesh Province (27:1), followed by Lumbini Province (21:1). For centers operated through institutional schools, the ratio is highest in Lumbini Province (38:1), followed by Karnali Province (33:1), and the lowest in Koshi Province (24:1). See Annex 1 for disaggregated details on the ECED Centers to children ratio.

2.3 NO. OF CHILDREN IN ECED

In Table 2.2 below, there is a total of 1,301,428 children enrolled in various types of ECED centers nationwide. Out of this total, 618,852 (47.6%) are enrolled in government-funded ECED centers including religious schools, while the remaining 682,576 (52.4%) are enrolled in institutional schools. Additionally, 584,827 (44.9%) are girls and 716,601 (55.1%) are boys, indicating a preference for providing boys with early childhood education and development continues. This preference is influenced by the disproportional enrolment of boys in privately-run ECED centers (58.2%) compared to girls (41.8%), while the enrolment in government-funded ECED centers (48.4%) is approaching gender parity. For detailed information on the number of children in ECED centers and gender distribution, refer to Annex 1.

Table 2.2: No. of children in ECED

Province	Community			Institutional			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	44,475	47,061	91,536	49,893	63,439	113,332	94,368	110,500	204,868
Madhesh	62,576	65,106	127,682	48,097	77,149	125,246	110,673	142,255	252,928
Bagmati	47,539	52,477	100,016	69,921	90,259	160,180	117,460	142,736	260,196
Gandaki	22,620	25,655	48,275	20,225	26,705	46,930	42,845	52,360	95,205
Lumbini	59,923	64,084	124,007	59,301	83,247	142,548	119,224	147,331	266,555
Karnali	28,028	29,510	57,538	11,061	15,679	26,740	39,089	45,189	84,278
Sudurpashchim	34,291	35,507	69,798	26,877	40,723	67,600	61,168	76,230	137,398
Nepal	299,452	319,400	618,852	285,375	397,201	682,576	584,827	716,601	1,301,428

NO. OF CHILDREN AND ECED CENTRE RATIO

According to government directives, the minimum required class size for an ECED center is 25 students. Table 2.3 shows that 15,377 (60.4%) of government-supported ECED centers, including religious schools, have less than 20 students. This suggests that while access to early childhood education and development is increasing, there is a need to monitor the cost-efficiency of these services in terms of cost per child. Last year, this number was 15,079 (57.7%), indicating a decrease in the number of children in government-supported ECED centers.

Table 2.3: No. of ECED and no. of children

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	1,979	1,358	547	304	161	328	91	107	146	168	154	924
Madhesh	139	435	723	561	455	820	99	65	103	76	86	877
Bagmati	1,713	1,350	535	285	172	427	135	123	144	159	182	1,281
Gandaki	1,679	816	277	127	65	137	39	58	53	61	54	365
Lumbini	955	1,225	790	537	300	544	42	34	59	67	82	978
Karnali	590	1,195	703	232	96	75	27	10	11	19	14	189
Sudurpashchim	758	1,185	731	298	118	169	19	38	39	57	53	526
Nepal	7,813	7,564	4,306	2,344	1,367	2,500	452	435	555	607	625	5,140

On the other hand, there are 5,140 (65.8%) ECED centers in institutional schools with more than 50 children, with the highest number of these (1,281) in Bagmati Province. Last year, this number was 5,090, indicating an increase in parental enrolment of children in institutional ECED centers. However, by analyzing enrolment with local level NER, decisions can be made at the local level to either rationalize ECED centers or to strengthen them by conducting enrolment campaigns to maximize cost-efficiency and learning outcomes.

2.4 CHILDREN WITH DISABILITIES IN ECED

Out of all the children enrolled in ECED, 8,730 children (0.67%) have been identified to have some sort of disability. Among these, 5,056 (57.9%) attend community schools, while the remaining 3,674 (42.1%) are in institutional schools. In terms of gender, 3,730 (42.7%) are girls, while the remaining 5,000 (57.3%) are boys.

Physical disabilities are the most commonly reported disability, making up 63.2 percent of all reported disabilities in ECED, while only 305 children (5.6%) of all children have been identified as having an intellectual disability. This is likely due to limited means for schools to identify

cognitive and learning difficulties. Additionally, 464 children have been 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. For more detailed information, please refer to Annex 1 for disaggregated details on children with disabilities in ECED.

Table 2.4: No. of children with disabilities in community schools

Province	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Koshi	Girls	173	24	22	4	6	0	9	0	24	19	15	0	52	348
	Boys	466	24	34	4	17	7	5	3	39	69	28	1	52	749
	Total	359	48	56	8	23	7	14	3	63	88	43	1	104	817
Madhesh	Girls	157	17	18	5	7	2	1	0	4	2	7	2	20	242
	Boys	766	19	23	5	2	2	6	0	11	3	22	0	34	893
	Total	347	36	41	10	9	4	7	0	15	5	29	2	54	559
Bagmati	Girls	244	45	29	3	6	4	5	6	34	13	29	1	29	448
	Boys	768	60	31	4	14	4	10	8	58	33	19	2	45	1,056
	Total	500	105	60	7	20	8	15	14	92	46	48	3	74	992
Gandaki	Girls	87	10	4	0	1	3	15	0	18	1	5	0	29	173
	Boys	330	13	5	3	7	10	7	1	30	13	8	0	38	465
	Total	172	23	9	3	8	13	22	1	48	14	13	0	67	393
Lumbini	Girls	217	41	30	5	6	4	9	1	14	11	24	1	56	419
	Boys	1,097	59	40	4	4	7	15	0	48	22	18	0	58	1,372
	Total	481	100	70	9	10	11	24	1	62	33	42	1	114	958
Karnali	Girls	280	8	19	5	6	1	11	2	14	1	8	0	16	371
	Boys	439	8	24	7	5	0	7	0	17	1	5	0	20	533
	Total	549	16	43	12	11	1	18	2	31	2	13	0	36	734
Sudurpashchim	Girls	173	14	15	2	11	2	8	0	15	0	15	0	28	283
	Boys	323	14	15	1	5	2	9	2	26	1	14	2	32	446
	Total	370	28	30	3	16	4	17	2	41	1	29	2	60	603
Nepal	Girls	1,331	159	137	24	43	16	58	9	123	47	103	4	230	2,284
	Boys	4,189	197	172	28	54	32	59	14	229	142	114	5	279	5,514
	Total	2,778	356	309	52	97	48	117	23	352	189	217	9	509	5,056

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

Out of the 8,730 children enrolled in ECED centers and identified as having a disability, 3,674 (42.1%) are attending institutional schools while the remaining 5,056 (57.9%) are in community schools. This highlights the importance of prioritizing increased participation and learning achievement for children with disabilities, leading to higher promotion rates and improved access. There is a significant gender disparity favoring boys in both community and institutional schools, with girls/boy ratios at 45.2/54.8 percent and 39.4/60.6 percent respectively. This indicates the need for addressing gender inequality in enrolment for children with disabilities.

Table 2.5: No. of children with disabilities in institutional schools

Province	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Koshi	Girls	113	10	5	1	8	0	1	0	13	10	3	0	2	166
	Boys	526	11	2	3	3	1	6	2	24	35	5	0	5	623
	Total	280	21	7	4	11	1	7	2	37	45	8	0	7	430
Madhesh	Girls	219	2	2	0	4	0	1	1	2	1	11	0	0	243
	Boys	704	5	1	1	3	0	5	0	6	1	16	0	6	748
	Total	576	7	3	1	7	0	6	1	8	2	27	0	6	644
Bagmati	Girls	223	15	3	5	3	2	7	0	12	47	2	0	3	322
	Boys	789	28	5	3	8	6	6	0	38	121	8	0	9	1,021
	Total	512	43	8	8	11	8	13	0	50	168	10	0	12	843
Gandaki	Girls	103	14	1	1	0	1	2	0	10	14	3	0	0	149
	Boys	314	18	3	0	0	0	4	0	18	16	5	0	3	381
	Total	245	32	4	1	0	1	6	0	28	30	8	0	3	358
Lumbini	Girls	351	6	4	0	5	0	6	0	8	3	6	1	7	397
	Boys	963	5	2	7	6	3	5	0	12	24	15	6	5	1,053
	Total	833	11	6	7	11	3	11	0	20	27	21	7	12	969
Karnali	Girls	62	3	0	0	6	0	0	0	1	0	0	0	0	72
	Boys	657	2	0	0	5	1	3	0	3	0	1	0	1	673
	Total	170	5	0	0	11	1	3	0	4	0	1	0	1	196
Sudurpashchim	Girls	48	4	7	1	3	0	6	2	1	2	3	0	20	97
	Boys	448	6	5	3	4	1	5	0	7	1	2	0	25	507
	Total	126	10	12	4	7	1	11	2	8	3	5	0	45	234
Nepal	Girls	1,119	54	22	8	29	3	23	3	47	77	28	1	32	1,446
	Boys	4,401	75	18	17	29	12	34	2	108	198	52	6	54	5,006
	Total	2,742	129	40	25	58	15	57	5	155	275	80	7	86	3,674

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

2.5 PRIORITIZED MINIMUM ENABLING CONDITIONS FOR ECED CENTERS

The prioritized Minimum Enabling Conditions (MECs) aim to ensure that all ECED centers are equipped with minimum required facilities to meet the diverse needs of students. These prioritized minimum standards consist of the following five components:

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

- Toilets: easy access to soap and water in toilets

Until 2079 BS, The Flash reporting system was only able to monitor the MECs of qualified teachers, child-friendly taps, and toilets. In 2080 BS, adaptations were made to collect information on learning corners and child-friendly seating arrangements. Table 2.6 provides the status of ECED centers in terms of all five MECs that are being reported into the IEMIS.

Table 2.6: Minimum enabling conditions for ECED

Province	Total ECEDs	Minimum Standards					Meeting 3 Standards	Meeting 4 Standards	Meeting 5 Standards
		With Water	With Toilet	With Qualified Teacher	With 6 Learning Areas	With Dust-Free Classroom			
Koshi	6,296	3,998	4,306	4,155	539	6,280	4,327	3,262	382
Madhesh	4,640	2,651	2,975	2,635	217	4,636	2,869	2,130	147
Bagmati	5,476	3,930	4,144	4,052	434	5,469	4,210	3,426	341
Gandaki	3,563	2,608	2,738	2,667	323	3,553	2,782	2,310	214
Lumbini	5,722	3,723	4,021	3,855	360	5,381	3,997	2,905	225
Karnali	3,384	1,606	1,954	1,616	212	3,071	1,729	1,050	85
Su.Pa	4,389	2,690	2,957	2,604	262	4,389	2,885	2,055	152
Nepal	33,470	21,206	23,095	21,584	2,347	32,779	22,799	17,138	1,546

The number of ECED centers with water and toilet facilities is 21,206 and 23,095 respectively, while the number of ECED that have qualified teachers is 21,584 as indicated in Table 2.6. According to the 2024-25 data, 22,799 of the schools (68.1%) meet three MECs, 17,138 (51.2%) meet four MECs and 1546 (4.6%) of ECED meet all five MECs.

2.6 CASTE/ETHNIC DISTRIBUTION IN ECED

Table 2.7 presents the distribution of children by caste/ethnicity at the province level. Among all children enrolled in ECED, 199,558 (15.3%) are from Dalit communities (down from 16.2% last year), 426,189 (32.7%) are Janajatis (down from 34.5% last year), and the remaining 675,678 (51.9%) are Brahman/Chhetris and other communities (up from 31.7% last year).

Table 2.7: Caste/ethnic distribution in ECED

Province	Community						Institutional					
	Total		Dalit		Janajati		Total		Dalit		Janajati	
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
Koshi	44,475	91,536	8,204	16,840	21,558	44,226	49,893	113,332	3,684	8,321	20,729	46,472
Madhesh	62,576	127,682	14,407	29,872	8,035	16,560	48,097	125,246	3,571	9,897	7,101	17,109
Bagmati	47,539	100,016	5,768	11,911	30,108	62,562	69,921	160,180	3,792	8,853	32,949	74,679
Gandaki	22,620	48,275	6,957	14,608	9,801	20,854	20,225	46,930	3,196	7,521	7,566	17,200
Lumbini	59,923	124,007	12,612	26,051	23,252	48,058	59,301	142,548	7,067	16,917	18,971	44,197
Karnali	28,028	57,538	8,692	17,614	3,044	6,266	11,061	26,740	1,795	4,321	1,413	3,277
Su.Pa	34,291	69,798	9,195	18,285	4,986	10,223	26,877	67,600	3,401	8,547	6,259	14,506
Nepal	299,452	618,852	65,835	135,181	100,784	208,749	285,375	682,576	26,506	64,377	94,988	217,440

Regarding gender equality, the percentage of female Dalit students enrolled is 48.7 percent in community schools and 41.1 percent in institutional schools. For female Janajati students, the percentage is 48.2 percent in community schools and 43.7 percent in institutional schools. The difference in gender enrolment between community and institutional schools indicates that there is still gender disparity in institutional schools, with more boys being enrolled in institutional schools. For more detailed information on caste/ethnic enrolment in ECED centers, please refer to Annex 1.

2.7 GER/NER IN ECED

The Gross Enrolment Rate is calculated by dividing the total number of enrolled children divided by the total eligible population (age 3-4). On the other hand, the Net Enrolment Rate is determined by dividing the total number of enrolled children of a particular age (age 3-4) divided by the total eligible population of ECED.

Table 2.8: Gross enrolment ratio in ECED

Province	Total Enrolment			Gross Enrolment Rate			Net Enrolment Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	94,368	110,500	204,868	102.8	103.6	103.2	71.5	70.4	70.9
Madhesh	110,673	142,255	252,928	79.0	85.4	82.5	58.4	57.9	58.1
Bagmati	117,460	142,736	260,196	112.3	112.9	112.6	77.6	78.0	77.8
Gandaki	42,845	52,360	95,205	106.1	107.3	106.7	78.2	75.4	76.7
Lumbini	119,224	147,331	266,555	107.8	110.4	109.2	74.4	75.6	75.0
Karnali	39,089	45,189	84,278	95.9	98.7	97.4	67.7	67.2	67.4
Sudurpashchim	61,168	76,230	137,398	104.2	103.5	103.8	72.4	73.3	72.9
Nepal	584,827	716,601	1,301,428	99.6	102.1	101.0	70.3	70.2	70.2

In the year 2024/25, the GER of ECED is 101.0 percent, with the rate being 99.6 percent for girls and 102.1 percent for boys. Concurrently, the NER stands at 70.2 percent, with the rate being 70.3 percent for girls and 70.2 percent for boys. For detailed information on GER and NER at ECED, please refer to Annex 1.

2.8 AVAILABILITY OF LEARNING AND OTHER MATERIALS

Learning materials, teacher guides, child materials, curriculum, and reference materials are essential components of the teaching and learning process. Additionally, having a book corner in the classroom is an effective way to engage children in the learning environment. Table 2.9 presents the number of schools that provided information on the availability of learning materials and other materials related to ECED. It is important to note that the quality of these materials cannot be assessed through IEMIS and may require further study.

Table 2.9: Availability of relevant materials in government-supported ECED

Province	Total ECED	Learning Materials	Teacher Guide	Child Material	Book Corner	Reference Material
Koshi	6,296	1,916	3,971	2,836	1,365	2,348
Madhesh	4,640	1,193	1,860	1,575	693	932
Bagmati	5,476	1,814	3,547	3,002	1,532	2,370
Gandaki	3,563	1,374	2,355	1,806	963	1,492
Lumbini	5,722	1,841	3,490	2,551	1,195	2,009
Karnali	3,384	1,173	2,075	1,577	815	1,202
Sudurpashchim	4,389	1,344	2,824	2,090	1,032	1,645
Nepal	33,470	10,655	20,122	15,437	7,595	11,998

As shown in Table 2.9, out of the total 33,470 government-supported ECED centers, 10,655 (31.8%) reported having learning materials, while 20,122 ECED centers (60.1%) reported the availability of teacher's guides. Similarly, 15,437 (46.1%) reported availability of child materials; 7,595 (22.7%) reported having a functional book corner, and 11,998 (35.8%) reported the availability of reference materials related to ECED. The lowest share of schools reporting these resources are found in Madhesh Province in all cases, while Bagmati and Gandaki show the highest shares. Please refer to Annex 1 for detailed information on the availability of relevant materials in ECED.

2.9 ECED TEACHER DETAILS

Each ECED teacher should be a SEE (Grade 10) graduate. The preference is for the teacher to be female, as it is often argued that females are most caring for children compared to their male counterparts. In cases where female teachers are not available, males are recruited to work as ECED teachers.

Out of the reported 31,418 government-supported ECED teachers, 30,498 (97.1%) are females, while the remaining 1,680 (2.9%) are males. In terms of caste/ethnicity, 2,966 teachers (6.4%) are from the Dalit community, 11,377 (36.2%) are Janajatis and 18,017 (57.3%) are Brahman/Chhetris and other caste/ethnic groups.

907 ECED teachers (2.8%) have not completed Grade 10. This indicates the need for the government to develop qualification enhancement programs for these teachers to meet the minimum required qualification. 1,673 of ECED teachers (5.3%) are under 25 years of age, while the remaining 29,745 (94.7 percent) are 25 years of age or older.

2.10 PERCENTAGE OF GRADE 1 STUDENTS WITH ECED EXPERIENCE

In Grade 1, children with ECED experience have higher promotion rates and better learning outcomes compared to their peers. Table 2.11 provides the number of newly enrolled Grade 1 students with ECED experience. The data indicates that 76.3 percent of newly enrolled Grade 1 students have ECED experience, compared to 76.9 in the previous year. However, there are significant variations in the disaggregated data. For detailed information on this indicator, please refer to Annex 1.

Table 2.10: No. and percentage of new entrants in Grade 1 with ECED experience

Province	New enrolment in Grade 1			New enrolment in Grade 1 with ECED Experiences			Percent of Grade 1 students with ECED experience		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	49,038	55,168	104,206	37,140	42,812	79,952	75.7	77.6	76.7
Madhesh	89,223	105,511	194,734	66,443	79,496	145,939	74.5	75.3	74.9
Bagmati	57,074	68,140	125,214	42,336	52,053	94,389	74.2	76.4	75.4
Gandaki	20,393	23,974	44,367	15,540	19,185	34,725	76.2	80.0	78.3
Lumbini	63,546	75,106	138,652	49,250	58,120	107,370	77.5	77.4	77.4
Karnali	20,310	22,751	43,061	15,584	17,718	33,302	76.7	77.9	77.3
Sudurpashchim	28,288	33,142	61,430	21,586	25,569	47,155	76.3	77.1	76.8
Nepal	327,872	383,792	711,664	247,879	294,953	542,832	75.6	76.9	76.3

In all provinces, the percentage of girls with ECED experience is lower than that of boys, suggesting that girls are missing out on this opportunity. Secondly, there are substantial differences between provinces as Gandaki Province has the highest proportion, with 78.3 percent of Grade 1 students entering with ECED experience, while neighboring Madhesh Province has the lowest proportion, with 74.9 percent. This indicates the potential for targeted interventions to improve ECED access and participation in specific areas.

CHAPTER 3: SCHOOLS

3.1 INTRODUCTION

This section of the report provides information about the number of schools operating nationwide. It is important to note that schools in Nepal fall into two broad categories: community schools, which are funded by the public or government, and institutional schools, which are funded by guardians' fees. Some schools are religious, but they are required to follow the government curriculum and are therefore classified as community schools. Religious schools that are funded by fees or public donations are considered institutional schools.

3.2 NUMBER OF SCHOOLS

In the academic year 2024-25, a total of 35,447 schools provided data, with 27,298 (77.0%) being pure community and religious schools, and the remaining 8,149 (23.0%) being institutional schools. In the previous academic year 2023-24, there were 35,876 schools, with 27,990 (78.0%) being community schools and the remaining 7,886 (22.0%) being institutional schools. This indicates a decrease of 429 schools compared to the previous year, with 692 fewer community schools and 263 more institutional schools. The count excludes solely operating ECED centers, Montessori-based Pre-Primary Classes. Table 3.1 shows the number of schools by province. For detailed information, please refer to Annex 2.

Table 3.1: No. of schools

Province	Total	Community		Institutional		Religious	
		No.	%	No.	%	No.	%
Koshi	6,902	5,035	72.9	1,634	23.7	233	3.4
Madhesh	4,913	3,108	63.3	1,444	29.4	361	7.3
Bagmati	6,692	4,534	67.8	2,108	31.5	50	0.7
Gandaki	3,890	3,193	82.1	643	16.5	54	1.4
Lumbini	5,735	3,965	69.1	1,296	22.6	474	8.3
Karnali	3,210	2,926	91.2	277	8.6	7	0.2
Sudurpashchim	4,105	3,342	81.4	747	18.2	16	0.4
Nepal	35,447	26,103	73.6	8,149	23.0	1,195	3.4

According to Table 3.1, Bagmati Province has the highest proportion of institutional schools at 31.5 percent, while Karnali Province has the lowest at 8.6 percent. Furthermore, Lumbini Province has 474 religious schools (8.3%), the highest among all seven provinces, whereas Karnali Province has only 7 religious schools (0.2%).

3.3 BASIC LEVEL SCHOOLS

There is a total of 35,447 schools in the country. Out of these, 23,905 (67.4%) are basic schools that cater to Grades 1 to 8. The remaining 11,542 (32.6%) are secondary-level schools. Among community schools, 20,085, including religious ones, are basic level schools, while 3,820 (16.0%) institutional schools operate up to the basic level. A comparison of these figures reveals that community schools largely focus on basic education, while institutional schools are more focused on secondary education.

Table 3.2: No. of basic-level schools

Province	Total			Community			Institutional			Religious		
	Upto G5	Upto G8	Basic	Upto G5	Upto G8	Basic	Upto G5	Upto G8	Basic	Upto G5	Upto G8	Basic
Koshi	3,411	1,381	4,792	2,864	920	3,784	379	415	794	168	46	214
Madhesh	2,509	1,088	3,597	1,709	611	2,320	458	462	920	342	15	357
Bagmati	2,705	946	3,651	2,375	734	3,109	313	198	511	17	14	31
Gandaki	1,945	596	2,541	1,793	468	2,261	132	113	245	20	15	35
Lumbini	2,781	1,146	3,927	2,062	745	2,807	317	347	664	402	54	456
Karnali	1,871	587	2,458	1,748	508	2,256	118	77	195	5	2	7
Sudurpashchim	2,035	904	2,939	1,810	625	2,435	218	273	491	7	6	13
Nepal	17,257	6,648	23,905	14,361	4,611	18,972	1,935	1,885	3,820	961	152	1,113

This analysis also shows that 84.0 percent of students in community schools must change schools to continue their studies at the secondary level, compared to 16.0 percent for institutional schools. This information should be taken into account during the planning phase at all levels of government to ensure that students are enrolled and supported in community schools, especially during the transition from basic to secondary education. For further details on the number of basic schools, please refer to Annex 2.

3.4 SECONDARY LEVEL SCHOOLS

Table 3.3 shows the number of schools nationwide that are offering education at the secondary level, up to Grades 10 and 12. The table indicates that 7,468 (21.1% of the total schools) schools are offering Grades 1-10 or combinations of different Grades up to 10, while 3,953 schools (11.2% of the total schools) are offering Grades 1-12 or combinations of Grades 6 to 12.

Table 3.3: No. of secondary-level schools

Province	Total			Community			Institutional			Religious		
	Upto G10	Upto G12	Sec.	Upto G10	Upto G12	Sec	Upto G10	Upto G12	Sec	Upto G10	Upto G12	Sec
Koshi	1,227	883	2,110	600	651	1,251	612	228	840	15	4	19
Madhesh	705	611	1,316	335	453	788	367	157	524	3	1	4
Bagmati	1,836	1,205	3,041	671	754	1,425	1,157	440	1,597	8	11	19
Gandaki	706	643	1,349	433	499	932	260	138	398	13	6	19
Lumbini	1,012	796	1,808	540	618	1,158	462	170	632	10	8	18
Karnali	377	375	752	321	349	670	56	26	82	0	0	0
Sudurpashchim	630	536	1,166	449	458	907	178	78	256	3	0	3
Nepal	6,493	5,049	11,542	3,349	3,782	7,131	3,092	1,237	4,329	52	30	82

Out of the 6,493 secondary schools (up to Grade 10), 3,401 (52.4%), including religious ones, are community schools, while the remaining 3,349 (47.6%) are institutional schools. Similarly, out of the 5,049 secondary schools (up to Grade 12), 3,812 schools (75.5%), including the religious ones, are community schools and the remaining 1,237 (24.5%) are institutional schools. When comparing Table 3.3 with Table 3.2, it is evident that the share of community schools is higher at the basic level, whereas this share is lower at the secondary level (up to Grade 10). For further details on the distribution of schools, please refer to Annex 2.

3.5 9-12 TECHNICAL STREAMS

The importance of vocational education is acknowledged by all levels of government, as it plays a crucial role in preparing the skilled labor force needed for the country. This is why the CTEVT and CEHRD offer pre-diplomas, diplomas, and 9-12 technical streams in schools and other institutes. The pre-diploma is an 18-month course and serves as a pre-requisite for the four-year diploma course offered by schools and institutes under CTEVT. There are 413 pre-diploma institutes, and 492 diploma institutes making a total of 905 schools/institutes across the country supported by CTEVT.

Table 3.4: No. of CTEVT-supported schools and CEHRD-supported 9-12 technical stream

Province	Number of Schools		CTEVT Total	CEHRD Total	Total
	Diploma	Pre-diploma			
Koshi	38	32	70	112	182
Madhesh	84	35	119	91	210
Bagmati	91	69	160	90	250
Gandaki	41	38	79	52	131
Lumbini	83	64	147	101	248
Karnali	81	69	150	37	187
Sudurpashchim	74	106	180	54	234
Nepal	492	413	905	537	1,442

Additionally, CEHRD offers 9-12 technical streams in 537 schools across the country. Among the provinces, Koshi Province has the highest share with 20.9 percent, while Karnali Province has the lowest share with 6.9 percent. These schools provide courses in six areas including plant science, animal science, computer engineering, electrical engineering, civil engineering, and music.

3.6 MODEL SCHOOLS

The Nepal Government implemented the model school program as part of the SSDP to improve access to quality education by providing strategic assistance and reform initiatives. The program aimed to upgrade at least 1,000 secondary schools across the country during the SSDP period. Currently, there are 422 model schools across the country, and an additional 578 schools need to be selected and supported to reach the target.

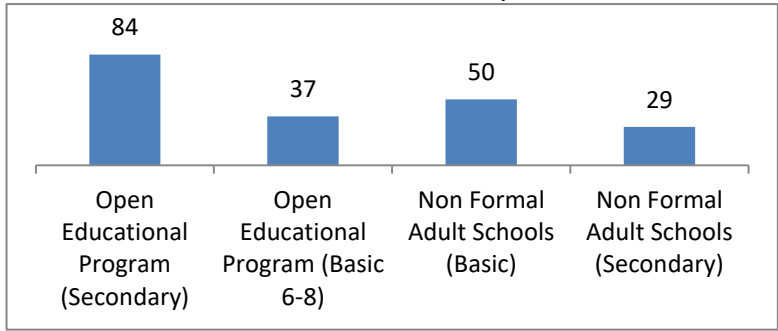
Table 3.5: No. of model schools

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
Sudurpashchim	44	10.4
Nepal	422	100.0

Among the model schools, 81 schools (19.2%) are located in the Koshi Province, while the Karnali Province has the lowest number of model schools, with 37 schools, accounting for 8.8 percent of the total across all seven provinces.

3.7 OPEN/NON-FORMAL ADULT PROGRAMS AND SCHOOLS

Adults who have been unable to complete their education or wish to further their studies are



often encouraged to enroll in alternative schools, as they should not study in formal schools. For this reason, open and adult schools are in operation, and Figure 3.1 displays the types and numbers of such schools across

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

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.

3.8 SPECIAL SCHOOLS AND CLASSES

The Nepal Government's initial attempt to ensure the inclusion of visually impaired students in regular classrooms began in the 1960s, with these students being taught alongside their peers. Since then, numerous efforts have been made to integrate children with disabilities into regular classrooms or special schools tailored to their needs. As a result,

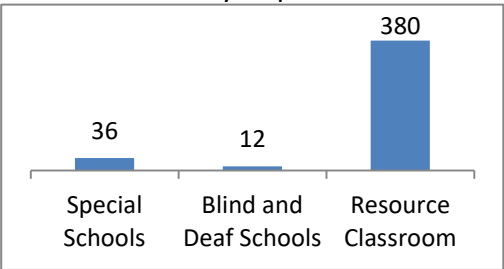


Figure 3.2: No. of special schools and Classes

there are currently 36 special schools operating across the country. Additionally, there are 12 schools specifically catering to the education of blind and deaf students, with a further 380 resource classrooms in operation for students with disabilities.

3.9 MULTI GRADE AND MULTI-LEVEL SCHOOLS

Multi-grade teaching is becoming increasingly popular in both developed and developing countries. This approach involves a single teacher instructing multiple grade levels or age groups. In the case of Nepal, this approach seems logical due to teacher shortages and decreasing student numbers in classrooms. Currently, the federal government is supporting 269 Multi-Grade Multi-Level schools.

3.10 COMMUNITY LEARNING CENTERS

Community Learning Centres (CLCs) are non-formal educational institutions or organizations based in communities. They provide a variety of services and learning opportunities to out-of-school children, youth, and illiterate or semi-literate adults from socially disadvantaged rural and urban areas. These centers operate independently from the formal education system and

focus on addressing the basic literacy and educational needs of the learners. Typically, these centers are established and managed by local communities, with financial and technical support from governmental and non-governmental agencies.

Table 3.6: No. of CLCs

Province	Funded through the Federal Government	Funded through Local Government
Koshi	333	2
Madhesh	275	0
Bagmati	461	2
Gandaki	248	1
Lumbini	329	0
Karnali	248	0
Sudurpashchim	257	0
Nepal	2,151	5

As per Table 3.6, 2,151 CLCs are funded by the federal government, while 5 CLCs are operated by local government using their resources. Across the provinces, out of the 2,151 active CLCs, 429 are located in Bagmati province (21.4%), while Karnali Province has the lowest number of active CLCs with 248 (11.5%). For detailed information on the number of CLCs across the country, refer to Annex 3.

CHAPTER 4: BASIC LEVEL EDUCATION

4.1 INTRODUCTION

This part of the report presents the number of students enrolled at the basic level across the country. It also provides information on the student-teacher ratio, as well as the number and proportion of students from Dalit, Janajati, and other communities in schools. The key performance indicators of the education sector, such as the gross enrolment rate (GER), net enrolment rate (NER), net intake rate (NIR), and gross intake rate (GIR), for the basic level, are provided in this section. All the information is broken down by types of schools and provinces where necessary.

4.2 NUMBER OF STUDENTS AT THE BASIC LEVEL

Out of a total of 5,347,068 students in Grades 1-8, 3,514,928 (65.7%) are in Grades 1-5, and the remaining 1,832,140 (34.3%) are in Grades 6 to 8. This year, there has been a decrease of 24,639 students in Grades 1-8, which represents a 0.4 percent decrease compared to the academic year of 2023-24.

In community schools, including religious ones, there are 2,187,449 students in Grades 1-5, accounting for 62.2 percent of the total enrolment at this level. In institutional schools, there are 1,327,479 students, making up 37.8 percent of the total students in Grades 1-5. Last year, these figures were 2,369,763 (67.3%) for community schools and 1,149,451 (32.7%) for institutional schools.

The total number of students in Grades 6-8 is 1,832,140, which is 4,707 fewer students (0.25% increase) compared to last year's total of 1,827,433. In community schools, there are 1,274,154 students, representing 69.5 percent of the total enrolment, while in institutional schools, there are 557,986 students, accounting for 30.5 percent of the number of students in Grades 6 to 8.

Table 4.1: No. of students at the basic level

Province	Total			Community			Institutional			Com.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	% Girls	% Girls
Koshi	391,559	422,635	814,194	239,936	231,776	471,712	151,623	190,859	342,482	50.9	44.3
Madhesh	651,057	697,376	1,348,433	522,623	475,893	998,516	128,434	221,483	349,917	52.3	36.7
Bagmati	449,114	517,391	966,505	227,866	230,783	458,649	221,248	286,608	507,856	49.7	43.6
Gandaki	171,054	196,615	367,669	106,329	110,712	217,041	64,725	85,903	150,628	49.0	43.0
Lumbini	458,193	506,605	964,798	323,460	311,363	634,823	134,733	195,242	329,975	51.0	40.8
Karnali	175,365	179,375	354,740	154,142	147,762	301,904	21,223	31,613	52,836	51.1	40.2
Su.Pa	259,819	270,910	530,729	200,805	178,153	378,958	59,014	92,757	151,771	53.0	38.9
Nepal	2,556,161	2,790,907	5,347,068	1,775,161	1,686,442	3,461,603	781,000	1,104,465	1,885,465	51.3	41.4

In Table 4.1, it is evident that the enrolment of girls is higher in community schools, with 51.3 percent of girls being enrolled, compared to 41.4 percent in institutional schools. These statistics indicate a preference for community schools for girls and institutional schools for boys. Additionally, Figures 4.1 and 4.2 depict the number of students enrolled in mainstream religious schools, including Madrassas, Gumbas, and Ashrams at the basic (1-5) and basic (6-8) levels.

Out of 2,187,449 students enrolled in community schools in Grades 1-5, 106,539 (4.9%) are in mainstreamed religious schools. For Grades 6-8, out of 1,274,154 students enrolled in community schools, 11,908 (0.91%) are in mainstream religious schools. The comparison between students in Grades 1-5 and Grades 6-8 attending religious schools indicates a significant decrease in enrolment as students transition between basic grade levels. Additionally, Table 4.2 presents the number of students by grade at the national level, along with the proportion of students in each grade for both community and institutional schools.

Table 4.2: No. and the percentage of students at the basic level

Grade	Total			Community			Institutional			Comm.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Share of students	
G 1	391,263	448,571	839,834	250,454	249,665	500,119	140,809	198,906	339,715	14.4	18.0
G 2	319,790	351,846	671,636	214,422	204,703	419,125	105,368	147,143	252,511	12.1	13.4
G 3	322,200	351,006	673,206	216,544	201,617	418,161	105,656	149,389	255,045	12.1	13.5
G 4	319,149	349,627	668,776	216,602	204,607	421,209	102,547	145,020	247,567	12.2	13.1
G 5	317,741	343,735	661,476	221,525	207,310	428,835	96,216	136,425	232,641	12.4	12.3
G 1-5	1,670,143	1,844,785	3,514,928	1,119,547	10,67,902	2,187,449	550,596	776,883	1,327,479	63.2	70.4
G 6	297,269	322,739	620,008	211,985	200,564	412,549	85,284	122,175	207,459	11.9	11.0
G 7	289,006	311,092	600,098	212,654	201,360	414,014	76,352	109,732	186,084	12.0	9.9
G 8	299,743	312,291	612,034	230,975	216,616	447,591	68,768	95,675	164,443	12.9	8.7
G 6-8	886,018	946,122	1,832,140	655,614	618,540	1,274,154	230,404	327,582	557,986	36.8	29.6
Nepal	2,556,161	2,790,907	5,347,068	1,775,161	1,686,442	3,461,603	781,000	1,104,465	1,885,465	100.0	100.0

In Table 4.2, it is shown that out of 3,461,603 students in community schools in Grades 1-8, 14.4 percent of the students are in Grade 1, followed by 12.1 percent in Grade 2. The decrease of 2.3 percent suggests that students are still struggling to progress in Grade 2. Last year, this percentage was 1.9, indicating that there has been no improvement this year.

In institutional schools, the data shows that the percentage of students in Grade 1 is 18.0 percent, followed by 13.4 percent in Grade 2 and 13.5 percent in Grade 3. In an efficient educational system, there are fewer discrepancies in the distribution of students across grades. However, in the context of Nepal, there exists a gap between grades in both community and institutional schools, which needs to be studied. The decrease in the percentage of students in Grade 8 at institutional schools shows a trend of students transitioning from institutional schools to community schools at that grade. This might be because students graduating from Grade 8 in community schools often receive priority in the future.

4.3 NO. OF STUDENTS FROM DALIT AND JANAJATI COMMUNITIES AT THE BASIC LEVEL

In Table 4.3, the number of students from Dalit and Janajati communities is 908,680 and 1,681,796 respectively. In Grades 1-8, students from Dalit communities make up 17.0 percent of the total, and Janajati students make up 31.4 percent. However, these proportions change across the grades. In Grade 1, students from Dalit communities account for 17.5 percent, but this decreases to 17.1 percent in Grade 8. Conversely, the share of Janajati students increases from 29.3 percent in Grade 1 to 33.6 percent in Grade 8.

The numbers of students from Dalit and Janajati communities are 908,680 and 1,681,796 respectively. In Grades 1-8, students from Dalit communities account for 17.0 percent, and Janajati students for 31.5 percent. In all categories, there are fewer girls than boys (except for Grade 8 in the case of Dalits), with a Gender Parity Index (GPI) of 0.92 for total students, 0.96 for students from Dalit communities, and 0.93 for Janajatis.

Table 4.3: No. of Dalit and Janajati students at the basic level

Grade	Total			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 1	391,263	448,571	839,834	69,799	76,770	146,569	115,801	130,534	246,335
G 2	319,790	351,846	671,636	58,617	61,915	120,532	94,438	103,796	198,234
G 3	322,200	351,006	673,206	58,256	60,885	119,141	98,062	105,970	204,032
G 4	319,149	349,627	668,776	56,949	60,013	116,962	101,099	110,076	211,175
G 5	317,741	343,735	661,476	55,459	57,729	113,188	101,824	109,100	210,924
G 1-5	1,670,143	1,844,785	3,514,928	299,080	317,312	616,392	511,224	559,476	1,070,700
G 6	297,269	322,739	620,008	51,000	51,994	102,994	98,877	105,872	204,749
G 7	289,006	311,092	600,098	47,927	48,009	95,936	97,602	103,001	200,603
G 8	299,743	312,291	612,034	47,361	45,997	93,358	102,901	102,843	205,744
G 6-8	886,018	946,122	1,832,140	146,288	146,000	292,288	299,380	311,716	611,096
Nepal	2,556,161	2,790,907	5,347,068	445,368	463,312	908,680	810,604	871,192	1,681,796

The total number of students in Grade 8 is 227,800 less than the number in Grade 1, a reduction of 27.1 percent. This may be due to higher repetition rates in Grade 1 and dropout over the basic level. The decrease of students from Dalit communities from Grade 1 to Grade 8 (146,569 to 93,358) is a 36.3 percent drop, suggesting that they are more likely to drop out as they progress. The decrease in the number of Janajatis (246,335 to 205,744) is 16.5 percent, which is lower than the population as a whole. In all three groups, the decrease is greater for boys than for girls.

4.4 NO. OF STUDENTS FROM DISADVANTAGED COMMUNITIES AT THE BASIC LEVEL

From the inception of the EFA to the current SESP, the government has placed a high priority on ensuring universal access, participation, and retention for all children, including those from 22 disadvantaged Janajati communities such as Bankaria, Baramu, Bote, Chepang, Danuwar, Dhanuk, Hayu, Jhangad, Kisan, Kusunda, Lepcha, Majhi, Meche, Musbadiya, Raji, Raute, Satar, Singa, Siyar, Surel, Thami, and Thunam.

Table 4.4: No. of Janajatis from disadvantaged and marginalized communities at the basic level

Province	Grade 1-5			Grade 6-8			Grade 1-8		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	2002	1890	3892	618	620	1238	2620	2510	5130
Madhesh	1885	1523	3408	400	241	641	2285	1764	4049
Bagmati	4129	4091	8220	1242	1308	2550	5371	5399	10770
Gandaki	532	597	1129	191	222	413	723	819	1542
Lumbini	246	238	484	68	52	120	314	290	604
Karnali	147	126	273	52	66	118	199	192	391
Sudurpashchim	365	390	755	122	118	240	487	508	995
Nepal	9306	8855	18161	2693	2627	5320	11999	11482	23481

A total of students from these 22 extremely disadvantaged Janajati communities 23481 are enrolled in Grades 1-8, with 18161 in Grades 1-5 and 5320 in Grades 6-8. Out of the total students, 11999 are girls, representing 51.1 percent of the total student population.

4.5 NO. OF STUDENTS WITH DISABILITIES AT THE BASIC LEVEL

Disability is a condition that affects an individual's ability to perform certain tasks or participate in activities and interactions. It can be a physical or mental impairment that makes it challenging for the person to do certain tasks. Students with disabilities require an inclusive school environment to have the same opportunities to reach their potential as other students. Table 4.5, Figure 4.4, and Figure 4.5 provide the number of students with disabilities in Grades 1-5, 6-8, and 1-8 across the country.

Table 4.5: No. of students with disability at the basic level

Province	Grade 1-5			Grade 6-8			Grade 1-8		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	1,340	1,921	3,261	690	805	1,495	2,030	2,726	4,756
Madhesh	1,473	2,043	3,516	600	877	1,477	2,073	2,920	4,993
Bagmati	1,545	2,187	3,732	703	888	1,591	2,248	3,075	5,323
Gandaki	735	1,012	1,747	314	483	797	1,049	1,495	2,544
Lumbini	1,842	2,504	4,346	832	1,086	1,918	2,674	3,590	6,264
Karnali	1,081	1,308	2,389	470	544	1,014	1,551	1,852	3,403

Sudurpashchim	935	1,133	2,068	525	571	1,096	1,460	1,704	3,164
Nepal	8,951	12,108	21,059	4,134	5,254	9,388	13,085	17,362	30,447

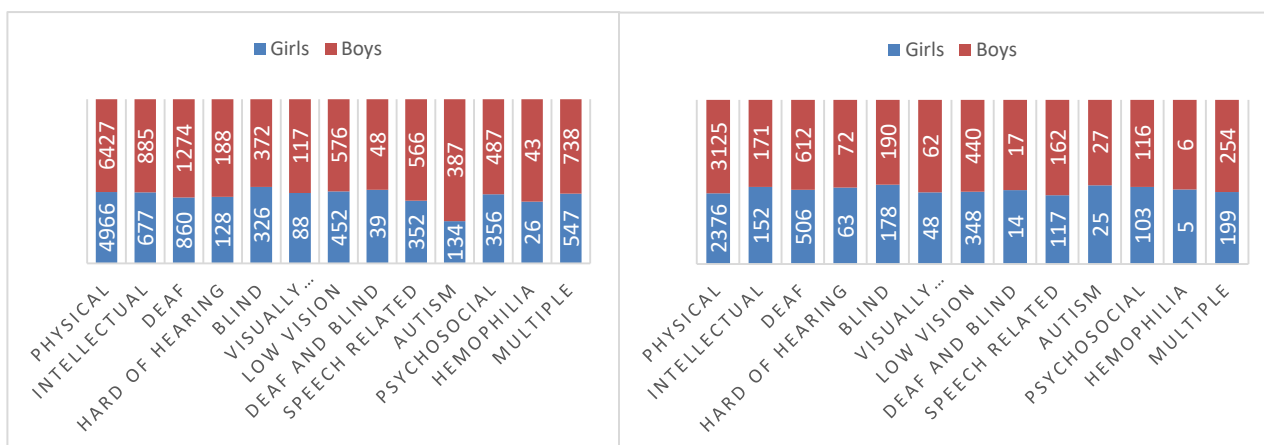


Figure 4.1: No. of students with disabilities (1-5)

Figure 4.2: No. of students with disabilities (6-8)

Figures 4.3 and 4.4 show that there are 30,447 students with disabilities, which accounts for 0.57 percent of the total number of students in Grades 1-8. In Grades 1-5, there are 21,059 students, and in Grades 6-8, there are 9,388 students with disabilities. This represents 0.60 percent of students in Grades 1-5 and 0.51 percent of students in Grades 6-8.

The Census Report 2021 indicates that 2.2 percent of the total population of Nepal has a disability, whereas IEMIS reported the number of students with disabilities as 0.42 percent. This suggests that schools have not been able to screen students in terms of disabilities. The data further reveals that more boys are identified as having a disability, with 57.0 percent of all recorded students with disabilities being boys. For further information on disabilities, refer to Annex 5.

4.6 INTERNAL EFFICIENT AT THE BASIC LEVEL

The concept of Internal efficiency in education involves considering the promotion, repetition, and dropout rates at various levels of education. Table 4.6 provides these rates for individual grades disaggregated by gender. It's important to note that since the classroom composition changes due to students promoted from lower grades, repeating the same grade, and new enrolments, the sum of the promotion, repetition, and dropout rate may not add up to 100 percent.

Table 4.6: Promotion, repetition, and dropout rate at the basic level

Grade	Promotion Rate			Repetition Rate			Dropout Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 1	77.2	78.6	78.0	13.8	12.3	13.0	9.0	9.1	9.1
G 2	82.6	83.0	82.8	8.7	7.9	8.3	8.7	9.1	8.9
G 3	84.4	84.7	84.6	7.6	6.8	7.1	8.0	8.5	8.3
G 4	84.7	84.3	84.5	7.3	7.4	7.4	8.0	8.3	8.1
G 5	86.8	86.4	86.6	7.0	6.8	6.9	6.3	6.8	6.6
G 1-5	82.9	83.1	83.0	9.1	8.4	8.7	8.0	8.4	8.2
G 6	87.8	86.3	87.0	6.0	6.7	6.4	6.2	7.0	6.6
G 7	88.3	86.6	87.4	5.4	6.0	5.7	6.3	7.4	6.9
G 8	87.5	87.9	87.7	9.8	9.1	9.4	2.7	3.0	2.9
G 6-8	87.9	86.9	87.4	7.1	7.3	7.2	5.0	5.8	5.4
G 1-8	85.4	85.0	85.2	8.1	7.9	8.0	6.5	7.1	6.8

The primary area of concern is the high repetition rates in the early grades. In Grade 1, the repetition rate is 13.0 percent (up from 11.1% last year), in Grade 2 it is 8.3 percent (up from 8.0% last year), and in Grade 3, it is 7.1 percent (up from 6.8% last year). The repetition rates in Grade 4 and Grade 5 are 7.4 percent and 6.9 percent, respectively. This indicates that there is a need for coordinated efforts across all levels of government to address the issues in the early grades.

The promotion rate across all grades ranges from 78 to 88 percent, and except for Grade 7, the dropout rate decreases in successive grades. For further details on promotion, repetition, and dropout rates, please refer to Annex 6.

4.7 GER/NER AT THE BASIC LEVEL

The Gross Enrolment Rate (GER) represents the total enrolment in a specific level of education as a percentage of the population in the official age group for that level and can exceed 100 percent because of early or late entry and grade repetition. The Net Enrolment Rate (NER) is the total number of students in the official age group for a given level of education as a percentage of the corresponding population. These rates are calculated based on projected population data collected in 2078 BS.

Table 4.7: GER and NER details at the basic level

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	119.7	133.4	126.5	94.5	94.7	94.6	116.5	117.4	117.0	93.3	93.5	93.4
Madhesh	123.5	133.4	128.5	94.3	94.0	94.1	113.0	111.6	112.3	93.7	93.7	93.7
Bagmati	129.5	137.0	133.4	95.5	94.3	94.9	114.5	118.8	116.7	93.5	93.9	93.7
Gandaki	124.1	137.7	131.0	95.4	95.1	95.2	116.8	118.6	117.7	93.6	92.9	93.3
Lumbini	126.7	139.1	133.0	93.9	93.8	93.8	114.1	114.0	114.0	93.6	93.8	93.7
Karnali	126.9	136.7	131.7	94.5	95.3	94.9	116.3	115.9	116.1	93.7	93.5	93.6
Sudurpashchim	127.3	136.3	131.8	94.5	94.1	94.3	114.8	113.3	114.1	93.5	93.7	93.6
Nepal	125.1	135.8	130.5	94.5	94.3	94.4	114.7	115.3	115.0	93.6	93.7	93.6

Ideally, both GER and NER should be 100 percent, indicating age-specific enrolments for each grade and no out-of-school children in the age group. A GER greater than 100 percent suggests under-age or over-age students in classrooms, while a NER less than 100 percent indicates out-of-school children in that age group. For example, in Table 4.7, the GER for basic (1-5) is 130.5, signifying the presence of under-age and over-age students. The NER for basic (1-5) is 94.4, indicating that 5.6 percent of children aged 5-9 are not in school.

Table 4.8 also presents the GER and NER for the basic (6-8) level. The GER for these grades is 115.0, and the NER is 93.6. In both age groups, the NER is higher for boys than girls, except in the basic (6-8) in Gandaki and Karnali Province where girls' NER exceeds boys'.

Table 4.8: GER and NER details at the basic level (additional)

Province	GER (1-8)			NER (1-8)			Gender Parity in NER
	Girls	Boys	Total	Girls	Boys	Total	
Koshi	118.6	127.3	123.0	94.0	94.3	94.1	1.00
Madhesh	120.1	126.0	123.1	94.1	93.9	94.0	1.00
Bagmati	123.5	129.7	126.8	94.7	94.2	94.4	1.01
Gandaki	121.2	129.9	125.7	94.7	94.2	94.4	1.01
Lumbini	122.2	129.7	126.1	93.8	93.8	93.8	1.00
Karnali	122.9	128.6	125.7	94.2	94.6	94.4	1.00
Sudurpashchim	122.3	127.0	124.6	94.1	94.0	94.0	1.00
Nepal	121.3	128.1	124.8	94.2	94.0	94.1	1.00

Table 4.8 shows the GER and NER for basic (1-8). It shows that 6.4 percent of children aged 5-12 are not in school. Furthermore, 6.5 percent of girls are out of school compared to 6.3 percent of boys. The gender parity in the Net Enrolment Rate has been maintained at 1.00, which meets the SESP target.

4.8 GIR AND NIR IN GRADE ONE

The Gross Intake Rate (GIR) represents the total number of new students entering Grade 1, regardless of age, as a percentage of the population at the official school entrance age for that grade. On the other hand, the Net Intake Rate (NIR) only considers the specific age group during the calculation, which in the context of Grade 1 is age 5.

Table 4.9: GIR and NIR in Grade 1

Province	Gross Intake Rate			Net Intake Rate		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	120.2	145.0	132.2	93.7	93.9	93.8
Madhesh	111.8	157.0	132.5	93.6	93.3	93.5
Bagmati	136.1	181.3	157.4	93.8	93.2	93.5
Gandaki	114.0	151.4	131.5	93.5	93.8	93.6
Lumbini	133.6	175.0	153.3	93.8	93.7	93.8
Karnali	122.4	151.9	136.3	93.9	94.8	94.3
Sudurpashchim	122.4	165.5	142.3	93.9	93.8	93.9
Nepal	122.5	162.2	141.1	93.7	93.6	93.7

After calculating the new enrolment in Grade 1 with the projected population of age 5 children, the GIR in Grade 1 remains at 141.1 percent and the NIR in Grade 1 remains at 93.7 percent. This indicates that parents are still enrolling both over-age and under-age children in Grade 1, resulting in a lower NIR in grade 1 with 93.7 percent for girls and 93.6 percent for boys. For more detailed information on GIR and NIR in grade 1, please refer to Annex 7.

4.9 SURVIVAL RATE AT THE BASIC LEVEL

The UNESCO Institute of Statistics (UIS) defines survival rate as the percentage of students in a particular grade who are expected to advance to the next grade, regardless of repeating a grade. Table 4.10 shows the survival rates at Grade 5 and Grade 8 for each province.

Table 4.10: Survival rates at the basic level

Province	Survival rate to Grade 5			Survival rate to Grade 8		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	87.3	88.1	87.7	86.9	85.9	86.4
Madhesh	87.9	87.7	87.8	86.9	86.0	86.4
Bagmati	87.2	86.8	87.0	87.8	88.0	87.9
Gandaki	87.5	88.2	87.9	86.3	87.1	86.7
Lumbini	87.6	88.1	87.9	86.5	86.7	86.6
Karnali	87.3	87.6	87.5	85.4	84.0	84.7
Sudurpashchim	88.0	87.5	87.8	85.7	84.8	85.2
Nepal	87.6	87.7	87.6	86.7	86.3	86.5

The data indicates that boys have a higher survival rate than girls at Grade 5, and vice versa at Grade 8. However, the survival rate for Grade 8 is slightly lower than the survival rate for Grade 5 for both boys and girls.

4.10 STUDENT SCHOOL RATIO AT THE BASIC LEVEL

The Student School Ratio (SSR) is calculated by dividing the total number of students by the total number of schools. When calculating this ratio, the number of students is divided by the total number of schools with basic levels of 1-5 and 6-8 across the provinces.

Table 4.11: Student School Ratio at the basic level

Province	Community		Institutional		Total	
	1-5	6-8	1-5	6-8	1-5	6-8
Koshi	55.2	81.3	145.8	85.4	76.6	82.8
Madhesh	194.2	231.6	185.3	87.4	191.6	172.7
Bagmati	61.3	82.8	164.1	102.7	93.0	91.6
Gandaki	39.7	62.7	161.7	94.3	59.9	71.0
Lumbini	91.8	116.4	185.8	92.0	113.1	108.3
Karnali	64.8	97.2	149.4	73.0	72.1	94.3
Sudurpashchim	67.2	100.3	148.5	79.4	82.0	95.0
Nepal	80.6	106.9	165.5	91.5	100.0	101.7

Table 4.11 displays the number of students per community school, per institutional school, and at both types of schools. In community schools, the basic level of Grades 1-5 is less crowded compared to institutional schools, with 80.6 students and 165.5 in institutional schools. The

table also shows that community schools are more crowded at basic levels 6-8 while this trend is the opposite in the case of institutional schools. This could indicate a tendency to enroll students in institutional schools at early grades and in community schools at later grades.

4.11 INFRASTRUCTURE DETAILS AT THE BASIC LEVEL

The presence of quality infrastructure, such as buildings, classrooms, computer labs, science labs, and equipment, is essential for creating effective learning environments in schools. Quality infrastructure not only supports better instruction and student outcomes but also helps reduce possible dropout rates.

Table 4.12: 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	3,032	2.29	2,324	747	2.00	1,915	299	776	2,527	2,053
Madhesh	2,051	2.26	1,324	131	3.06	1,164	168	378	1,432	991
Bagmati	2,392	2.12	1,896	635	2.21	1,632	556	986	2,060	1,703
Gandaki	1,813	2.33	1,513	674	2.20	1,314	749	735	1,605	1,333
Lumbini	2,464	2.40	1,928	449	1.71	1,640	395	861	2,029	1,531
Karnali	1,753	2.25	610	242	2.18	780	196	532	1,266	492
Su.Pa	1,817	2.54	926	241	2.65	1,071	146	768	1,423	899
Nepal (No.)	15,322	2.31	10,521	3,119	2.15	9,516	2,509	5,036	12,342	9,002
Nepal (%)			68.7	20.4		62.1	16.4	32.9	80.6	58.8

According to Table 4.12, among the total number of basic (1-5) community schools, 105,21 (68.7%) have access to electricity. On average, these schools have 2.3 buildings, but the size and quality of these buildings are not detailed in the data. Additionally, 3,119 (20.4%) of these schools have at least one computer, with an average of 2.15 computers per school. 9,516 schools (62.1%) have access to drinking water facilities, 2,509 (16.4%) schools have a library; 5,036 (32.9%) schools have a child club, 12,342 (80.6%) schools have toilets, and 9,002 schools (58.8%) have an Internet facility. It is important to note that there is significant variation in the availability of infrastructure across different provinces. For more detailed information on these infrastructures, please refer to Table 4.13.

Table 4.13: 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	966	4.31	863	710	4.98	703	382	703	871	840
Madhesh	626	3.86	533	234	5.17	445	128	308	519	489
Bagmati	748	3.45	685	578	6.18	568	443	612	698	665
Gandaki	483	4.18	465	414	6.60	405	363	419	453	428
Lumbini	799	4.49	737	549	5.41	626	380	604	736	695
Karnali	510	3.86	288	259	4.66	290	150	351	423	273
Sudurpashchim	631	4.60	502	402	4.12	463	194	490	559	461
Nepal (No.)	4,763	4.12	4,073	3,146	5.36	3,500	2,040	3,487	4,259	3,851
Nepal (%)			85.5	66.1		73.5	42.8	73.2	89.4	80.9

The data shows an average of 4.1 buildings in basic (1-8) community schools. Out of 4,763 schools, 4,073 (85.5%) have electricity, 3,146 (66.1%) have computers, 3,500 (73.5%) have drinking water, 2,040 (42.8%) have a library, 3,487 (73.2%) have a child club, 4,259 (89.4%) have toilet facilities, and 3,851 (80.9%) have Internet facilities. Among the 3,146 schools with computers, there is an average of 5.4 computers for teaching and learning purposes.

4.12 CURRICULUM AND OTHER MATERIALS AT THE BASIC LEVEL

Learning, like physical infrastructure, requires adequate resources such as curriculums, teacher guides, child materials, book corners, and reference materials as these resources are essential for quality teaching and learning. Table 4.14 shows the number of basic (1-5) community schools that have these learning materials. It is important to note that there are 15,322 basic (1-5) community schools across the country.

Table 4.14: Infrastructure details at basic (1-5) community schools

Province	1-5 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	3,032	2,174	1,884	1,557	1,460	1,609	1,459
Madhesh	2,051	832	640	607	365	282	368
Bagmati	2,392	1,793	1,576	1,323	1,335	1,633	1,274
Gandaki	1,813	1,307	1,192	950	1,036	1,202	1,006
Lumbini	2,464	1,680	1,457	1,242	1,113	1,450	1,085
Karnali	1,753	1,326	1,136	1,028	838	1,138	853
Sudurpashchim	1,817	1,323	1,239	1,098	948	1,367	986
Nepal (No.)	15,322	10,435	9,124	7,805	7,095	8,681	7,031
Nepal (%)		68.1	59.5	50.9	46.3	56.7	45.9

Here are the number and percentages of schools that reported having different learning materials:

- 10,436 (68.1 percent) schools have teacher guides
- 9,124 schools (59.5%) have child materials
- 7,805 schools (50.9%) have a book corner
- 7,095 schools (46.3%) have printed curriculum
- 8,683 schools (56.7%) have local curriculum
- 7,031 schools (45.9%) have reference materials

However, this data cannot sufficiently answer whether these materials are adequate for the schools. It is worth noting that Madhesh Province stands out compared to other provinces. The percentage of schools reporting the availability of these resources in Madhesh Province is less than half the national average for all resources. For example, the availability of teachers' guides is at 40.6 percent, child Material at 31.2 percent, book corners at 29.6 percent, printed curriculums at 17.8 percent, local curriculum at 13.7 percent, and reference materials at 17.9 percent.

When comparing data between seven provinces, the availability of these materials is generally highest in Bagmati and Sudurpashchim Province, but the availability in each province is similar to the national average for all resources. Additionally, Table 4.15 provides the status of relevant materials at basic (1-8) community schools.

Table 4.15: Infrastructure details at basic (1-8) community schools

Province	1-8 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	966	680	585	541	521	577	494
Madhesh	626	295	233	239	168	131	159
Bagmati	748	550	476	463	467	556	425
Gandaki	483	344	309	295	311	353	287
Lumbini	799	531	471	448	418	543	407
Karnali	510	380	319	317	257	349	263
Sudurpashchim	631	436	401	379	368	519	351
Nepal (No.)	4,763	3,216	2,794	2,682	2,510	3,028	2,386
Nepal (%)		67.5	58.7	56.3	52.7	63.6	50.1

Out of 4,763 basic (1-8) community schools, 3,216 schools (67.5%) have teachers' guides, 2,794 schools (58.7%) have child materials, 2,682 schools (56.3%) have book corners, 2,510 schools (52.7%) have printed curriculums, 3,028 schools (63.6%) have local curriculums, and 2,386 schools (50.1%) have reference materials. However, there are disparities between provinces, with Madhesh Province being an outlier with a significantly small share of schools reporting

available resources. For example, teachers' guides are available in 47.3 percent, child materials in 37.2 percent, book corners in 38.2 percent, printed curriculums in 26.8 percent, local curriculum in 21.1 percent, and reference materials in 25.4 percent schools.

Comparing the six other provinces, there appears to be relative equity, and the shares of schools reporting the availability of resources are close to the national averages. For detailed information on curriculum, textbook, book corner, reference materials, and teachers' guide availability in Grade 1-8 schools, please refer to Annex 9.

4.13 MID-DAY MEAL MANAGEMENT

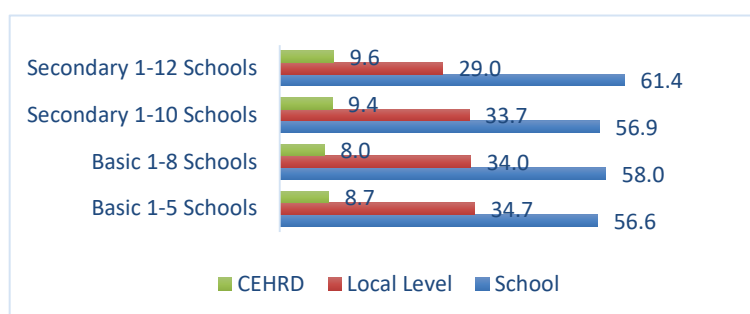


Figure 4.3: Use of mid-day meal menu (in percentages)

The government has introduced a program to offer mid-day meals to all students from early childhood education and development to Grade 5 nationwide. Community schools have the option to select the menu for the meals. They can either

use the menu provided by CEHRD and the local government or create their menu. According to Figure 4.5, 56.6 percent of basic (1-5) schools, 58.0 percent of basic (1-8) schools, 56.9 percent of secondary (1-10) schools, and 61.4 percent of secondary (1-12) schools opt to use their menu. Additionally, Figure 4.5 shows that schools prefer using their locally prepared menu instead of the menus provided by the local and federal governments. The menu provided by CEHRD is the least utilized, with only 8.7 percent of basic (1-5) schools, 8.0 percent of basic (1-8) schools, 9.4 percent of secondary (1-10) schools, and 9.6 percent of secondary (1-12) schools using it for mid-day meals.

In terms of mid-day meal provision, 58.0 percent of basic (1-5) schools, 53.7 percent of basic (1-8) schools, 45.1 percent of secondary (1-10) schools, and 41.3 percent of secondary (1-12) schools utilize their own human resources to manage the program. Parents also contribute to meal management, with 11.6 percent, 9.6 percent, 6.5 percent, and 6.3 percent involvement in basic (1-5), basic (1-8), secondary (1-10), and

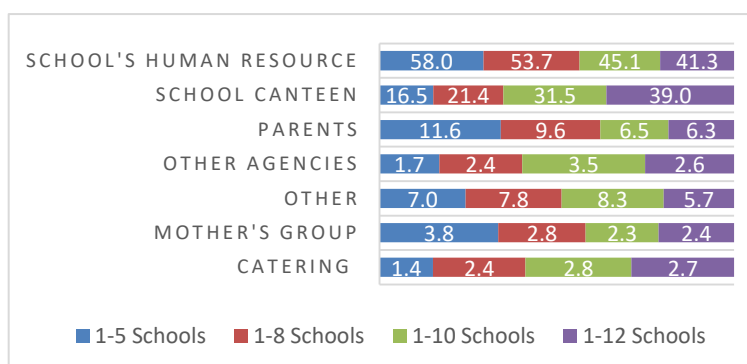


Figure 4.4: Mid-day Meal Management Technique

percent, and 6.3 percent involvement in basic (1-5), basic (1-8), secondary (1-10), and

secondary (1-12) schools respectively. Canteen provision is another option, with 16.5 percent, 21.4 percent, 31.5 percent, and 39.0 percent of basic (1-5), basic (1-8), secondary (1-10), and secondary (1-12) schools using this approach for meal management.

4.14 GOVERNANCE IN BASIC SCHOOLS

A school must have good governance to achieve sustainable success. This involves collective participation, accountability, transparency, and integrity. In Nepal, key indicators of good school-based governance include preparing and updating School Improvement Plans (SIPs), holding School Management Committee (SMC) and Parent Teacher Association (PTA) meetings, and managing social and financial audits.

Table 4.16: Governance details at basic (1-5 and 1-8) community schools

Province	Basic (1-5) Schools				Basic (1-8) Schools			
	No. of schools	SIP	Social Audit	Financial Audit	No. of schools	SIP	Social Audit	Financial Audit
Koshi	3032	2512	2681	2594	966	849	1003	858
Madhesh	2051	1136	987	1322	626	442	626	471
Bagmati	2392	2102	2191	2127	748	676	748	685
Gandaki	1813	1651	1666	1673	483	448	462	451
Lumbini	2464	2145	2291	2211	799	721	760	731
Karnali	1753	1563	1619	1558	510	460	479	457
Sudurpashchim	1817	1583	1648	1577	631	564	593	557
Nepal (No.)	15322	12692	13083	13062	4763	4160	4247	4210
Nepal (%)		82.8	85.8	85.2		87.3	89.2	88.4

According to Table 4.16, out of 15,322 basic (1-5) schools, 12,692 (82.8%) of schools have updated SIPs, 13,151 (85.8%) have conducted social audits, and 13,062 (85.2%) have conducted financial audits. Similarly, out of 4,763 basic (1-8) schools, 4,160 schools (87.3%) have updated SIPs, 4,247 schools (89.2%) have conducted social audits and 4,210 schools (88.4%) have conducted financial audits. For more details on governance in basic schools, please refer to Annex 8.

4.15 PRO-POOR TARGET SCHOLARSHIP - GRADE EIGHT

The CEHRD has established a pro-poor target scholarship that rewards students falling under the lowest economic quintiles. In the academic year 2081, this scholarship was available for Grade 6 to 12 students. Students were required to fill out a form and were then categorized into five economic quintiles, with the first quintile representing students from poor families and the fifth quintile representing students from the wealthiest families.

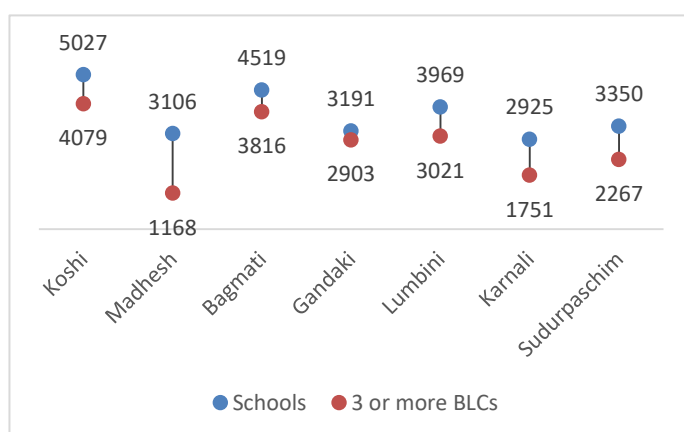
255566 students applied for pro-poor target scholarships, out of which 125522 students applied in grade 5 and 130044 students applied in grade 8. The students who applied in grade

5 get the scholarship from grade 6 to 8 and the students who applied in grade 8 get the scholarship from grade 9 to 12 if they are selected in the prescribed quintiles.

4.16 BASIC LEARNING CONDITIONS AT THE BASIC LEVEL

Basic learning conditions (BLCs) in schools are essential for creating an environment that supports effective teaching and learning. These conditions include various elements that contribute to the overall educational experience of students. In Nepal, BLCs in basic schools encompass five major elements:

- adequate teachers,
- adequate classrooms,
- provision of girls' toilets,
- provision of library/book corners, and
- assurance of free textbooks



These BLCs are believed to help create an environment where students can thrive academically, socially, and emotionally.

During the BLC computation, the available teacher and classroom details were checked against the required number of teachers and classrooms in each school. The total number of students in Grades 1-5 and 6-8, along

with the grade-wise distribution of students, were used to identify the required number of teachers and classrooms. If the grade-wise distribution of students exceeded certain numbers (40, 45, and 50 in the case of mountain, hill, and terai), additional required teachers and classrooms were added.

Figure 4.5: Basic level (Grade 1-8) with 3 or more BLCs

A total of 19,005 community schools (that have Grades 1 to 5 or 1 to 8 or 6 to 8) out of 26,087 schools have met three or more BLCs, representing 72.9 percent of the schools. In Gandaki Province, 91.0 percent of schools have reported meeting three or more BLCs, while Karnali and Madhesh Province have the lowest percentages of 59.9 percent and 37.6 percent respectively.

4.17 ESTIMATES OF OUT-OF-SCHOOL CHILDREN AT THE BASIC LEVEL

The estimates of out-of-school children (OOSC) are calculated through two methods. The first method estimates the OOSC by subtracting the enrolled children from the total population of school-age children. The second method, which has been used in this report, estimates OOSC by using data on the population of school-age children and the net enrollment rate (NER) of required levels. In terms of formula,

$$\text{OOSC} = \text{Population of School-Age Children} \times (1 - \text{NER})$$

Table 4.18 provides the estimates of OOSC at the basic level of Grades 1-8, with 122,686 (5.8%) of girls and 129,709 (6.0%) of boys being out of school.

Table 4.17: Estimates of OOSC at the basic level

Province	Girls	Boys	Total	Girls	Boys	Total
	Number			%		
Koshi	19,693	19,053	38,746	6.0	5.7	5.9
Madhesh	31,946	33,891	65,837	5.9	6.1	6.0
Bagmati	19,375	23,307	42,682	5.3	5.8	5.6
Gandaki	7,472	8,773	16,245	5.3	5.8	5.6
Lumbini	23,338	24,295	47,633	6.2	6.2	6.2
Karnali	8,300	7,490	15,790	5.8	5.4	5.6
Sudurpashchim	12,562	12,900	25,462	5.9	6.0	6.0
Nepal (No.)	122,686	129,709	252,395	5.8	6.0	5.9

Bagmati, Gandaki, and Karnali Province have the fewest OOSC compared to other provinces, while Lumbini Province tops the list with 6.2 percent. For detailed information on OOSC by local levels, please refer to Annex 7.

CHAPTER 5: SECONDARY LEVEL EDUCATION

5.1 INTRODUCTION

The following section of the report presents the number of students enrolled in secondary-level education across the country. It also provides information on the number and proportion of students from Dalit and Janajati in schools along with the student-teacher ratio in community and institutional schools. Additionally, key education indicators such as the gross and net enrolment rates are also provided in this section. All the information is broken down by school types and provinces where necessary.

5.2 NO. OF STUDENTS AT THE SECONDARY LEVEL

There are 1,663,740 students at the secondary level of Grades 9-12. Of these, 989,885 (59.5%) are in Grades 9-10, and the remaining 673,855 (40.5%) are in Grades 11-12. This represents a decrease of 107,815 students from last year's total of 1,045,092 and 726,463 in Grades 9-10 and 11-12 respectively.

In community schools, there are 716,023 students in Grades 9-10, accounting for 73.6 percent of the total enrolment, down from 831,488 and 76.7 percent last year. In institutional schools, the number is 256,487, representing 26.4 percent of the total enrolment, up from 251,292 and 23.7 percent last year.

Table 5.1: No of students at the secondary level

Province	Total			Community			Institutional			Community % Girls	Institutional % Girls
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total		
Koshi	137,507	135,510	273,017	10,0954	90,548	19,1502	36,553	44,962	81,515	52.7	44.8
Madhesh	135,629	144,946	280,575	116,698	115,598	23,2296	18,931	29,348	48,279	50.2	39.2
Bagmati	190,499	211,235	401,734	100,762	91,488	192,250	89,737	119,747	209,484	52.4	42.8
Gandaki	65,746	67,679	133,425	49,802	46,331	96,133	15,944	21,348	37,292	51.8	42.8
Lumbini	139,473	142,001	281,474	110,310	102,395	212,705	29,163	39,606	68,769	51.9	42.4
Karnali	64,516	63,307	127,823	61,682	59,365	121,047	2,834	3,942	6,776	51.0	41.8
Su.Pa	83,593	82,099	165,692	71,562	63,631	135,193	12,031	18,468	30,499	52.9	39.4
Nepal	816,963	846,777	1,663,740	611,770	569,356	1,181,126	205,193	277,421	482,614	51.8	42.5

According to Table 5.1, 51.8 percent of girls are enrolled in community schools, while the figure is 42.5 percent for institutional schools. This indicates a preference for girls in community schools and boys in institutional schools by parents.

Figures 5.1 and 5.2 display the number of students enrolled in mainstream religious schools, including Madrassas, Gumbas, and Ashrams in Grades (9-10), and (11-12). Please refer to Annex 4 for the grade distribution of students at the secondary level.

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

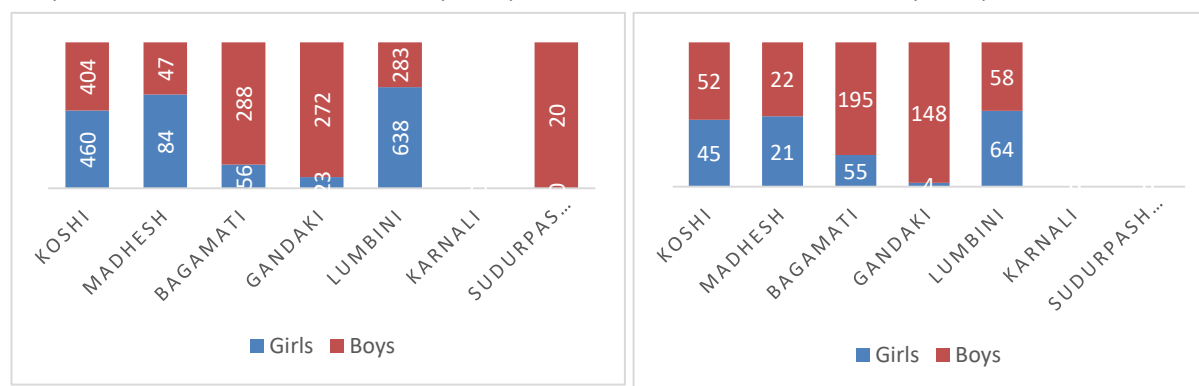
Figure 5.2: No. of students in religious schools (11-12)

The number of students in religious schools at the secondary level is much lower compared to the basic level of education. The data indicates that there are a total of 2,575 students in Grades 9-10 and 664 students in Grades 11-12. The decrease in the number of students from the early grades of the basic level to the secondary level suggests that most students, after completing the basic level, enroll in non-religious schools. However, it is important to ensure that students who complete the basic level at religious schools do not drop out of education due to language, culture, and teaching-learning barriers. Additionally, Table 5.2 presents the number of students by grade at the national level, along with the share of students in each grade for both community and institutional schools.

Table 5.2: No and percentage of students at the secondary level

Grade	Total			Community			Institutional			Comm.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Share of students	
G 9	245,516	258,428	503,944	188,836	181,727	370,563	56,680	76,701	133,381	31.4	27.6
G 10	239,625	246,316	485,941	185,630	173,376	359,006	53,995	72,940	126,935	30.4	26.3
G 9-10	485,141	504,744	989,885	374,466	355,103	729,569	110,675	149,641	260,316	61.8	53.9
G 11	163,446	175,441	338,887	108,753	101,924	210,677	54,693	73,517	128,210	17.8	26.6
G 12	168,376	166,592	334,968	128,551	112,329	240,880	39,825	54,263	94,088	20.4	19.5
G 11-12	331,822	342,033	673,855	237,304	214,253	451,557	94,518	127,780	222,298	38.2	46.1
Nepal	816,963	846,777	1,663,740	611,770	569,356	1,181,126	205,193	277,421	482,614	100.0	100.0

In Table 5.2, out of a total of 1,663,740 students in Grades 9-12, the breakdown is as follows: 503,944 students are in Grade 9, 485,941 students are in Grade 10, 338,887 students are in



Grade 11, and 334,968 students are in Grade 12. These figures reveal a significant decrease in the number of students between Grades 10

and 11. Specifically, the number of Grade 11 students is 30.3 percent lower than the number of Grade 10 students. These findings highlight the need for targeted efforts by all levels of government to address this drop-off between these sub-levels. Furthermore, Table 5.2 also indicates that there are more girls in community schools across all grades of secondary level, while the opposite trend is observed in institutional schools, where the share of boys is greater than that of girls. When considering both types of schools, the number of girls and boys is nearly equal, with boys outnumbering girls by 29,814.

5.3 NO. OF STUDENTS FROM DALIT AND JANAJATI COMMUNITIES AT THE SECONDARY LEVEL

According to Table 5.3, the number of students from Dalit and Janajati communities is 207,514 and 573,132 respectively. In Grades 9-12, the proportion of students from Dalit communities is 12.5 percent, and the proportion of Janajatis is 34.4 percent. The number of students from Dalit communities is 70,167 in Grade 9, while there are 36,563 students in Grade 12, indicating a significant drop in enrolment after Grade 9. A similar trend is observed for Janajati students, albeit to a lesser extent. Please refer to Annex 4 for the caste/ethnic distribution of students at the secondary level.

Table 5.3: No of students by caste/ethnicity at the secondary level

Grade	Total			Dalit			Janajati		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 9	245,516	258,428	503,944	35,056	35,111	70,167	88,640	87,695	176,335
G 10	239,625	246,316	485,941	32,372	31,698	64,070	85,782	80,647	166,429
G 9-10	485,141	504,744	989,885	67,428	66,809	134,237	174,422	168,342	342,764
G 11	163,446	175,441	338,887	18,004	18,710	36,714	57,778	54,868	112,646
G 12	168,376	166,592	334,968	19,171	17,392	36,563	62,517	55,205	117,722
G 11-12	331,822	342,033	673,855	37,175	36,102	73,277	120,295	110,073	230,368
Nepal	816,963	846,777	1,663,740	104,603	102,911	207,514	294,717	278,415	573,132

The number of students in Grade 1 is 839,834, while in Grade 12 it is 334,968. This difference highlights the likelihood of many students dropping out of school for various reasons that requires further exploration.

In terms of Dalit and Janajati students, as indicated in Table 5.3, the number of girls is higher than boys. However, for the total student population, the reverse is true, with the Gender Parity Index (GPI) being 0.96 for total students, 1.01 for students from Dalit communities, and 1.06 for Janajatis. This also indicates that boys, after completing Grade 8, either drop out or migrate outside Nepal in search of jobs. Since the GPI favors boys at the basic level, the decline in enrolment at the secondary level requires further study and examination.

5.4 NO. OF STUDENTS FROM DISADVANTAGED COMMUNITIES AT THE SECONDARY LEVEL

Students from 22 disadvantaged Janajati communities such as Bankaria, Baramu, Bote, Chepang, Danuwar, Dhanuk, Hayu, Jhangad, Kisan, Kusunda, Lopcha, Majhi, Meche, Musbadiya, Raji, Raute, Satar, Singhsa, Siyar, Surel, Thami and Thunam are considered particularly marginalized. In Grades 9-10, the number of students from these communities is 13,468, and in Grades 11-12, this number is 8,405, with a total of 21,873 students from these communities. This makes up 1.23 percent of the total population at the secondary level. In terms of gender, out of 21,873 students, 11,273 (51.5%) are girls and 10,599 (48.5 percent) are boys.

Table 5.4: No of students by disadvantaged caste groups at the secondary level

Province	Grade 9-10			Grade 11-12			Grade 9-12		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	75	55	130	323	374	697	398	429	827
Madhesh	43	38	81	119	87	206	162	125	287
Bagmati	106	161	267	610	777	1387	716	938	1654
Gandaki	33	28	61	93	119	212	126	147	273
Lumbini	10	8	18	37	36	73	47	44	91
Karnali	7	3	10	31	30	61	38	33	71
Sudurpashchim	13	16	29	90	80	170	103	96	199
Nepal	287	309	596	1303	1503	2806	1590	1812	3402

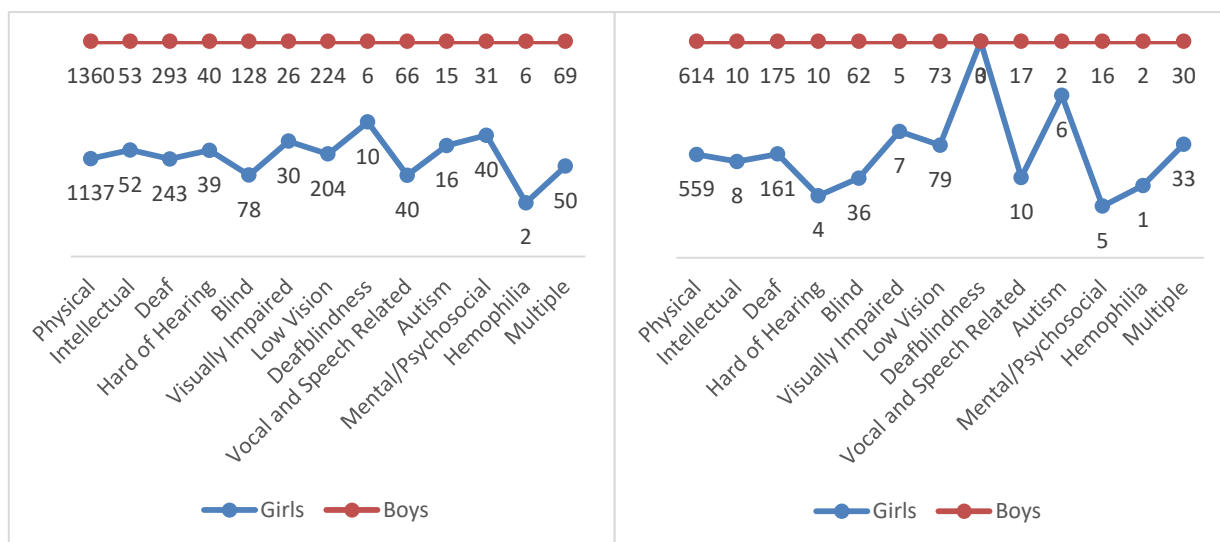
Out of the 3402 disadvantaged Janajati students enrolled in Grades 9-12, 1654 are in Bagmati province, representing the highest share at 48.6 percent, followed by 24.3 percent in Koshi Province. Karnali province has the lowest percentage of these students at 0.2, followed by Lumbini province at 0.26.

5.5 NO. OF GRADE 11-12 STUDENTS

After completing Grade 10, students choose their major subject when enrolling in Grade 11, rather than selecting from different faculties in the past. Currently, there are more than 12 subjects to choose from the number of students enrolled in each subject. The proportion of students enrolled in science subjects in Grades 11 and 12 as a percentage of the total enrolment is 18.8 percent. Specifically, the proportion of girls enrolled in science subjects is 16.3 percent, while the proportion of boys is 21.4. This represents an increase of 5.4 percentage points for girls (from 10.9%) and 4.5 percentage points for boys (from 16.9%) over the baseline.

5.6 NO. OF STUDENTS WITH DISABILITIES AT THE SECONDARY LEVEL

The percentage of students with disabilities in Grades 9-10 and 11-12 is less than 1 percent. In Grades 9-10, there are 4,258 such students (0.43%), and in Grades 11-12, there are 1,928 students (0.29%) with disabilities. Among the thirteen types of disabilities, physical disability is the most common, with 2,497 students (58.6%), while Hemophilia is the least common with



only 8 students (0.2%) in Grades 9-10. Deaf blindness is also the least common category with 16 students (0.4%) in Grades 9 and 10.

The same trend is seen in Grades 11-12, with physical disability being the most common, comprising 1,173 students (60.8%), while hemophilia and deaf/blind with 3 students (0.2%) each. In terms of gender, 54.4 percent of the total students with disabilities in Grades 9-10 are boys (2,317 students), while in Grades 11-12, 52.7 percent of the total boys (1,016 students). For more details, please refer to Annex 5 for disability-related details at the secondary level of education.

5.7 INTERNAL EFFICIENCY AT THE SECONDARY LEVEL

Internal efficiency in education is determined by factors such as promotion, repetition, and dropout rates across different grade levels. Table 5.6 provides a breakdown of these rates for Grades 9 and 10 based on gender. The data shows that the promotion rate for Grade 9 is 87.1 percent, with a repetition rate of 5.0 percent and a dropout rate of 7.9 percent. For Grade 10, the promotion rate is higher at 97.6 percent, with a repetition rate of 1.2 percent and a dropout rate of 1.2 percent.

Table 5.5: Promotion, repetition, and dropout rate at the secondary level

Grade	Promotion Rate			Repetition Rate			Dropout Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 9	88.4	85.8	87.1	4.4	5.5	5.0	7.2	8.7	7.9
G 10	97.6	97.6	97.6	1.3	1.2	1.2	1.1	1.2	1.2
G 9-10	92.9	91.5	92.2	2.9	3.4	3.2	4.2	5.1	4.7

Moreover, the data indicates that in Grades 9-10, students are more likely to advance to the next grades, and the dropout rate is significantly lower compared to the basic education level. For more details on promotion, repetition, and dropout rate in Grades 9-10, please refer to Annex 6.

5.8 GER/NER AT THE SECONDARY LEVEL

The GER and NER are calculated based on the projected population age group. In the context of this report; these rates are calculated based on the projected population data collected in 2078 BS.

Table 5.6: GER and NER details at the secondary 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	97.8	99.3	98.5	76.6	74.2	75.4	62.1	64.8	63.4	39.5	37.0	38.3
Madhesh	96.2	99.1	97.7	84.1	80.8	82.4	39.3	56.5	46.6	23.7	30.0	26.4
Bagmati	103.3	106.4	104.9	75.5	68.5	71.9	78.9	89.6	84.3	43.0	37.0	40.0
Gandaki	98.1	100.2	99.2	75.9	69.4	72.6	61.1	61.5	61.3	43.5	42.8	43.1
Lumbini	97.2	98.5	97.9	77.5	75.4	76.5	54.9	62.6	58.5	37.6	37.3	37.5
Karnali	95.7	98.2	96.9	70.7	71.5	71.1	67.4	69.6	68.5	46.9	42.0	44.5
Sudurpashchim	94.3	95.5	94.9	75.7	76.8	76.2	52.6	60.3	56.1	39.1	37.0	38.2
Nepal	98.0	100.2	99.1	77.3	74.2	75.8	58.9	68.3	63.3	37.5	36.8	37.1

Table 5.7: GER and NER details at the secondary level (additional)

Province	GER (9-12)			NER (9-12)			Gender Parity in NER 9-12
	Girls	Boys	Total	Girls	Boys	Total	
Koshi	79.2	82.1	80.6	57.3	55.6	56.5	1.0
Madhesh	65.3	79.7	72.0	51.3	57.7	54.3	0.9
Bagmati	90.3	97.6	94.0	58.1	51.9	55.0	1.1
Gandaki	79.4	81.1	80.3	59.5	56.3	57.9	1.1
Lumbini	74.1	80.2	77.0	55.7	56.0	55.9	1.0
Karnali	81.3	83.9	82.6	58.6	56.7	57.7	1.0
Sudurpashchim	71.8	77.9	74.7	56.0	56.9	56.4	1.0
Nepal	77.1	84.3	80.6	56.1	55.5	55.8	1.0

In Table 5.8, the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) for Grades 9-12 are displayed. The overall NER is 55.8 percent, representing a decrease from last year's figure of

56.8 percent, although it still exceeds the SESP target. However, both NER and GER are far from 100 percent, indicating that students are dropping out before reaching the secondary level (9-12). The difference between GER and NER indicates issues of underage and overage students at the secondary level.

The net enrolment gender parity index is 1.0, up from last year's figure of 0.96, surpassing the SESP target. In all provinces, girls' GER is lower than that of boys, continuing the trend observed at the basic level of education. For more details on NER and GER, please refer to Annex 7.

5.9 SURVIVAL RATE AT THE 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 reach Grade 9 (survival rate for grade 9) and the percentage of students that reach Grade 12 (survival rate for Grade 12) along with other details. Table 5.9 uses the cohort reconstruction method to calculate the required survival rates for Grades 9 and 12.

Table 5.8: Survival rates at the secondary level

Province	Survival rate to Grade 10			Survival rate to Grade 12		
	Girls	Boys	Total	Girls	Boys	Total
Koshi	68.0	66.8	67.4	49.5	45.3	47.3
Madhesh	66.3	65.9	66.1	28.6	25.6	27.0
Bagmati	67.3	66.8	67.0	57.3	53.6	55.3
Gandaki	67.4	67.1	67.2	54.1	50.6	52.2
Lumbini	67.6	66.4	66.9	35.6	31.4	33.4
Karnali	68.2	66.6	67.4	51.6	50.3	50.9
Sudurpashchim	68.2	66.4	67.2	43.8	42.3	43.1
Nepal	67.3	66.4	66.9	42.4	39.1	40.6

5.10 STUDENT SCHOOL RATIO AT THE SECONDARY LEVEL

The Student School Ratio is calculated by dividing the total number of students by the total number of schools. When calculating this ratio, the number of students is divided by the total number of schools that have secondary levels of 9-10, and 11-12 across the provinces.

Table 5.9: Student School Ratio at the secondary level

Province	Community		Institutional		Total	
	9-10	11-12	9-10	11-12	9-10	11-12
Koshi	91.4	116.0	57.6	147.0	78.0	124.0
Madhesh	202.6	160.4	58.1	116.9	145.5	149.2
Bagmati	78.8	103.7	63.2	253.9	70.7	158.5
Gandaki	62.2	73.8	60.1	98.6	61.6	79.2
Lumbini	109.3	135.4	64.7	166.3	93.8	142.0
Karnali	105.5	146.2	52.7	94.5	99.6	142.6
Sudurpashchim	93.7	109.8	63.2	184.5	87.0	120.7
Nepal	101.7	118.5	61.2	179.7	86.6	133.5

According to Table 5.10, the student-school ratio of community schools in Grades 9-10 is 101.7, and the student-school ratio of community schools in Grades 11-12 is 118.5. Similarly, the student-school ratio in institutional schools for Grades 9-10 is 86.6, while the student-school ratio in institutional schools for Grades 11-12 is 179.7. The national level student-school ratio for Grades 9-10 is 86.6, and for Grades 11-12, it is 133.5.

5.11 INFRASTRUCTURE DETAILS AT THE SECONDARY LEVEL

Buildings, classrooms, computer labs, science labs, and equipment-education infrastructure are crucial elements of school learning environments. Quality infrastructure can facilitate better instruction, improve student outcomes, and reduce dropout rates. Tables 5.11 and 5.12 provide the infrastructure details of secondary (1-10) community schools.

Table 5.10: 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	615	6.23	597	569	11.78	515	560	563	581	589
Madhesh	338	5.73	319	269	12.63	288	218	243	319	317
Bagmati	679	4.37	650	630	14.25	588	605	613	654	648
Gandaki	446	5.39	439	427	13.97	395	430	429	431	437
Lumbini	550	6.00	538	508	11.11	477	491	491	535	540
Karnali	321	5.54	257	271	8.97	235	237	288	294	274
Sudurpashchim	452	6.35	394	417	8.61	390	406	425	430	349
Nepal (No.)	3,401	5.63	3,194	3,091	11.87	2,888	2,947	3,052	3,244	3,154
Nepal (%)			93.9	90.9		84.9	86.7	89.7	95.4	92.7

Out of 3,401 secondary (1-10) schools, 3,194 (93.9%) reported that they have access to electricity. The average number of buildings is 5.6, more than double that of the basic (1-5) schools, however, the size and quality of those buildings cannot be answered through this data. A total of 3,091 (90.9%) have access to at least one computer, and of these schools, there is an

average of 12.0 computers per school. The number of schools that have drinking water facilities is 2,888 which is 84.9 percent; the number of schools that have a library is 2,947 which is 86.7 percent; the number of schools that have a child club is 3,052, which is 89.7 percent and the number of schools that have a toilet is 3,244 which is 95.4 percent. Meanwhile, 3,154 schools have internet facilities, which is 92.7 percent of the total secondary (9-10) community schools. Table 5.12 provides the infrastructure details provided in terms of percentages at secondary (1-10) community schools.

Table 5.11: Percentages of (1-10) community schools with different infrastructures

Province	1-10 schools	Electricity	Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	615	97.1	92.5	83.7	91.1	91.5	94.5	95.8
Madhesh	338	94.4	79.6	85.2	64.5	71.9	94.4	93.8
Bagmati	679	95.7	92.8	86.6	89.1	90.3	96.3	95.4
Gandaki	446	98.4	95.7	88.6	96.4	96.2	96.6	98.0
Lumbini	550	97.8	92.4	86.7	89.3	89.3	97.3	98.2
Karnali	321	80.1	84.4	73.2	73.8	89.7	91.6	85.4
Sudurpashchim	452	87.2	92.3	86.3	89.8	94.0	95.1	77.2
Nepal	3,401	93.9	90.9	84.9	86.7	89.7	95.4	92.7

Table 5.12 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 (except electricity and internet, where Karnali Province and Sudurpashchim 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 5.12: 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	655	7.42	616	597	20.6	548	572	585	630	610
Madhesh	454	7.38	388	379	20.4	354	346	361	411	397
Bagmati	765	5.36	742	709	22.3	688	690	713	737	734
Gandaki	505	6.46	483	468	21.2	439	451	475	489	488
Lumbini	626	7.58	593	571	20.1	544	560	575	600	589
Karnali	349	6.83	313	318	14.1	286	293	313	336	324
Sudurpashchim	458	8.55	443	428	16.7	388	398	418	446	425
Nepal (No.)	3,812	6.95	3,578	3,470	19.9	3,247	3,310	3,440	3,649	3,567
Nepal (%)			93.9	91.0		85.2	86.8	90.2	95.7	93.6

Tables 5.13 and 5.14 show the data for infrastructure for schools teaching secondary level (11-12). There is an average of 6.9 buildings in secondary (1-12) community schools across the

country which is 1.8 buildings more than in secondary (1-10) schools. Similarly, out of 3,812 secondary (1-12) schools in the country, 3,578 (93.9%) have electricity, 3,470 have computers (91.0%), 3,247 (85.2%) have drinking water, 3,310 (86.8%) have a library, 3,440 (90.2%) have a child club, 3,649 (95.7%) have toilet facilities and 3,567 (93.6%) have Internet facilities. Of those 3,470 schools that have computers, there is an average of 20.0 computers for teaching and learning purposes.

Table 5.13: Percentages of (1-12) community schools with different infrastructures

Province	1-12 schools	Electricity	Computers	Drinking Water	Library	Child Club	Toilet	Internet
Koshi	655	94.0	91.1	83.7	87.3	89.3	96.2	93.1
Madhesh	454	85.5	83.5	78.0	76.2	79.5	90.5	87.4
Bagmati	765	97.0	92.7	89.9	90.2	93.2	96.3	95.9
Gandaki	505	95.6	92.7	86.9	89.3	94.1	96.8	96.6
Lumbini	626	94.7	91.2	86.9	89.5	91.9	95.8	94.1
Karnali	349	89.7	91.1	81.9	84.0	89.7	96.3	92.8
Sudurpashchim	458	96.7	93.4	84.7	86.9	91.3	97.4	92.8
Nepal	3,812	93.9	91.0	85.2	86.8	90.2	95.7	93.6

Table 5.14 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 Sudurpashchim 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.

5.12 CURRICULUM AND OTHER MATERIALS AT THE SECONDARY LEVEL

Curriculum is an important and integral part of education. It helps to plan, organize, execute, and attain results systematically. In addition to curriculum, adequate child materials, reference materials, and teachers' guides are also equally essential to support teachers in delivering quality teaching and learning. Table 5.15 provides the number of secondary (1-10) community schools with those learning materials. It is to be noted that there are 3,401 secondary (1-10) community schools across the country.

Table 5.14: Curriculum and relevant materials in secondary (1-10) community schools

Province	1-10 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	615	479	419	403	400	407	372
Madhesh	338	201	160	176	143	111	134
Bagmati	679	496	427	475	439	530	419
Gandaki	446	346	323	309	291	349	294
Lumbini	550	421	374	361	332	423	329
Karnali	321	256	229	235	188	242	201
Sudurpashchim	452	358	319	311	298	394	293
Nepal (No.)	3,401	2,557	2,251	2,270	2,091	2,456	2,042
Nepal (%)		75.2	66.2	66.7	61.5	72.2	60.0

Out of 3,401 secondary (1-10) schools, 2,557 schools (75.2%) have teachers' guides, 2,251 (66.2%) schools have child materials, 2,270 (66.7%) schools have book corners, 2,091 (61.5%) schools have printed curriculums, 2,456 (72.2%) schools have local curriculums, and 2,042 (60.0%) schools have reference materials.

Table 5.15: Curriculum and relevant materials in secondary (1-10) community schools by percentage

Province	1-10 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	615	77.9	68.1	65.5	65.0	66.2	60.5
Madhesh	338	59.5	47.3	52.1	42.3	32.8	39.6
Bagmati	679	73.0	62.9	70.0	64.7	78.1	61.7
Gandaki	446	77.6	72.4	69.3	65.2	78.3	65.9
Lumbini	550	76.5	68.0	65.6	60.4	76.9	59.8
Karnali	321	79.8	71.3	73.2	58.6	75.4	62.6
Sudurpashchim	452	79.2	70.6	68.8	65.9	87.2	64.8
Nepal	3,401	75.2	66.2	66.7	61.5	72.2	60.0

Table 5.16 provides the same kind of response for teachers' guide, child material and book corners expressed as a percentage of schools in each region reporting available resources. In each case, Madhesh Pradesh demonstrates the lowest percentage of schools reporting the availability of the respective resources. In contrast to the availability of infrastructure resources, Karnali and Gandaki Provinces reported consistently high availability of teacher's guides, child materials, and especially book corners.

As Table 5.17 shows, there are 3,812 secondary (1-12) community schools across the country, out of which 2,713 schools (71.2%) reported having teachers' guides, 2,454 schools (64.4%) having child materials, 2,514 schools (65.9%) having book corners, 2,357 schools (61.8%) having

printed curriculums, 2,591 schools (68.0%) having local curriculums, and 2,381 schools (62.5%) having reference materials.

Table 5.16: Book corner and relevant materials in secondary (1-12) community schools

Province	1-12 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	655	465	425	422	425	421	428
Madhesh	454	307	273	274	262	207	259
Bagmati	765	566	500	548	510	575	486
Gandaki	505	346	319	323	308	352	307
Lumbini	626	444	401	408	360	433	385
Karnali	349	247	227	232	208	249	215
Sudurpashchim	458	338	309	307	284	354	301
Nepal (No.)	3,812	2,713	2,454	2,514	2,357	2,591	2,381
Nepal (%)		71.2	64.4	65.9	61.8	68.0	62.5

Table 5.18 shows the availability of various materials in terms of percentages for different provinces. 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 the national average. In one example, local curriculums are available in 68.0 percent of schools nationally, but just 45.6 percent of schools in Madhesh Province. This emphasises the need to ensure action is taken to identify and address resource provision in Madhesh Province to improve equitable access to quality education resources. For further information on these materials, please refer to Annex 9.

Table 5.17: Curriculum and relevant materials in secondary (1-12) community schools by percentage

Province	1-12 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	655	71.0	64.9	64.4	64.9	64.3	65.3
Madhesh	454	67.6	60.1	60.4	57.7	45.6	57.0
Bagmati	765	74.0	65.4	71.6	66.7	75.2	63.5
Gandaki	505	68.5	63.2	64.0	61.0	69.7	60.8
Lumbini	626	70.9	64.1	65.2	57.5	69.2	61.5
Karnali	349	70.8	65.0	66.5	59.6	71.3	61.6
Sudurpashchim	458	73.8	67.5	67.0	62.0	77.3	65.7
Nepal	3,812	71.2	64.4	65.9	61.8	68.0	62.5

5.13 GOVERNANCE IN SECONDARY SCHOOLS

All schools nationwide are required to develop a School Improvement Plan, establish a school management committee (SMC) and a Parent Teacher Association (PTA), hold regular meetings

with SMC/PTA members, and conduct annual social audits and financial audits. These are considered essential for good governance, which in turn drives schools to establish effective management processes, systems, and controls. Table 5.23 provides the number of secondary schools (Grades 1-10 and 1-12) with details on school-based good governance practices, while Table 5.19 provides the same data as a percentage of the schools in the region.

Table 5.18: 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	615	655	584	615	576	556	651	544
Madhesh	338	454	259	337	274	338	451	327
Bagmati	679	765	618	679	645	679	765	677
Gandaki	446	505	430	446	432	435	499	434
Lumbini	550	626	524	550	521	552	619	545
Karnali	321	349	302	319	297	294	347	287
Sudurpashchim	452	458	432	447	430	394	458	380
Nepal	3,401	3,812	3,149	3393	3,175	3,248	3790	3,194

As shown in Table 5.19, out of 3,401 secondary (1-10) schools, 3,149 (92.6%) of schools have an updated school improvement plan; 3,147 (99.76%) have conducted a social audit; while 3,175 (88.7%) have conducted financial audit. Similarly, out of 3,812 secondary (1-12) schools, 3,248 schools (85.2%) have school improvement plans; 3,204 schools (99.42%) have a social audit; while 3,194 schools (83.8%) have financial audits.

Table 5.19: 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	615	655	95.0	100.0	93.7	84.9	99.3	83.1
Madhesh	338	454	76.6	99.7	81.1	74.4	99.3	72.0
Bagmati	679	765	91.0	100.0	95.0	88.8	100.0	88.5
Gandaki	446	505	96.4	100.0	96.9	86.1	98.0	85.9
Lumbini	550	626	95.3	100.0	94.7	88.2	98.8	87.1
Karnali	321	349	94.1	99.37	92.5	84.2	99.4	82.2
Sudurpashchim	452	458	95.6	98.89	95.1	86.0	100.0	83.0
Nepal	3,401	3,812	92.6	99.7	93.4	85.2	99.4	83.8

There is significant regional variation, with Madhesh Province scoring 20 percentage points lower in every case than both the national average and other provinces. In contrast, the best-

performing provinces were Gandaki Province and Lumbini Province, where governance indicators show 90 percent or more in each case. The comparison also demonstrates the need to ensure action is taken to improve governance where these structures and processes are not being implemented. See Annex 9 for further details on governance-related activities in secondary-level schools.

5.14 BASIC LEARNING CONDITION IN SECONDARY SCHOOLS

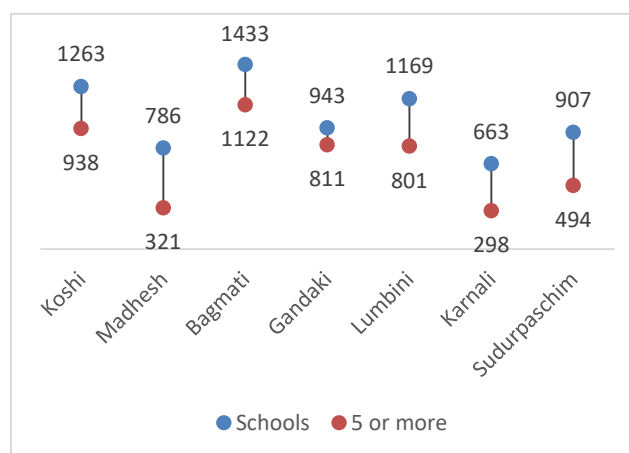


Figure 5.3: Secondary level (Grade 9-10) with 3 or more BLCs

Like in the case for basic schools, the BLCs for secondary schools also encompass five major elements a) adequate teachers b) adequate classrooms c) provision of girls' toilets d) provision of library/book corner e) assurance of free textbooks along with two additional elements that include f) provision of ICT labs and g) provision of science labs. The calculation modality for teachers and classrooms has been computed by comparing the available and required number of teachers and classrooms in schools. Figure 5.5 provides the number of secondary levels that meet 3 or more BLCs for secondary schools.

Out of 27,263 community schools, 7,164 have secondary levels of Grades 9 to 10. The BLC computation of those 7,164 schools shows that 6,534 schools (90.6%) have met 3 or more BLCs, and 4,785 schools (66.8%) have met 5 or more BLCs. Meanwhile, only 282 out of 7,164 schools (3.9%) have all 7 BLCs met and Madhesh Province has no schools with this condition fulfilled while Karnali Province has 2 schools.

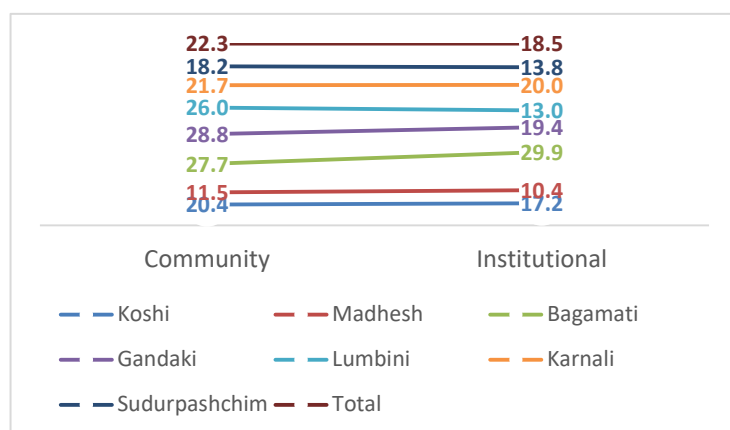
CHAPTER 6: TEACHER MANAGEMENT

6.1 INTRODUCTION

Teachers are the core of the education system. Having skillful teachers in schools helps create skillful 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 deals with teacher-related information at the province and national level disaggregated by gender and types of schools.

6.2 HEADTEACHER MANAGEMENT

The role of headteachers, also known as principals in institutional schools, is crucial in shaping the vision, culture, and effectiveness of a school. Their responsibilities include educational leadership, strategic planning, personnel and financial management, community engagement, student welfare, discipline, data management, and more.



While the gender of a headteacher can influence certain aspects of school functioning, it is important to recognize that individual leadership styles, skills, and qualities play a more significant role than gender alone. Gender diversity in headteacher leadership is vital for effective planning, program development, and policy

formulation.

At the national level, 22.3 percent of community schools and 18.5 percent of institutional schools have female headteachers. Table 6.1 details headteachers' qualifications in both types of schools.

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

Teachers in community schools fall under three main categories of employment: The first is the federal government-appointed teachers categorized 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 6.2 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 the basic level

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Perm	Temp	Rahat	Perm	Temp	Rahat	Perm	Temp	Rahat
Koshi	13,222	3,444	3,051	2,936	1,101	1,674	16,158	4,545	4,725
Madhesh	7,087	1,760	3,044	1,567	520	659	8,654	2,280	3,703
Bagmati	12,129	3,496	3,635	2,645	1,081	2,115	14,774	4,577	5,750
Gandaki	9,257	3,090	1,335	2,145	841	1,040	11,402	3,931	2,375
Lumbini	9,965	2,619	3,306	2,064	849	1,504	12,029	3,468	4,810
Karnali	4,843	1,400	1,955	842	559	881	5,685	1,959	2,836
Sudurpashchim	5,866	1,376	3,216	1,262	548	1,422	7,128	1,924	4,638
Nepal	62,369	17,185	19,542	13,461	5,499	9,295	75,830	22,684	28,837

Table 6.2 shows that there are 99,096 government-approved teachers in basic (1-5) while this number is 28,255 for basic (6-8), with a total of 127,351 for basic (1-8). Upon comparing these numbers with the number of students in community schools, the data shows a student-teacher ratio of 21:1 (last year it was 23:1) at basic (1-5), 45:1 (last year it was 51:1) at the basic (6-8) and 26:1 (last year it was 29:1) at basic (1-8). Meanwhile, Table 6.3 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	8,789	10,928	19,717	1,417	4,294	5,711	10,206	15,222	25,428
Madhesh	4,115	7,776	11,891	447	2,299	2,746	4,562	10,075	14,637
Bagmati	9,808	9,452	19,260	2,202	3,639	5,841	12,010	13,091	25,101
Gandaki	7,309	6,373	13,682	1,383	2,643	4,026	8,692	9,016	17,708
Lumbini	7,672	8,218	15,890	1,276	3,141	4,417	8,948	11,359	20,307
Karnali	2,767	5,431	8,198	423	1,859	2,282	3,190	7,290	10,480
Sudurpashchim	3,728	6,730	10,458	523	2,709	3,232	4,251	9,439	13,690
Nepal	44,188	54,908	99,096	7,671	20,584	28,255	51,859	75,492	127,351

As given in Table 6.3, the share of female teachers in basic (1-5) is 44.6 percent while this share is 27.1 percent in basic (6-8) and 40.7 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 6.4 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	1,453	592	2,045	262	419	681	1,715	1,011	2,726
Madhesh	510	451	961	111	243	354	621	694	1,315
Bagmati	1,884	539	2,423	370	398	768	2,254	937	3,191
Gandaki	1,851	430	2,281	298	338	636	2,149	768	2,917
Lumbini	2,424	853	3,277	618	684	1,302	3,042	1,537	4,579
Karnali	606	659	1,265	179	506	685	785	1,165	1,950
Sudurpashchim	1,057	1,199	2,256	282	983	1,265	1,339	2,182	3,521
Nepal	9,785	4,723	14,508	2,120	3,571	5,691	11,905	8,294	20,199

In addition to the 99,096 teachers in basic (1-5) and 28,255 teachers in basic (6-8), community schools have also privately hired 14,508 teachers in basic (1-5) and 5,691 in basic (6-8), totaling 20,199 such teachers in community schools at the basic level (1-8). Apart from privately funded teachers, community schools are also provided with teachers supported through grants available from federal, provincial, and local governments. These grants are distributed to the schools that have a teacher shortfall against the number of teachers. Table 6.5 provides those details along with the volunteer teachers available in community schools for basic level (Grades 1-5).

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

Province	Grant - Federal			Grant - Provincial			Grant - Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	27	21	48	50	41	91	124	65	189	23	18	41	224	145	369
Madhesh	25	45	70	18	23	41	92	96	188	48	25	73	183	189	372
Bagmati	19	19	38	44	16	60	176	57	233	69	21	90	308	113	421
Gandaki	13	10	23	25	15	40	66	32	98	31	5	36	135	62	197
Lumbini	58	47	105	52	31	83	279	182	461	33	18	51	422	278	700
Karnali	23	53	76	21	29	50	145	219	364	7	8	15	196	309	505
Su.Pa	40	62	102	28	53	81	190	255	445	14	15	29	272	385	657
Nepal	205	257	462	238	208	446	1,072	906	1,978	225	110	335	1,740	1,481	3,221

Out of 2,998 teachers supported through grants provided by three tiers of government, a total of 2,018 (67.3%) teachers are supported through local governments which shows that recruiting teachers in schools has been one of the major priorities of the local governments.

Whether or not this recruitment was necessary, given the fact that the re-distribution of teachers is a major need, is an area of debate. Table 6.6 provides the detailed number of teachers supported through grants along with volunteer teachers in basic (6-8) community schools.

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

Province	Grant - Federal			Grant - Provincial			Grant - Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	54	95	149	24	21	45	57	68	125	12	16	28	147	200	347
Madhesh	23	61	84	5	22	27	28	79	107	18	15	33	74	177	251
Bagmati	57	92	149	17	31	48	108	125	233	12	5	17	194	253	447
Gandaki	28	43	71	7	12	19	35	27	62	5	4	9	75	86	161
Lumbini	67	151	218	28	39	67	219	333	552	16	36	52	330	559	889
Karnali	33	120	153	8	40	48	77	288	365	7	19	26	125	467	592
Sudurpashchim	28	174	202	11	30	41	154	353	507	2	11	13	195	568	763
Nepal	290	736	1,026	100	195	295	678	1,273	1,951	72	106	178	1,140	2,310	3,450

Unlike the basic level (Grades 1-5) where the share of local governments in recruiting teachers has been 67.3 percent, this has not been the case at the basic level (Grade 6-8) where the share is only 59.7 percent. In the current context where there is a shortfall of teachers at the basic level (Grades 6-8), the recruitment of teachers from the local government has remained slightly lower than the basic level of Grades 1-5 and is an area of further exploration.

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

In institutional schools, there are 40,631 teachers at basic (1-5) out of which 30,414 (74.8%) are females, while the remaining 10,217 (25.2%) are men. In basic (6-8), there are 23,311 teachers in institutional schools, out of which 11,192 (48.0%) are females, and the remaining 12,119 (52.0%) are males.

Table 6.6: No. of teachers in institutional schools

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	5,341	2,003	7,344	1,830	2,451	4,281	7,171	4,454	11,625
Madhesh	2,659	2,217	4,876	876	1,675	2,551	3,535	3,892	7,427
Bagmati	10,775	1,574	12,349	4,879	3,281	8,160	15,654	4,855	20,509
Gandaki	3,297	718	4,015	1,123	1,024	2,147	4,420	1,742	6,162
Lumbini	5,458	2,093	7,551	1,624	2,172	3,796	7,082	4,265	11,347
Karnali	625	361	986	172	336	508	797	697	1,494
Sudurpashchim	2,259	1,251	3,510	688	1,180	1,868	2,947	2,431	5,378
Nepal	30,414	10,217	40,631	11,192	12,119	23,311	41,606	22,336	63,942

In total, the number of teachers in institutional schools at basic (1-8) is 63,942, out of which 41,606 (65.1%) are females and the remaining 22,336 (34.9%) are males. In another analysis,

the STR of institutional schools at basic (1-5) is 33:1, the STR at basic (6-8) is 24:1 and the STR at basic (1-8) is 29:1 at the national level.

Table 6.8 given below provides the total number of teachers in all types of schools disaggregated by gender. This table shows that out of 157,456 teachers in Grades 1-5, 86,127 are female, which corresponds to 54.6 percent of the total distribution.

Table 6.7: No. of teachers by gender at the basic level

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	15,807	13,668	29,475	3,656	7,364	11,020	19,463	21,032	40,495
Madhesh	7,467	10,633	18,100	1,508	4,394	5,902	8,975	15,027	24,002
Bagmati	22,775	11,678	34,453	7,645	7,571	15,216	30,420	19,249	49,669
Gandaki	12,592	7,583	20,175	2,879	4,091	6,970	15,471	11,674	27,145
Lumbini	15,976	11,442	27,418	3,848	6,556	10,404	19,824	17,998	37,822
Karnali	4,194	6,760	10,954	899	3,168	4,067	5,093	9,928	15,021
Sudurpashchim	7,316	9,565	16,881	1,688	5,440	7,128	9,004	15,005	24,009
Nepal	86,127	71,329	157,456	22,123	38,584	60,707	108,250	109,913	218,163

In Grades 6-8, the number of female teachers is 22,123, which is 36.4 percent of the total number of teachers. In terms of basic education (Grades 1-8), there are 108,250 female teachers, which is 49.6 percent of the total number of teachers at both levels of basic education.

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

Like in the context of the basic level, teachers in community schools at the secondary level (9-12) fall under one of three major categories: the federal government-appointed teachers categorized 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 6.8 provides the number of government-approved teachers in community schools at secondary (9-10) and secondary (11-12), excluding TVET instructors that are available in 537 9-12 TVET schools across the country.

Table 6.8: No. of government-approved teachers in community schools at the secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Perm	Temp	Rahat	Perm	Temp	Rahat	Perm	Temp	Rahat
Koshi	2,174	1,006	1,312	-	259	599	2,174	1,265	1,911
Madhesh	1,374	501	523	-	233	276	1,374	734	799
Bagmati	2,506	1,041	1,587	-	417	653	2,506	1,458	2,240
Gandaki	1,861	809	877	-	255	600	1,861	1,064	1,477
Lumbini	1,779	839	1,117	-	248	612	1,779	1,087	1,729
Karnali	576	499	613	-	201	393	576	700	1,006
Sudurpashchim	889	393	1,146	-	314	817	889	707	1,963
Nepal	11,159	5,088	7,175	-	1,927	3,950	11,159	7,006	11,116

Table 6.9 shows that there are 23,422 government-approved teachers at the secondary level of Grades 9-10, 5,877 at the secondary level of grades 11-12, and 29,299 teachers at the secondary level of Grades 9-12. Upon comparing these numbers with the number of students in community schools, the data shows an STR of 31:1 (down from 40:1 last year) at the secondary level of Grades 9-10, 47:1 (down from 88:1 last year) at the secondary level of Grades 11-12, and 34:1 (down from 51:1 last year) at the secondary level of Grades 9-12. Table 6.10 provides the disaggregation of government-approved teachers by gender.

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

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	1513	2979	4492	67	791	858	1641	3709	5350
Madhesh	651	1747	2398	20	489	509	691	2216	2907
Bagmati	1979	3155	5134	153	917	1070	2153	4051	6204
Gandaki	1258	2289	3547	120	735	855	1388	3014	4402
Lumbini	1320	2415	3735	83	777	860	1434	3161	4595
Karnali	637	1051	1688	40	554	594	712	1570	2282
Sudurpashchim	601	1827	2428	167	964	1131	684	2875	3559
Nepal	7959	15463	23422	650	5227	5877	8703	20596	29299

As given in Table 6.10, the share of female teachers at the secondary level of Grades 9-10 is 33.9 percent, 11.1 at the secondary level of Grades 11-12, and 29.4 percent at the secondary level of Grades 9-12. Table 6.10 further shows that the percentage of female teachers is less for higher levels of school education; therefore, all layers of government need to consider this while devising plans and programs.

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

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	83	220	303	31	125	156	114	345	459
Madhesh	24	193	217	11	55	66	35	248	283
Bagmati	156	327	483	42	138	180	198	465	663
Gandaki	72	235	307	41	163	204	113	398	511
Lumbini	185	475	660	67	212	279	252	687	939
Karnali	40	199	239	10	52	62	50	251	301
Sudurpashchim	77	439	516	25	139	164	102	578	680
Nepal	637	2,088	2,725	227	884	1,111	864	2972	3,836

In addition to the 23,422 teachers at the secondary level of Grades 9-10, and 5,877 teachers at the secondary level of Grades 11-12, community schools have also privately hired 2,725 teachers at the secondary level of Grades 9-10, and 1,111 teachers at the secondary level of Grades 11-12, with a total of 3,836 privately hired teachers in community schools. In other words, in addition to 23,422 government-appointed teachers at the secondary level of Grades 9-10, these schools have an additional 2,725 teachers giving a total of 26,147 teachers and a STR of 27:1 at the secondary level of Grades 9-10. At the secondary level of Grades 11-12, the community schools have 6,988 teachers with an STR of 40:1. At the secondary level of Grades 9-12, the total number of teachers is 33,135 with STR being 30:1.

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

Province	Grant - Federal			Grant - Provincial			Grant - Local			Volunteer			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Koshi	47	189	236	15	41	56	19	45	64	10	17	27	91	292	383
Madhesh	13	82	95	3	15	18	14	40	54	9	22	31	39	159	198
Bagmati	81	237	318	42	122	164	58	115	173	11	12	23	192	486	678
Gandaki	27	94	121	7	16	23	17	27	44	0	1	1	51	138	189
Lumbini	77	307	384	17	34	51	101	185	286	13	18	31	208	544	752
Karnali	35	192	227	1	32	33	39	135	174	2	10	12	77	369	446
Su.Pa	33	331	364	3	27	30	38	189	227	1	10	11	75	557	632
Nepal	313	1,432	1,745	88	287	375	286	736	1,022	46	90	136	733	2,545	3,278

Table 6.12 shows the number of teachers supported through three layers of government along with the volunteer teachers in schools.

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

In institutional schools, there are 22,879 teachers at the secondary level of Grades 9-10, out of which 4,936 (21.6%) are females and 17,943 (78.4%) are males. In secondary (11-12), there are 4,458 teachers in institutional schools, out of which 766 (17.2%) are females and the remaining 3,692 (82.8%) are males.

Table 6.12: No. of teachers in institutional schools

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	714	3,278	3,992	71	528	599	785	3,806	4,591
Madhesh	311	1,674	1,985	24	247	271	335	1,921	2,256
Bagmati	2,512	7,255	9,767	489	1,752	2,241	3,001	9,007	12,008
Gandaki	478	1,834	2,312	73	501	574	551	2,335	2,886
Lumbini	630	2,664	3,294	57	434	491	687	3,098	3,785
Karnali	69	309	378	11	47	58	80	356	436
Sudurpashchim	222	929	1,151	41	183	224	263	1,112	1,375
Nepal	4,936	17,943	22,879	766	3,692	4,458	5,702	21,635	27,337

Upon using the number of teachers and students in institutional schools, the STR at the secondary level of Grades 9-10 is 11:1 (last year it was also 11:1); the STR at the secondary level of Grades 11-12 is 22:1 (last year it was 48:1), and the STR at the secondary level of Grades 9-12 is 13:1 (last year it was 17:1) at the national level.

Table 6.13: No. of teachers by gender at the secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	2,401	6,769	9,170	169	1,444	1,613	2,570	8,213	10,783
Madhesh	1,025	3,773	4,798	55	791	846	1,080	4,564	5,644
Bagmati	4,839	11,223	16,062	684	2,807	3,491	5,523	14,030	19,553
Gandaki	1,859	4,496	6,355	234	1,399	1,633	2,093	5,895	7,988
Lumbini	2,343	6,098	8,441	207	1,423	1,630	2,550	7,521	10,071
Karnali	823	1,928	2,751	61	653	714	884	2,581	3,465
Sudurpashchim	975	3,752	4,727	233	1,286	1,519	1,208	5,038	6,246
Nepal	14,265	38,039	52,304	1,643	9,803	11,446	15,908	47,842	63,750

Out of a total of 63,750 teachers in Grades 9-12, 15,908 (25.0%) are females while the remaining 47,842 (75.0%) are males, indicating that efforts need to be made to appoint female teachers in schools.