

Flash I REPORT

2082 (2025/26)



GOVERNMENT OF NEPAL
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
CENTRE FOR EDUCATION AND HUMAN RESOURCE DEVELOPMENT
SANOTHIMI, BHAKTAPUR
2082

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 2082 BS (2025/26). 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 2082 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 Condition
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
MEC	Minimum Enabling Condition
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
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, 2025-26

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 throughout the academic years.

The following are the key findings based on the IEMIS reporting at the end of academic year BS 2082 (2025/26):

- During the academic year 2025/26, out of 42619 Early Childhood Education and Development Centers (ECEDs), 34356 (80.61%) ECEDs are operated by the Government, 8263 (19.38%) are privately operated, and 601 (1.41%) are operated in traditional/religious schools.
- The total enrolment in different types of ECED is 12,20,538 children.
- Of these 1.2 million children, 561481 (46.0%) are enrolled in government-funded including religious schools.
- 659,057 (54.0%) are enrolled in privately operated.
- Gender parity remains an issue in early childhood education and development, with 81 girls for every 100 boys, resulting in a GPI of 0.81.
- The share of children with disabilities in total enrollment is 0.7 percent for ECED.

School Level

- The GPI is 0.89 for Grades 1-8 and 0.95 for Grades 9-12.
- The share of students from Dalit communities is 16.6 percent for Grades 1-8 and 12.4 percent for Grades 9-12.
- The share of children with disabilities in total enrollment is 0.74 percent for Grades 1-8, and 0.5 percent for Grades 9-12.
- The share of female teachers in Grades 1-5 is 49.5 and 31.1 percent in Grades 6-8. The share of female teachers in Grades 9-10 is 21.1 percent.
- The promotion, repetition, and dropout rate for Grade 1 in 2025-26 is 79.6, 16.0, and 4.3 percent respectively. For Grade 5, the rates are 89.1, 8.5, and 2.2 percent respectively.
- For Grade 8, the promotion rate is 85.2 percent, the repetition rate is 12.6 percent, and the dropout rate is 2.1 percent.
- The survival rate for Grade 8 is 79.7 percent while this rate is 75.1 percent for Grade 10. In both grades, girls have a slightly higher survival rate than boys.

School and Teacher Management

- The student-teacher ratio in community schools is 19:1 in Grades 1 to 5, 33:1 in Grades 6 to 8.
- In Grades 9-10 the student-teacher ratio in community schools is 19:1, 50:1 in Grades 11-12, and 25:1 in Grades 9-12.
- Each community school had an average of 76 students in Grades 1-5, 102 students in Grades 6-8, 96 students in Grades 9-10 and 128 students in Grades 11-12.
- The share of enrolment of government-supported school is 62.0 percent. The share of students at the basic level of Grades 1-5 in community schools is 57.5 percent, at the basic level of Grades 6-8 is 66.6 percent, at the basic level of Grades 1-8 is 60.6 percent, at the secondary level of Grades 9-10 is 71.3 percent, at the secondary level of Grades 11-12 is 62.2 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	42,619	34356	8263	601
Total Unit	35951	27010	8,941	1387
Basic (1-5)	17573	15079	2494	1,120
Basic (6-8)	6790	4711	2079	173
Basic (1-8)	24,363	19,790	4573	1293
Secondary (1-10, 6-10 or 9-10)	7170	3839	3331	67
Secondary (1-12, 6-12, 9-12 or 11-12)	4418	3381	1037	27
Secondary Level (9-12)	11,588	7,220	4,368	94

Key finding 2: Number of students

Level	Total		Community		Institutional		Religious	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls
ECED	1,220,538	547,585	561,481	271,076	659,057	276,509	20,994	10,565
Basic (1-5)	3,554,904	1,669,129	2,045,375	1,045,383	1,509,529	623,746	117,397	64,139
Basic (6-8)	1,819,368	875,850	1,213,071	625,771	606,297	250,079	12,879	6,710
Basic (1-8)	5,374,272	2,544,979	3,258,446	1,671,154	2,115,826	873,825	130,276	70,849
Sec (9-10)	968,430	476,171	690,851	357,854	277,579	118,317	3,055	1,461
Sec (11-12)	698,123	339,745	434,358	226,917	263,765	112,828	1171	410
Sec (9-12)	1,666,553	815,916	1,125,209	584,771	541,344	231,145	4,226	1,871

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	90,278	27,147	117,425	25,586	7,257	23,088
App positions: Permanent	64,454	13,802	78,256	11,057	-	10,987
App positions: Temporary	6,768	4,329	11,097	6,900	4,649	3,393
Rahat	19,069	9,016	28,085	7,629	2,608	8,708
Other	14,820	9,197	24,017	9,873	1,492	15,552
Community schools*	105,098	36,344	141,442	35,459	8,749	38,640
All schools: Female*	82,498	22,517	105,015	12,501	2,118	13,397
Community schools: Female*	52,084	11,330	63,414	7,565	1,375	7,713
Institutional schools: Total*	40,631	23,311	63,942	22,879	4,420	27,299
Institutional schools: Female*	30,414	11,192	41,606	4,936	748	5,684

* Reported in IEMIS

Key finding 4: Students Teacher Ratio

Level	Total			Community			Institutional		
	Students	Teacher	STR	Students	Teacher	STR	Students	Teacher	STR
Basic (1-5)	3,554,904	145,729	24	2,045,375	105,098	19	1,509,529	40,631	37
Basic (6-8)	1,819,368	59,640	31	1,213,071	36,344	33	606,297	23,311	26
Basic (1-8)	5,374,272	205,369	26	3,258,446	141,442	23	2,115,826	63,942	33
Sec (9-10)	968,430	58,338	17	690,851	35,459	19	277,579	22,879	12
Sec (11-12)	698,123	13,169	53	434,358	8,749	50	263,765	4,420	60
Sec (9-12)	1,666,553	71,507	23	1,125,209	44,208	25	541,344	27,299	20

KPI AND PRF OF SCHOOL EDUCATION SECTOR PLAN

Early Childhood Education and Development

S.N.	Result Indicators	Unit		Base year	Targets	Achievement
				2021/22 2078 BS	2025/26 2082 BS	2025/26 2082 BS
1.1 Access and Participation						
1.1.1	ECED centers that meet at least three Minimum Enabling Conditions	-	%	39.7	57.0	80.42
1.1.2	GER in ECED	G	%	86.0	93.7	116.0
		B		93.3	98.7	125.4
		T		89.6	96.2	120.7
1.1.3	The enrolment rate of 4-year-old children in ECED	G	%	66.9	78.6	83.0
		B		71.1	81.5	87.7
		T		69.0	80.0	85.5
1.1.4	New entrants in Class 1 with experience of ECED	G	%	74.9	84.0	77.7
		B		74.9	83.9	77.2
		T		74.9	83.8	77.5
1.2. Equity and Inclusion						
1.2.1	Gender Parity Index in NER in ECED	-	ratio	0.92	0.95	0.94
1.2.2	Enrolment rate of Dalit students in ECED	G	%	19.3	19.5	16.3
		B		18.7	19.0	15.4
		T		19.0	19.2	15.8
1.2.3	Enrolment rate of students with disabilities in ECED	G	%	0.2	0.5	0.67
		B		0.1	1.3	0.77
		T		0.6	0.9	0.72
1.3. Quality and Relevance						
1.3.1	Pre-primary-aged children receiving learning material set in ECED	G	No.	315,121	352273	271076
		B		330,009	358622	290405
		T		645,130	710895	561481
1.3.2	Teachers/facilitators with 15 days of basic training in ECED	F	No.	5,846	11106	13115
		M		244	486	241
		T		6,090	11592	13355

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
2.1 Access and Participation						
2.1.1	Repetition rate in Grade 1	G	%	14.7	4.5	16.5
		B		13.9	5.4	15.5
		T		14.3	4.8	16.0
2.1.2	Dropout rate in Grade 1	G	%	4.3	1.8	4.3
		B		4.4	2.2	4.4
		T		4.3	2.0	4.3
2.1.3	GIR in Grade 1	G	%	124.9	122.6	168.3
		B		129	124.6	175.1
		T		127	123.6	171.9
2.1.4	NIR in Grade 1	G	%	95.9	97.5	88.0
		B		96.7	98.0	87.4
		T		96.3	97.8	87.7
2.1.5	GER in Grade 1-5	G	%	120.8	120.0	133.0
		B		123.1	123.0	134.5
		T		122.0	121.5	133.8
2.1.6	NER Grade 1-5	G	%	96.5	97.9	99.2
		B		97.2	98.3	96.8
		T		96.9	98.1	97.9
2.1.7	GER in Grade 6-8	G	%	110.4	107.4	109.6
		B		111.0	108.9	108.3
		T		110.7	108.1	108.9
2.1.8	NER in Grade 6-8	G	%	93.0	95.7	97.6
		B		93.6	96.1	95.1
		T		93.3	95.9	96.3
2.1.9	GER in Grade 1-8	G	%	117.1	112.2	123.9
		B		118.8	113.8	147.2
		T		118	113.0	136.1
2.1.10	NER in Grade 1-8	G	%	94.4	96.6	98.7
		B		95.7	97.4	96.9
		T		95.1	97.0	97.7
2.1.11	Repetition rate at Basic level (grades 1-8)	G	%	5.1	2.4	8.3
		B		5.5	2.6	8.5
		T		5.3	2.5	8.4
2.1.12	Dropout rate at basic level (Grades 1-8)	G	%	2.9	1.3	2.2
		B		3.1	1.6	2.4
		T		3.0	1.4	2.3
2.1.13	Survival rate to grade 8	G	%	83.8	89.7	80.4
		B		83.2	89.1	79.1
		T		83.5	89.4	79.7
2.1.14	Completion rate at the basic level	G	%	76.6	85.0	78.1
		B		75.9	84.3	76.7
		T		76.2	84.6	77.1

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
2.2.1	Gender Parity Index in NER in basic education		ratio	0.99	0.99	1.02
2.2.2	Female teachers at the basic (1-5) level		%	47.2	48.3	49.5
2.2.3	Share of Dalit students in total enrolment in basic education	G	%	18.6	19.0	17.1
		B		18.1	18.5	16.2
		T		18.4	18.7	16.6
2.2.4	Share of students with disabilities in total enrolment at the basic (1-8) level	G	%	0.5	0.8	0.68
		B		0.6	1.0	0.80
		T		0.5	0.9	0.74
2.2.5	Students receiving scholarships at the basic (1-8) level	G	%	19.1	19.6	33.2
		B		17.9	18.7	10.0
		T		18.5	19.1	21.6
2.2.6	Residential scholarships for students from remote areas and targeted groups at the basic and secondary levels	G	No.	9,080	10,428	2075
		B		8,586	9,861	4165
		T		17,666	20289	6240
2.2.7	Children from 22 most disadvantaged ethnic minorities/castes receiving scholarships in grades 1-8		No.	50,992	66758	31127
2.2.8	Special schools with facilities for CwDs		No.	33	47	39
2.2.9	Disability-inclusive general schools		%	NA	11.0	22
2.2.10	Schools that undertake early screening for disabilities		%	25	39.81	60.2
2.2.11	Resource teachers trained in disability-inclusive education		No.	152	456	183
2.3.1	Grade 3 students achieving minimum proficiency	Reading	%	43.5	-	44.9 (2024 AD)
		Numeracy	%	37.2	-	50.1 (2024 AD)
2.3.2	Grade 5 students achieving minimum proficiency	Reading	%	45.3	66	-
		Numeracy	%	21.2	52	
2.3.3	Grade 8 students achieving minimum proficiency	Nepali	%	58.8	-	-
		Math	%	32.1	-	-

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
2.3.4	Students receiving complete set of textbooks within the first two weeks of school year at basic level		%	68.4	79.6	100
2.3.5	Students receiving free midday meal by grades		No.	ECED - G 5	ECED-G7	ECED- G5
		G	No.	1,598,621	2,494,969	1,316,459
		B		1,566,892	2,401,774	1,290,397
T	3,165,513	4,885,165		2,606,856		
2.3.6	Local Levels implementing activities (teacher guides, teacher training, additional reading and numeracy materials) based on integrated curriculum to enhance reading and numeracy proficiencies in grades 1–3		No.	0	600	500
2.3.7	Basic schools fulfilling Basic Learning Conditions (BLCs)		%	68.4	79.6	82.8
2.3.8	Basic level teachers receiving TPD training	F	%	78.4	86.4	-
		M		77.7	86.0	
		T		78.1	86.2	
2.3.9	Basic school that has full complement of Maths, Science and English subject teachers in grades 6-8		%	25.8	45.0	68.0
2.3.10	Local Levels conducting BLE using standardized test items		No.	NA	753	508

3. Secondary Education

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
3.1.1	GER in grades 9-10	G	%	98.5	102.9	89.6
		B		97.2	101.5	86.6
		T		97.9	102.2	88.0
3.1.2	NER in grades 9-10	G	%	76.5	84.1	76.0
		B		75.6	83.2	71.2
		T		76.1	83.6	73.5
3.1.3	Survival rate to grade 10	G	%	66.5	73.5	76.0
		B		65.8	72.7	74.0
		T		66.1	73.1	75.1

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
3.1.4	GER in Grades 9-12	G	%	77.2	82.5	76.3
		B		74.9	80.2	75.4
		T		76.1	81.4	75.9
3.1.5	NER in Grades 9-12	G	%	54.3	62.0	52.7
		B		53.7	61.1	49.8
		T		54	61.6	51.2
3.1.6	Survival rate to grade 12	G	%	33.9	41.3	-
		B		32.2	39.9	-
		T		33.1	40.6	-
3.1.7	Average student attendance days (grades 1-10)	-	Days	181	200	186
3.2.1	Gender Parity Index in NER in secondary education (9-12)	-	Ratio	1.01	1.01	0.97
3.2.2	Female teachers in secondary education (grades 9-10)	-	%	20.4	24.9	21.1
3.2.3	Share of Dalit students in enrolment rate of Dalit students in secondary level G 9 – 12	G	%	11.2	12.2	12.7
		B		11.4	12.3	12.1
		T		11.3	12.3	12.4
3.2.4	Share of students with disabilities in total enrolment in secondary level (Grades 9 – 12)	G	%	0.3	0.5	0.4
		B		0.3	0.6	0.5
		T		0.3	0.5	0.5
3.2.5	Students receiving scholarships at the secondary level (9-12)	G	No.	11.2	10.3	19642
		B		10.8	10.1	20136
		T		11.0	10.2	39785
3.2.6	Students receiving pro-poor scholarships at basic and secondary levels	G	No.	43,841	71683	32419
		B		39,754	65001	32462
		T		83,595	136684	66681
3.3.1	Grade 10 students achieving minimum proficiency	Nepali	%	63	-	46.2
		English		49	-	70.6
		Math		54	-	40.0
		Science		37	-	49.9
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	96.9	100
3.3.3	Secondary level (Grade 9-10) teachers receiving TPD training	F	%	77.4	85.8	-
		M		80.8	88.0	
		T		79.1	86.9	

S.N.	Result Indicators		Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
3.3.4	Secondary schools with adequate numbers of subject teachers in core subjects in grades 9-10	Three core subjects	%	21	45.0	83.3
		Five core subjects		8.9	23.4	46.6
3.3.5	Community Schools offering science and technical subjects/programs at the secondary level (grades 9-12)		No.	863	1125	1451
3.3.6	Students in community schools enrolled in the technical stream at the secondary level (9-12)	G	No.	6.9	6.9	2.7
		B		7.3	7.3	4.0
		T		7.1	7.1	3.3
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	18.0	15.8
		B		21.1	25.2	18.0
		T		17.2	21.6	17.0
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	10.9	
		B		13	15.6	
		T		10.0	13.3	
3.3.8	Secondary schools fulfilling BLCs		%	59.7	73.4	83.3

4. Non-formal and alternative education

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/26 2081 BS	Achievement 2025/26 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	2150
4.3	Literacy rate of above 5 years	%	78.0	-	-
4.4	Literacy rate of above 15 years	%	58.0	-	-
4.5	Literacy rate of 15–24 years	%	92.0	-	-

5. Teacher professional development and management

S.N.	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
5.1	Basic and secondary levels newly recruited teachers through the TSC receiving job induction training	No.	17,000	6,210	9735
5.2	Of the total basic and secondary levels newly recruited teachers completing one-month capacity development training	No.	10,000	6,210	9735
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	34880	49432
5.4	Basic-level teachers having completed demand-based short-term and refresher online/offline teacher training	No.	10,000	55000	51721
5.5	Number of Local Levels that have established and implemented Teacher Professional Support System (TPSS)	No.	0	375	753

6. Resilience, recovery, and school safety

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS	
6.1	Construction of safe classrooms	No.	1,000	10200	2213 ¹	
6.2	Local Levels that are monitoring and enforcing Comprehensive School Safety minimum standards	No.	200	600		
6.3	Schools having quality WASH facilities	Basic	%	71.6	88.2	88.9
		Advanced	%	NA	18.0	29.0
6.4	No. of Local Levels implementing the ReAL plan	No.	0	-	753	
6.5	Schools with ICT equipment and infrastructure	%	46.8	63.4	68.2	
6.6	Schools with access to electricity (including alternative sources)	%	52.6	68.0	79.1	
6.7	Schools that have a broadband internet connection	%	20.1	60.0	69.7	

¹ The given data reflects constructed program by the National Educational Reform Program.

7. Governance, management, and efficiency

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/25 2082 BS	Achievement 2025/26 2082 BS
7.1	Local Levels with a confirmed and operational mechanism to facilitate monitoring and reporting on SESP activities and results	No.	100	753	-
7.2	Capacity Development of SMC, PTA, and HT	No.		7000	-
7.3	Number of schools that are regularly using the learning portal (Sikai Chautari) for teaching-learning activities	No.	8,000	24,000	13472
7.4	Number of Local Levels that have prepared and approved local education plans as the basis for annual budgets	No.	400	753	753
7.5	Local Levels receiving additional resources to reduce disparities in education outcomes	No.	80	200	230
7.6	Equity index in basic education	Index score	0.57	0.80	0.71
7.7	Headteachers completing school management training	%	25.0	90.0	-
7.8	Local Levels receiving incentive (performance) grants	No.	NA	150	-

8. Monitoring and Evaluation

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
8.2	Community schools conducting social audit using school report cards	%	42.0	95.0	91.0
8.3	Number of schools that use the School Accounting System (SAS)	%	7.0	50.0	-

9. Financing of Education

S.N	Result Indicators	Unit	Base year 2021/22 2078 BS	Targets 2025/26 2082 BS	Achievement 2025/26 2082 BS
9.1	GDP in investments in the education sector	%	4.3	4.8	3.4
9.2	The national budget allocated in the education sector	%	10.9	13.9	11.11

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND

This is the thirty-fifth 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 2025/26. 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.

From 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. Since this year NFE EMIS has been integrated in IEMIS. Now the data related to Non-Formal education is collected through this system.

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.

CHAPTER 2: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

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, through mother schools and often supported by local governments. The facilitators are locally appointed but must meet government-set qualification criteria. Their salaries are paid partly by the central government and partly by local governments. The provincial governments and INGOs/NGOs also support some ECED centers. Efforts have been made under the SESP to bring these centers under the management of nearby schools (Mother 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 2025-26, there are a total of 42,619 ECED Centers nationwide, out of this 34,356 are school and community-based ECED centers. In addition, there are 8,263 privately funded ECED Centers in Nepal while 601 ECED Centers are operated in religious schools.

Of the total 42,619 ECED Centers, the government-funded ECED Centers, including the centers operated in religious schools, comprise 80.61 percent of the total centers, while the remaining 8,262 ECED Centers operated in institutional schools make up the remaining 19.39 percent. The ECED Centers that operate in religious schools comprise 1.4 percent of the total centers. See Annex 1 for disaggregated details on the number of ECED.

Table 2.1: No. of ECED Centers

Province	Total	Community (funded by)		Institutional	Religious
		Federal	Local		
Koshi	8034	6001	440	1593	97
Madhesh	6494	4573	282	1639	152
Bagmati	7688	5004	627	2057	18
Gandaki	4295	3349	311	635	18
Lumbini	7231	5367	575	1289	304
Karnali	3552	2541	722	289	7
Sudurpashchim	5325	3785	779	761	5
Nepal	42619	30620	3736	8263	601

The highest percentages of centers are located in the following provinces: Koshi Province (18.8%), Bagmati Province (18.04%), Lumbini Province (16.9%), Madhesh Province (15.2%), Sudurpashchim Province (12.4%), Gandaki Province (10.08%) and Karnali Province (8.3%). In Bagmati Province, the share of ECED Centers in institutional schools is 24.8 percent, slightly lower than 25.9 percent in 2024/25.

The ratio for government-funded centers is highest in Koshi Province (18.7%), followed by Lumbini Province (17.2%). For centers operated through institutional schools, the ratio is highest in Bagmati Province (24.8%), followed by Madesh Province (19.8%), and the lowest in Karnali Province (3.5%). See Annex 1 for disaggregated details.

2.3 NO. OF CHILDREN IN ECED

In Table 2.2 below, there is a total of 1,220,538 children enrolled in various types of ECED centers nationwide. Out of this total, 561,481 (46.0%) are enrolled in government-funded centers including religious schools, while the remaining 659,057 (53.9%) are enrolled in institutional schools. Additionally, 547,585 (44.8%) are girls and 672,953 (55.1%) are boys, indicating a preference for providing boys with Early Childhood Education and Development continues. For detailed information on the number of children in ECED centers and gender distribution, refer to Annex 1.

At the national level, the ratio of children enrolled in government-funded ECED Centers to the existing number of those centers is 1:16, while in institutional schools, this ratio is 1:79.

Table 2.2: No. of children in ECED

Province	Community			Institutional			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	39,429	41,523	80,952	46,073	58,179	104,252	85,502	99,702	185,204
Madhesh	58,824	62,229	121,053	51,024	81,201	132,225	109,848	143,430	253,278
Bagmati	42,004	46,389	88,393	63,653	81,393	145,046	105,657	127,782	233,439
Gandaki	19,992	22,559	42,551	18,946	24,702	43,648	38,938	47,261	86,199
Lumbini	55,615	59,270	114,885	58,447	80,962	139,409	114,062	140,232	254,294
Karnali	26,129	27,458	53,587	10,916	15,582	26,498	37,045	43,040	80,085
Sudurpashchim	29,083	30,977	60,060	27,450	40,529	67,979	56,533	71,506	128,039
Nepal	271,076	290,405	561,481	276,509	382,548	659,057	547,585	672,953	1,220,538

2.4 CHILDREN WITH DISABILITIES IN ECED

Out of all the children enrolled in, 8,866 children (0.72%) have been identified to have some sort of disability. Among these, 5,341 (60.24%) attend community schools, while the remaining 3,525 (39.75%) are in institutional schools. In terms of gender, 3,677 (41.47%) are girls, while the remaining 5189 (58.52%) are boys.

Physical disabilities are the most commonly reported disability, making up 56.14 percent of all reported disabilities, while only 13 children (0.14%) of all children have been identified as having Hemophilia disability. This is likely due to limited means for schools to identify cognitive and learning difficulties. Additionally, 713 children have been found to have an autism spectrum disorder. Table 2.3 and 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.

Table 2.3: No. of children with disabilities in community ECED

Province	Gender	1	2	3	4	5	6	7	8	9	10	Total
Koshi	Girls	210	33	18	5	33	18	35	0	18	38	408
	Boys	271	40	38	6	50	29	35	1	27	49	546
	Total	481	73	56	11	83	47	70	1	45	87	954
Madhesh	Girls	107	14	24	5	7	13	16	1	2	3	192
	Boys	131	19	32	3	14	18	22	0	3	7	249
	Total	238	33	56	8	21	31	38	1	5	10	441
Bagmati	Girls	220	34	31	5	49	25	43	0	22	22	451
	Boys	262	43	37	12	73	24	70	2	55	35	613
	Total	482	77	68	17	122	49	104	2	77	57	1064
Gandaki	Girls	98	23	9	9	19	10	13	0	12	22	215
	Boys	117	33	11	7	44	18	29	0	48	39	346
	Total	215	56	20	16	63	28	42	0	60	61	561
Lumbini	Girls	208	27	31	5	23	32	14	0	12	29	381
	Boys	238	31	55	5	61	30	27	2	22	45	496
	Total	446	58	66	10	84	62	41	2	34	74	877
Karnali	Girls	241	31	38	11	10	7	11	2	3	13	367
	Boys	257	19	39	6	19	13	12	1	7	20	393
	Total	498	50	77	17	29	20	23	3	10	33	760
Sudur Pashchim	Girls	188	27	13	4	26	23	14	0	3	15	313
	Boys	185	44	21	7	42	21	25	2	6	18	371
	Total	373	71	34	11	68	44	39	2	9	33	684
Nepal	Girls	1272	189	164	44	167	128	146	3	72	142	2327
	Boys	1461	229	213	46	403	153	220	8	168	213	3014
	Total	2733	418	377	90	470	281	366	11	240	355	5341

Table 2.4: No. of children with disabilities in institutional ECED

Province	Gender	1	2	3	4	5	6	7	8	9	10	Total
Koshi	Girls	116	13	2	8	17	9	9	0	22	3	199
	Boys	170	16	10	6	30	3	12	0	55	4	306
	Total	286	29	12	14	47	12	21	0	77	7	505
Madhesh	Girls	151	8	4	9	4	6	4	0	1	0	187
	Boys	252	28	6	10	11	16	7	1	8	5	344
	Total	403	36	10	19	15	22	11	1	9	5	531
Bagmati	Girls	161	7	1	7	29	3	11	0	60	1	280
	Boys	210	13	7	10	48	11	30	1	219	4	553
	Total	371	20	8	17	77	14	41	1	279	5	833
Gandaki	Girls	68	6	2	5	7	3	14	0	21	0	126
	Boys	110	13	2	2	20	7	20	0	29	3	206
	Total	178	19	4	7	27	10	34	0	50	3	332
Lumbini	Girls	290	13	5	7	10	6	8	0	6	4	349
	Boys	363	16	6	7	14	18	4	0	38	5	471
	Total	653	29	11	14	24	24	12	0	44	9	820
Karnali	Girls	43	3	0	0	1	0	3	0	0	1	51
	Boys	52	5	1	3	2	2	2	0	0	0	67
	Total	95	18	1	3	3	2	5	0	0	1	118
Sudur Pashchim	Girls	113	5	7	8	5	3	6	0	7	4	158
	Boys	146	13	6	12	15	3	16	0	7	10	228
	Total	259	18	13	20	20	6	22	0	14	14	386
Nepal	Girls	942	55	21	44	73	30	55	0	117	13	1350
	Boys	1303	104	38	50	140	60	91	2	356	31	2175
	Total	2245	159	59	94	213	90	144	2	473	44	3525

1=physical, 2=blind, 3=deaf, 4=deaf and blind, 5=vocal and speech related, 6=mental/psychosocial, 7=intellectual, 8= Hemophilia, 9= Autism, 10= Multiple Disability.

Out of the 8,866 children enrolled in ECED centers identified as having a disability. 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.

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 level 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

	Total s	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	6,441	5,471	5,150	5,041	426	4,302	5,185	3,040	270
Madhesh	4,855	3,870	3,665	3,457	265	2,671	3,603	1,844	126
Bagmati	5,631	4,925	4,778	4,826	452	4,305	4,887	3,359	323
Gandaki	3,660	3,132	3,019	2,874	248	2,668	3,020	1,947	159
Lumbini	5,942	5,067	4,802	4,840	434	4,123	4,923	3,022	269
Karnali	3,263	2,753	2,466	2,814	220	1,621	2,533	1,130	80
Su.Pa	4,564	3,744	3,438	3,576	302	2,553	3,477	1,853	164
Nepal	34,356	28,962	27,318	27,428	2,347	22,243	27,628	16,195	1,391

The number of ECED centers with water and toilet facilities is 28,962 and 27,318 respectively, while the number of that have qualified teachers is 27,428 as indicated in Table 2.6. According to the 2025-26 data, 27,628 of the schools (80.4%) meet three MECs, 16,195 (47.1%) meet four MECs and 1,391 (4.0%) 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, 192,892 (15.8%) are from Dalit communities (up from 15.3% last year), 401,622 (32.9%) are Janajatis (up from 32.7% last year), and the remaining 626,024 (51.2%) are Brahman/Chhetris and other communities (down from 51.9% last year).

Table 2.7: Caste/ethnic distribution in ECED centers

Province	Community						Institutional					
	Total		Dalit		Janajati		Total		Dalit		Janajati	
	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total
Koshi	39,429	80,952	7,399	15,210	19,170	39,275	46,073	104,252	3,585	8,047	19,805	43,931
Madhesh	58,824	121,053	14,215	29,075	7,324	15,285	51,024	132,225	4,543	12,111	8,404	20,486
Bagmati	42,004	88,393	5,078	10,649	26,657	55,577	63,653	145,046	3,609	8,276	31,060	70,038
Gandaki	19,992	42,551	6,273	13,040	8,788	18,553	18,946	43,648	3,237	7,477	7,455	16,824
Lumbini	55,615	114,885	11,793	24,299	21,199	43,576	58,447	139,409	7,534	17,902	19,399	44,985
Karnali	26,129	53,587	8,197	16,544	2,900	5,841	10,916	26,498	2,071	5,039	1,489	3,527
Su.Pa.	29,083	60,060	7,958	15,921	4,112	8,518	27,450	67,979	3,815	9,302	6,662	15,206
Nepal	271,076	561,481	60,913	124,738	90,150	186,625	276,509	659,057	28,394	68,154	94,274	214,997

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 (age 3-4).

Table 2.8: Gross enrolment rate and Net enrolment rate in ECED

Province	Total Enrolment			Gross Enrolment Rate			Net Enrolment Rate		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	85,502	99,702	185,204	113.88	123.53	118.88	82.10	87.95	85.13
Madhesh	109,848	143,430	253,278	80.89	88.30	84.94	52.49	54.41	53.53
Bagmati	105,657	127,782	233,439	145.45	157.39	151.76	100.00	100.00	100.00
Gandaki	38,938	47,261	86,199	123.02	132.94	128.28	90.90	98.22	94.78
Lumbini	114,062	140,232	254,294	135.28	150.80	143.42	98.21	100.00	100.00
Karnali	37,045	43,040	80,085	117.36	123.00	120.33	89.02	91.51	90.33
Sudurpashchim	56,533	71,506	128,039	137.33	147.01	142.57	100.00	100.00	100.00
Nepal	547,585	672,953	1,220,538	116.01	125.47	121.04	83.06	87.77	85.56

2.8 AVAILABILITY OF LEARNING AND OTHER MATERIALS IN ECED CENTERS

Learning materials, teacher guides, child materials, curriculum, and reference materials are essential components of the teaching and learning process. Additionally, having a learning 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	Child Materials	Curriculum	Reference Material
Koshi	6,441	3495	1621	2389
Madhesh	4,855	1571	737	916
Bagmati	5,631	3259	1856	2440
Gandaki	3,660	2333	1322	1724
Lumbini	5,942	3139	1481	2116
Karnali	3,263	2091	1070	1443
Sudurpashchim	4,564	2432	1255	1712
Nepal	34,356	18320	9342	12740

2.9 TEACHER DETAILS IN ECED

Each 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 teachers.

Out of the reported 34,356 government-supported ECED teachers, 33,633 (97.8%) are females, while the remaining 726 (2.1%) are males.

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 77.5 percent of newly enrolled Grade 1 students have ECED experience, compared to 76.9 in the previous year. For detailed information on this indicator, please refer to Annex 1.

Table 2.11: 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	58542	67655	126234	48372	55741	104164	82.63	82.39	82.52
Madhesh	61055	81090	142101	41514	55076	96573	67.99	67.92	67.96
Bagmati	73631	89049	162707	61452	74134	135640	83.46	83.25	83.36
Gandaki	27545	33314	60856	23564	28525	52082	85.55	85.62	85.58
Lumbini	71465	86163	157926	57226	67434	125149	80.07	78.26	79.25
Karnali	20093	23677	43769	14507	17086	31594	72.20	72.16	72.18
Sudurpashchim	34832	43973	78934	27769	34362	62357	79.72	78.14	79.00
Nepal	343444	422153	765921	266964	326068	593641	77.73	77.24	77.51

Out of all provinces, Koshi, Madesh, Bagmati, Lumbini, Karnali and Suderpashchim provinces have the higher percentage of girls with ECED experience than that of boys. Only in Gandaki province has lower percentage of girls with ECED experience than that of boys. Secondly, there are substantial differences between provinces as Gandaki Province has the highest

proportion, with 85.5 percent of Grade 1 students entering with ECED experience, while neighboring Madhesh Province has the lowest proportion, with 67.9 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 supported by the government and are therefore classified as community schools. Schools that are funded by fees or public donations are considered institutional schools.

3.2 NUMBER OF SCHOOLS

In the academic year 2025-26, a total of 35,951 schools provided data, with 27,010 (75.1%) being pure community and religious schools, and the remaining 8,941 (24.9%) being institutional schools. In the previous academic year 2024-25, there were 35,447 schools, with 27,298 (77.0%) being community schools and the remaining 8149 (23.0%) being institutional schools. This indicates a decrease of 504 schools compared to the previous year, with 288 fewer community schools and 792 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	6919	5233	75.6	1686	24.4	254	3.7
Madhesh	5471	3484	63.7	1987	36.3	421	7.7
Bagmati	6599	4451	67.4	2148	32.6	66	1.0
Gandaki	3813	3156	82.8	657	17.2	59	1.5
Lumbini	5786	4438	76.7	1348	23.3	555	9.6
Karnali	3247	2933	90.3	314	9.7	12	0.4
Sudurpashchim	4116	3315	80.5	801	19.5	20	0.5
Nepal	35951	27010	75.1	8941	24.9	1387	3.9

According to Table 3.1, Madesh Province has the highest proportion of institutional schools at 36.3 percent, while Karnali Province has the lowest at 9.7 percent. Furthermore, Lumbini Province has 555 religious schools (9.6%), the highest among all seven provinces, whereas Karnali Province has only 12 religious schools (0.4%).

3.3 BASIC LEVEL SCHOOLS

There is a total of 35,951 schools in the country. Out of these, 24,363 (67.7%) are basic schools that cater to Grades 1 to 8. The remaining 11,588 (32.23%) are secondary-level schools. Among community schools, 19,790 (76.9%), including religious ones, are basic level schools, while 4573 (23.10%) institutional schools operate up to the basic level.

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	3416	1371	4787	2998	962	3960	418	409	827	184	52	236
Madhesh	2876	1240	4116	2061	615	2676	815	625	1440	400	19	419
Bagmati	2639	952	3591	2273	743	3016	366	209	575	21	24	45
Gandaki	1887	585	2472	1732	477	2209	155	108	263	24	16	40
Lumbini	2801	1164	3965	2464	796	3260	337	368	705	476	52	528
Karnali	1901	589	2490	1760	503	2263	141	86	227	5	5	10
Sudurpashchim	2053	889	2942	1791	615	2406	262	274	536	10	5	15
Nepal	17573	6790	24363	15079	4711	19790	2494	2079	4573	1120	173	1293

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 7,170 (61.8% of the total schools) schools are offering Grades 1-10 or combinations of different Grades up to 10, while 4418 schools (38.1% 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	1361	771	2132	690	583	1273	671	188	859	14	4	18
Madhesh	860	495	1355	435	373	808	425	122	547	2	0	2
Bagmati	1931	1077	3008	732	703	1435	1199	374	1573	13	8	21
Gandaki	761	580	1341	481	466	947	280	114	394	13	6	19
Lumbini	1099	722	1821	608	570	1178	491	152	643	19	8	27
Karnali	439	318	757	371	299	670	68	19	87	1	1	2
Su.Pa	719	455	1174	522	387	909	197	68	265	5	0	5
Nepal	7170	4418	11588	3839	3381	7220	3331	1037	4368	67	27	94

Out of the 7170 secondary schools (up to Grade 10), 3,839 (53.5%), including religious ones, are community schools, while the remaining 3,331 (46.4%) are institutional schools. Similarly, out of the 4418 secondary schools (up to Grade 12), 3,381 schools (76.5%), including the religious ones, are community schools and the remaining 1,037 (23.5%) 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.

Table 3.4: No. 9-12 technical stream Schools

Province	School				Student		
	CEHRD	Province	Local	Total	Student	Average student/school	Average students/class
Koshi	113		2	115	8608	74.9	18.7
Madhesh	91		4	95	6932	73.0	18.2
Bagmati	88		17	105	6226	59.3	14.8
Gandaki	52	1	3	56	2839	50.7	12.7
Lumbini	101		4	105	6991	66.6	16.7
Karnali	36		2	38	3888	102.3	25.6
Sudurpashchim	54		1	55	4954	90.1	22.5
Nepal	535	1	33	569	40438	73.8	18.5

Note: The details of the technical schools and average of the students/class is provided in the annex.

CEHRD offers 9-12 technical streams in 535 schools across the country. There is one technical school in Gandaki province supported by Province Government and 33 technical schools supported by local level governments across the country.

Among the provinces, Koshi Province has the highest school share with 20.2 percent, while Karnali Province has the lowest share with 6.6 percent. These schools provide courses in five areas including plant science, animal science, computer engineering, electrical engineering and civil engineering.

Overall, the data show considerable variation in school and class sizes across provinces, with **Karnali** and **Sudurpashchim** having the highest student density and **Bagmati** and **Gandaki** having the lowest.

A total of 569 schools across the country are serving 40,438 students. Average student per school is 73.8 and average student pre class is 18.5

3.6 MODEL SCHOOLS

Nepal Government implemented the model school program as part of the SESP 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	68	16.1
Karnali	39	9.2
Sudurpashchim	44	10.4
Nepal	422	100

Koshi Province has the highest number of model schools, with **81 schools (19.2%)**, accounting for nearly one-fifth of the national total. **Bagmati Province** follows with **69 schools (16.4%)**, while **Lumbini Province** has **68 schools (16.1%)**. **Karnali Province** has the fewest model schools, with **39 schools (9.2%)** of the total across all seven provinces.

3.7 OPEN/NON-FORMAL ADULT PROGRAMS AND SCHOOLS

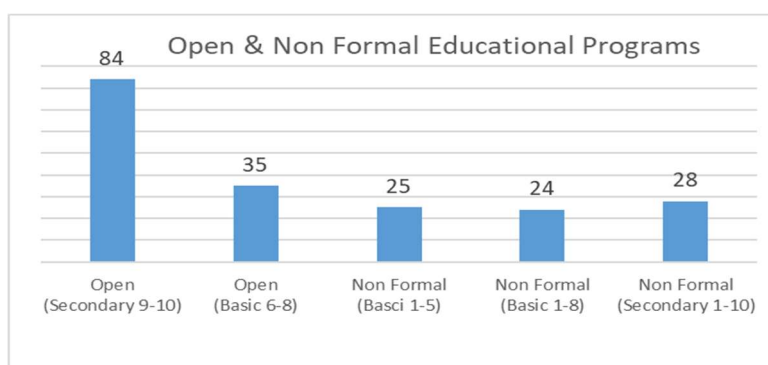


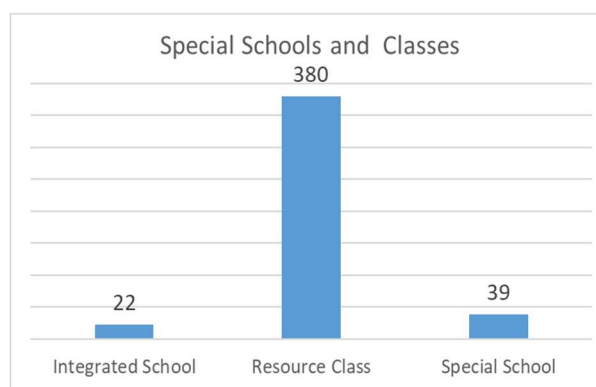
Figure 3.7: No. of non-formal and alternative schools

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 Non-Formal adult schools are in operation, and Figure 3.7

displays the types and numbers of such schools across the country. The open schools are divided into basic and secondary schools, and the non-formal adult schools have been categorized in the same way.

3.8 SPECIAL SCHOOLS AND RESOURCE 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, there are currently 39 special schools operating across the country. Additionally,



there are 22 integrated schools specifically

catering to the education of blind, deaf and intellectual disability students, with a further 380 resource classrooms are in operation for students with disabilities.

Table 3.6 Province wise Special School and Resource Class

Province	Special School	Resource Class
Koshi	5	77
Madhesh	5	42
Bagmati	18	71
Gandaki	5	44
Lumbini	3	72
Karnali	2	35
Sudurpashchim	1	39
Nepal	39	380

The table presents the distribution of **39 special schools** and **380 resource classes** across Nepal's seven provinces. These two forms of educational support for children with disabilities and special educational needs show distinct patterns of distribution.

3.9 DISABILITY SCREENING

In Nepal, disability screening has been carried out for the past two fiscal years, focusing on students from grades ECED to 3 using Washington Group questionnaires tool.

All the process of disability screening is done through IEMIS.

Table 3.7: Details of Disability Screening

Province	Student in IEMIS (All)	ECED-G3	Screened Students	Screened %	Suspected	Referred	Confirmed
Koshi	1271115	404951	81510	20%	3300	595	304
Madhesh	1987304	728356	52874	7%	1336	225	51
Bagamati	1642585	493407	85384	17%	3394	683	384
Gandaki	576736	177846	16149	9%	768	63	25
Lumbini	1507939	549645	11884	2%	418	27	24
Karnali	554615	184752	15377	8%	894	80	115
SuPa	804187	268724	21189	8%	953	146	130
TOTAL	8344481	2807681	284367	10%	11063	1819	1033

Table 3.7 presents the status of disability screening among students enrolled in ECED to Grade 3 across Nepal. Out of 2,807,681 students in these grades, 284,367 students (10%) were screened. The screening process identified 11,063 students as suspected of having disabilities, out of them 1,819 were referred for further assessment, and 1,033 cases were confirmed some kinds of disabilities.

Koshi Province has the highest screening coverage and Lumbini Province reported the lowest screening coverage.

3.10 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 521 Multi-Grade Multi-Level schools.

3.11 COMMUNITY LEARNING CENTERS

Community Learning Centers (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 Level governments, with financial and technical support from governmental and non-governmental agencies.

NFE related data were managed separately through Non-Formal Education Management Information System (NFE-EMIS). The NFE-EMIS is integrated into the Integrated Education Management Information System (IEMIS) so that non-formal education and lifelong learning data are managed within the national education database. All the Community Learning Centers manage their data through IEMIS.

Table 3.8: No. of Community Learning Centers (CLCs)

Province	Funded through Federal Government	Funded through Local Government
Koshi	333 (15.5%)	2
Madhesh	275 (12.8%)	0
Bagmati	461 (21.4%)	2
Gandaki	248 (11.5%)	1
Lumbini	329 (15.3%)	0
Karnali	248 (11.5%)	0
Sudurpashchim	257 (11.9%)	0
Nepal	2,151	5

As per Table 3.7, there are 2,151 CLCs funded by the federal government, while 5 CLCs are operated by local government using their resources. Across the provinces, out of the 2,151 CLCs, 461 are located in Bagmati province (21.4%), while Karnali and Gandaki Provinces have the lowest number of 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 5,374,272 students in Grades 1-8, 35,54,904 (66.14%) are in Grades 1-5, and the remaining 1,819,368 (33.85%) are in Grades 6 to 8. This year, there has been an increase of 27,204 students in Grades 1-8, which represents a 0.5 percent increase compared to the academic year of 2024-25.

In community schools, including religious ones, there are 2,045,375 students in Grades 1-5, accounting for 57.5 percent of the total enrolment at this level. In institutional schools, there are 1,509,529 students, making up 42.4 percent of the total students in Grades 1-5. Last year, these figures were 2,187,449 (62.23%) for community schools and 1,327,479 (37.7%) for institutional schools.

The total number of students in Grades 6-8 is 1,819,368, which is 12,772 fewer students compared to last year's total of 1,832,140. In community schools, there are 1,213,071 students, representing 66.67 percent of the total enrolment, while in institutional schools, there are 606,297 students, accounting for 33.33 percent of the number of students in Grades 6 to 8.

Table 4.1: No. of students at the basic level (1-8)

Province	Total			Community			Institutional			Com.	Inst.
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	% Girls	% Girls
Koshi	381,393	416,328	797,721	222,328	215,969	438,297	159,065	200,359	359,424	58.3	41.7
Madhesh	683,770	760,459	1,444,229	508,551	462,605	971,156	175,219	297,854	473,073	74.4	25.6
Bagmati	442,782	514,600	957,382	212,176	216,629	428,805	230,606	297,971	528,577	47.9	52.1
Gandaki	163,943	189,492	353,435	97,307	101,900	199,207	66,636	87,592	154,228	59.4	40.6
Lumbini	452,763	505,535	958,298	303,302	290,193	593,495	149,461	215,342	364,803	67.0	33.0
Karnali	170,984	178,167	349,151	144,134	138,308	282,442	26,850	39,859	66,709	84.3	15.7
Su.Pa	249,344	264,712	514,056	183,356	161,688	345,044	65,988	103,024	169,012	73.5	26.5
Nepal	2,544,979	2,829,293	5,374,272	1,671,154	1,587,292	3,258,446	873,825	1,242,001	2,115,826	65.7	34.3

In Table 4.1, it is evident that the enrolment of girls is higher in community schools, with 65.7 percent of girls being enrolled, compared to 34.3 percent in institutional schools. These statistics indicate a preference for community schools for girls and institutional schools for boys.

Out of 2,045,375 students enrolled in community schools in Grades 1-5, 1,17,397 (5.7%) are in mainstream religious schools. For Grades 6-8, out of 1,213,071 students enrolled in community schools, 12,879 (1.06%) 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	403,443	476,026	879,469	235,840	236,732	472,572	167,603	239,294	406,897	14.5	19.2
G 2	329,709	377,965	707,674	198,555	192,448	391,003	131,154	185,517	316,671	12.0	15.0
G 3	311,393	343,719	655,112	199,399	185,706	385,105	111,994	158,013	270,007	11.8	12.8
G 4	312,745	346,396	659,141	204,493	191,963	396,456	108,252	154,433	262,685	12.2	12.4
G 5	311,839	341,669	653,508	207,096	193,143	400,239	104,743	148,526	253,269	12.3	12.0
G 1-5	1,669,129	1,885,775	3,554,904	1,045,383	999,992	2,045,375	623,746	885,783	1,509,529	63	71
G 6	291,075	319,867	610,942	199,031	189,221	388,252	92,044	130,646	222,690	11.9	10.5
G 7	286,791	310,147	596,938	203,629	191,651	395,280	83,162	118,496	201,658	12.1	9.5
G 8	297,984	313,504	611,488	223,111	206,428	429,539	74,873	107,076	181,949	13.2	8.6
G 6-8	875,850	943,518	1,819,368	625,771	587,300	1,213,071	250,079	356,218	606,297	37	29
Nepal	2,544,979	2,829,293	5,374,272	1,671,154	1,587,292	3,258,446	873,825	1,242,001	2,115,826	100	100

In Table 4.2, it is shown that out of 3,258,446 students in community schools in Grades 1-8, 14.5 percent of the students are in Grade 1, followed by 12.0 percent in Grade 2. The decrease of 2.5 percent suggests that students are still struggling to progress in Grade 2. Last year, this percentage was 2.3, indicating that there has been no improvement this year.

In institutional schools, the data shows that the percentage of students in Grade 1 is 19.2 percent, followed by 15.0 percent in Grade 2 and 12.8 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 895107 and 1649225 respectively. In Grades 1-8, students from Dalit communities make up 16.6 percent of the total, and Janajati students make up 30.6 percent. However, these proportions change across the grades. In Grade 1, students from Dalit communities account for 18.4 percent, but this decreases to 15.5 percent in Grade 8. Conversely, the share of Janajati students increases from 20.0 percent in Grade 1 to 33.1 percent in Grade 8.

In all categories, there are fewer girls than boys with a Gender Parity Index (GPI) of 0.89 for total students, 0.95 for students from Dalit communities, and 0.91 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	403,443	476,026	879,469	68,585	77,728	146,313	114,556	131,787	246,343
G 2	329,709	377,965	707,674	57,157	62,031	119,188	96,229	108,185	204,414
G 3	311,393	343,719	655,112	55,781	58,617	114,398	92,089	100,205	192,294
G 4	312,745	346,396	659,141	55,890	58,800	114,690	96,263	105,763	202,026
G 5	311,839	341,669	653,508	53,991	56,748	110,739	98,133	106,206	204,339
G 1-5	1,669,129	1,885,775	3,554,904	291,404	313,924	605,328	497,270	552,146	1,049,416
G 6	291,075	319,867	610,942	48,791	50,740	99,531	96,436	103,746	200,182
G 7	286,791	310,147	596,938	47,519	47,554	95,073	95,593	101,480	197,073
G 8	297,984	313,504	611,488	48,365	46,810	95,175	100,188	102,366	202,554
G 6-8	875,850	943,518	1,819,368	144,675	145,104	289,779	292,217	307,592	599,809
Nepal	2,544,979	2,829,293	5,374,272	436,079	459,028	895,107	789,487	859,738	1,649,225

The total number of students in Grade 8 is 2,67,981 less than the number in Grade 1, a reduction of 30.4 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 (146,313 to 95,175) is a 34.9 percent drop, suggesting that they are more likely to drop out as they progress. The decrease in the number of Janajatis (2,46,343 to 2,02,554) is 17.7 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	2442	2559	5001	708	703	1411	3150	3262	6412
Madhesh	2158	2759	4917	286	453	740	2444	3212	5657
Bagmati	5628	5708	11337	1632	1487	3119	7260	7195	14456
Gandaki	772	703	1475	264	233	497	1036	936	1972
Lumbini	312	328	640	64	80	144	376	408	784
Karnali	181	212	393	76	59	135	257	271	528
Sudurpashchim	514	508	1022	147	149	296	661	657	1318
Nepal	12007	12777	24785	3177	3164	6342	15184	15941	31127

A total of students from these 22 extremely disadvantaged Janajati communities 31127 are enrolled in Grades 1-8, with 24785 in Grades 1-5 and 6342 in Grades 6-8. Out of the total students, 15184 are girls, representing 48.78 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 provides the number of students with disabilities in Grades 1-5, 6-8, and 1-8 across the country.

This shows that there are 40,105 students with disabilities, which accounts for 0.74 percent of the total number of students in Grades 1-8. In Grades 1-5, there are 28703 students, and in Grades 6-8, there are 11402 students with disabilities. This represents 0.80 percent of students in Grades 1-5 and 0.62 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. In age group 5-19 the disability population is 1.3%. 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 56.69 percent of all recorded students with disabilities being boys. For further information on disabilities, refer to Annex 5.

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	1,954	2,715	4,669	858	992	1,850	2,812	3,707	6,519
Madhesh	2,146	3,073	5,219	750	1,054	1,804	2,896	4,127	7,023
Bagmati	2,122	2,930	5,052	805	1,002	1,807	2,927	3,932	6,859
Gandaki	994	1,316	2,310	387	569	956	1,381	1,885	3,266
Lumbini	2,269	3,040	5,309	932	1,256	2,188	3,201	4,296	7,497
Karnali	1,526	1,747	3,273	634	736	1,370	2,160	2,483	4,643
Sudurpashchim	1,317	1,554	2,871	675	752	1,427	1,992	2,306	4,298
Nepal	12,328	16,375	28,703	5,041	6,361	11,402	17,369	22,736	40,105

4.6 INTERNAL EFFICIENCY 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	79.1	80.1	79.6	16.5	15.5	16.0	4.3	4.4	4.4
G 2	87.9	88.4	88.2	9.0	8.4	8.7	3.1	3.2	3.1
G 3	89.5	90.1	89.8	7.9	7.2	7.5	2.6	2.7	2.7
G 4	88.9	88.4	88.7	8.6	8.9	8.8	2.5	2.7	2.6
G 5	89.4	89.0	89.2	8.4	8.7	8.5	2.2	2.4	2.3
G 1-5	90.1	90.4	90.3	7.7	7.3	7.5	2.2	2.3	2.3
G 6	90.5	88.9	89.7	7.3	8.6	8.0	2.3	2.5	2.4
G 7	90.6	88.8	89.6	7.1	8.5	7.8	2.3	2.8	2.6
G 8	85.3	85.2	85.3	12.6	12.5	12.6	2.0	2.3	2.1
G 6-8	88.8	87.7	88.2	9.0	9.8	9.4	2.2	2.5	2.4
G 1-8	89.5	89.1	89.3	8.3	8.5	8.4	2.2	2.4	2.3

The primary area of concern is the high repetition rates in the early grades. In Grade 1, the repetition rate is 16.0 percent (up from 13.0% last year), in Grade 2 it is 8.7 percent (up from 8.3% last year), and in Grade 3, it is 7.5 percent (up from 7.1% last year). The repetition rates in Grade 4 and Grade 5 are 8.8 percent and 8.5 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 has seen progress from last year which ranges from 79.6 to 89.8 percent, and the dropout rate notably decreases in all 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	120.6	123.8	122.3	92.5	91.6	92.1	104.8	106.3	105.6	97.1	96.8	96.9
Madhesh	139.0	138.2	138.5	97.4	93.4	95.3	100.5	95.0	97.6	82.8	76.0	79.2
Bagmati	137.6	143.8	140.8	100.	100.	100.0	123.0	127.6	125.4	100.0	100.0	100.0
Gandaki	118.8	121.3	120.1	96.1	94.8	95.4	111.6	112.6	112.1	100.0	100.0	100.0
Lumbini	133.5	136.9	135.3	97.6	95.9	96.8	104.6	105.3	104.9	93.4	91.9	92.6
Karnali	136.2	132.1	134.0	100.0	100.0	100.0	116.6	110.7	113.6	100.0	99.2	99.6
Sudurpashchim	136.5	131.4	133.8	99.3	92.5	95.7	121.6	113.7	117.5	100.0	100.0	100.0
Nepal	133.0	134.5	133.8	99.2	96.8	97.9	109.6	108.3	108.9	97.6	95.1	96.3

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 133.8, signifying the presence of under-age and over-age students. The NER for basic (1-5) is 97.9, indicating that 2.1 percent of children aged 5-9 are not in school.

Table 4.7 also presents the GER and NER for the basic (6-8) level. The GER for these grades is 108.9, and the NER is 96.3. In both age groups, the NER is higher for girls than 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	114.4	137.1	126.1	93.0	92.6	92.8	1.0
Madhesh	124.6	147.3	136.6	96.5	92.3	94.3	1.0
Bagmati	131.8	157.8	145.5	100.0	100.0	100.0	1.0
Gandaki	115.9	135.1	126.1	96.4	95.8	96.1	1.0
Lumbini	122.3	148.4	135.9	96.3	95.5	95.9	1.0
Karnali	128.5	147.6	138.4	100.0	98.5	99.2	1.0
Sudurpashchim	130.4	152.1	141.8	99.7	94.2	96.8	1.0
Nepal	123.9	147.2	136.1	98.7	96.9	97.7	1.0

Table 4.8 shows the GER and NER for basic (1-8). It shows that 2.3 percent of children aged 5-12 are not in school. Furthermore, 1.3 percent of girls are out of school compared to 3.1 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	146.2	153.7	150.1	79.6	81.9	80.8
Madhesh	175.9	182.9	179.7	74.6	68.6	71.4
Bagmati	171.8	181.4	176.8	100.0	100.0	100.0
Gandaki	141.2	148.1	144.9	88.9	94.3	91.8
Lumbini	177.2	186.6	182.2	92.5	94.2	93.4
Karnali	179.4	179.6	179.5	96.9	95.8	96.3
Sudurpashchim	172.4	169.5	170.8	92.6	89.2	90.7
Nepal	168.3	175.1	171.9	88.0	87.4	87.7

After calculating the new enrolment in Grade 1 with the projected population of age 5 children, the GIR in Grade 1 remains at 171.9 percent and the NIR in Grade 1 remains at 87.7 percent. This indicates that parents are still enrolling both over-age and under-age children

in Grade 1, resulting in a lower NIR with 88.0 percent for girls and 87. 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	87.6	86.8	87.2	82.5	80.8	81.6
Madhesh	87.8	87.4	87.6	80.2	79.5	79.8
Bagmati	86.6	86.4	86.5	80.9	79.5	80.1
Gandaki	89.5	89.4	89.4	84.9	84.0	84.4
Lumbini	84.1	83.5	83.8	77.6	75.5	76.5
Karnali	84.2	84.5	84.3	78.6	78.0	78.3
Sudurpashchim	85.7	85.2	85.5	79.8	78.5	79.1
Nepal	86.5	86.1	86.3	80.4	79.1	79.7

The data indicates that girls have a higher survival rate than boys at both levels. However, in Karnali province boys survival rate is higher than girls at both levels.

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	52.1	76.9	146.7	89.6	75.5	81.5
Madhesh	215.2	224.5	187.7	88.1	204.4	163.1
Bagmati	53.5	79.2	166.3	105.4	87.6	90.9
Gandaki	37.7	59.2	161.0	99.3	59.3	69.6
Lumbini	83.8	109.8	197.3	98.9	109.9	106.1
Karnali	64.1	91.5	169.4	79.2	75.0	89.9
Sudurpashchim	60.8	93.9	153.9	86.5	78.8	91.9
Nepal	77.0	101.9	170.6	95.3	100.4	99.6

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 77.0 students and 170.6 students per school. 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	2,998	2	2246	1886	2	1,542	277	667	2226	1988
Madhesh	2,061	2	1297	513	2	825	100	335	1696	1026
Bagmati	2,273	2	1839	1473	3	1,329	497	827	1693	1639
Gandaki	1,732	2	1261	1234	3	1,111	648	640	2795	1300
Lumbini	2,464	2	1881	1478	2	1,138	369	721	1972	1548
Karnali	1,760	2	681	720	6	694	224	509	1607	595
Su.Pa	1,791	2	934	784	2	868	133	675	1751	709
Nepal (No.)	15,079	2	10,139	8,088	3	7,507	2,248	4,374	13,740	8,805
Nepal (%)			67.2	53.6		49.8	14.9	29.0	91.1	58.3

According to Table 4.12, among the total number of basic (1-5) community schools, 10,139 (67.2%) have access to electricity. On average, these schools have 2 buildings, but the size and quality of these buildings are not detailed in the data. Additionally, 8,088 (53.6%) of these schools have at least one computer, with an average of 3 computers per school. 7,507 schools (49.8%) have access to drinking water facilities, 2,248 (14.9%) schools have a library; 4,374 (29.0%) schools have a child club, 13,740 (91.1%) schools have toilets, and 8,391 schools (58.3%) have an Internet facility. It is important to note that there is significant variation in the availability of infrastructure across different provinces.

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	962	2	920	843	6	639	294	643	717	829
Madhesh	615	4	589	390	4	395	161	288	461	485
Bagmati	743	4	739	682	7	559	505	602	493	665
Gandaki	477	4	477	444	8	355	651	393	909	441
Lumbini	796	4	796	702	5	555	398	570	738	710
Karnali	503	4	322	387	4	262	226	330	590	278
Sudurpashchim	615	4	529	523	5	368	134	441	606	386
Nepal (No.)	4711	4	4372	3,971	6	3,133	2,369	3,267	4,514	3,794
Nepal (%)			92.8	84.3		66.5	50.3	69.3	95.8	80.5

The data shows an average of 4 buildings in basic (1-8) community schools. Out of 4,711 schools, 4372 (92.8%) have electricity, 3,971 (84.3%) have computers, 3,133 (66.5%) have drinking water, 2,369 (50.3%) have a library, 3,267 (69.3%) have a child club, 4,514 (95.8%) have toilet facilities, and 3,794 (80.5%) have Internet facilities. Among the 3,971 schools with computers, there is an average of 6 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 15,079 basic (1-5) community schools across the country.

Table 4.14: Curriculum and other materials at basic (1-5) community schools

Province	1-5 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	2,998	2,762	2,400	1,108	2,039	2,150	2,037
Madhesh	2,061	1466	974	573	612	500	620
Bagmati	2,273	2,136	1,884	922	1,660	1,889	1,642
Gandaki	1,732	1,634	1,446	605	1,342	1,400	1,312
Lumbini	2,464	2,269	1,852	835	1,539	1,795	1,519
Karnali	1,760	1,647	1,466	687	1200	1,439	1239
Sudurpashchim	1,791	1,688	1,524	726	1283	1,591	1329
Nepal (No.)	15,079	13,602	11,546	5,456	9,675	10,764	9,698
Nepal (%)		90.2	76.6	36.2	64.2	71.4	64.3

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

- 13,602 (90.2 percent) schools have teacher guides
- 11,546 schools (76.6%) have child materials
- 5,456 schools (36.2%) have a book corner
- 9,675 schools (64.2%) have printed curriculum
- 10,776 schools (71.4%) have local curriculum
- 9,698 schools (64.3%) 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 most of the resources.

Table 4.15: Curriculum and other materials at basic (1-8) community schools

Province	1-8 Schools	Teachers' Guide	Child Material	Book Corner	Curriculum	Local Curriculum	Reference Material
Koshi	962	907	687	538	599	666	647
Madhesh	615	457	267	231	193	164	208
Bagmati	743	685	534	433	497	605	527
Gandaki	477	457	365	258	327	348	352
Lumbini	796	727	550	395	457	575	516
Karnali	503	466	373	287	303	416	338
Sudurpashchim	615	575	442	301	383	551	437
Nepal (No.)	4,711	4,274	3,218	2,443	2,759	3,325	3,025
Nepal (%)		90.7	68.3	51.9	58.6	70.6	64.2

Out of 4,711 basic (1-8) community schools, 4,274 schools (90.7%) have teachers' guides, 3,218 schools (68.3%) have child materials, 2,443 schools (51.9%) have book corners, 2,759 schools (58.6%) have printed curriculums, 3,325 schools (70.6%) have local curriculums, and 3,025 schools (64.2%) have reference materials.

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

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 own menu.

Table 4.16: Mid Day Meal Menu

Province	Schools	CEHRD Menu	Local Level Menu	School Own Menu	Not stated
Koshi	5233	417	1,656	2,352	808
Madhesh	3484	202	1,667	685	930
Bagmati	4451	290	1,244	2,582	335
Gandaki	3156	170	742	2,058	186
Lumbini	4438	290	1,303	2,441	304
Karnali	2933	224	1,200	1,158	351
Su.Pa	3315	357	1,573	1,086	299
Nepal	27010	1,950	9,385	12,362	3,213
%		7.2	34.7	45.8	11.9

According to Figure 4.16, 45.8 percent of schools use their own menu, 34.7 percent use the menu provided by Local Level and 7.2 percent schools use CEHRD menu. This shows that schools prefer using the menu prepared by themselves instead of the menus provided by the local and federal governments. The menu provided by CEHRD is the least utilized.

Table 4.17: Mid Day Meal Source

Province	Schools	Locally produced	Imported	Both	Not stated
Koshi	5233	2,637	120	1,666	810
Madhesh	3484	1,300	38	1,219	927
Bagmati	4451	1,682	78	2,354	337
Gandaki	3156	1,168	29	1,775	184
Lumbini	4438	1,886	127	2,021	404
Karnali	2933	1,477	20	1,085	351
Sudur Pashchim	3315	1,363	90	1,562	300
Nepal	27010	11,513	502	11,682	3,313
%		42.6	1.9	43.3	12.3

Table 4.17 presents the sources of food used for the **Mid-Day Meal** in **27,010 schools** across Nepal. This shows that schools rely on a combination of **locally produced food, imported food, or both sources**.

According to the table 4.17, 42.6 percent of schools use locally produced food in their day meal menu, 43.3 percent use both Locally produced and imported foods and only 1.9 percent schools use imported foods. This shows that schools prefer using the locally produced foods in their day meal menu.

Table 4.18: Mid Day Meal Management

Province	Schools	Catering	Mother's Group	Parents	School canteen	School's Human resource	others agencies	Not stated
Koshi	5233	118	286	942	1230	1280	570	807
Madhesh	3484	27	184	21	493	1491	342	926
Bagmati	4451	38	98	191	1226	2158	405	335
Gandaki	3156	49	58	227	884	1433	272	233
Lumbini	4438	114	143	289	935	1996	558	403
Karnali	2933	77	58	170	693	1280	302	353
Su.Pa	3315	27	49	68	600	1897	373	301
Nepal	27010	450	876	1,908	6,061	11,535	2,822	3,358
%		1.7	3.2	7.1	22.4	42.7	10.4	12.4

In terms of mid-day meal management, 42.7 percent of schools utilize their own human resources to manage the program. Parents and mother's group also contribute to meal management, with 7.1 percent and 3.2 percent. 22.4 percent of schools manage their day meal from school canteen.

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 4.19: 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	2998	2285	2416	2306	962	821	828	801
Madhesh	2061	889	795	984	615	380	332	376
Bagmati	2273	1890	1980	1864	743	646	671	632
Gandaki	1732	1479	1525	1450	477	428	432	415
Lumbini	2464	2004	2139	2002	796	698	724	683
Karnali	1760	1397	1469	1348	503	415	432	393
Sudurpashchim	1791	1400	1453	1347	615	519	542	500
Nepal (No.)	15079	11344	11777	11301	4711	3907	3961	3800
Nepal (%)		75.2	78.1	74.9		82.9	84.1	80.7

According to Table 4.19, out of 15,079 basic (1-5) schools, 11,344 (75.2%) of schools have updated SIPs, 11,777 (78.1%) have conducted social audits, and 11,301 (74.9%) have conducted financial audits. Similarly, out of 4,711 basic (1-8) schools, 3,907 schools (82.9%) have updated SIPs, 3,961 schools (84.1%) have conducted social audits and 3,800 schools (80.7%) have conducted financial audits. For more details on governance in basic schools, please refer to Annex 8.

4.15 PRO-POOR TARGET SCHOLARSHIP

Grade	Applied	Eligible Applicant	Verified
5	125522	45242	32426
8	130044	58485	32265
Total	255566	103727	66691

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.

Table 4.20: Province wise and Gender wise distribution of Scholarship

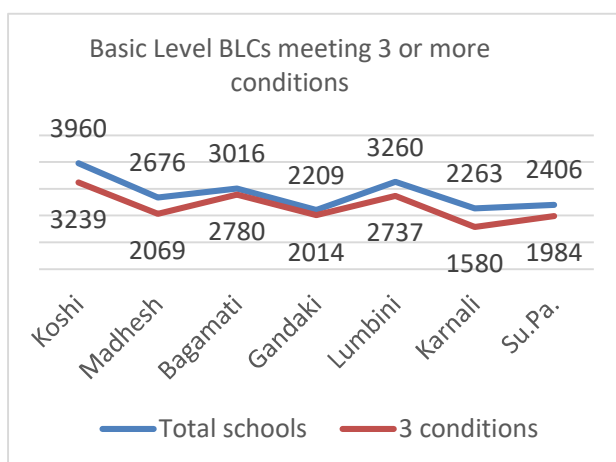
Province	Girls	Boys	Total	Percentage
Koshi	5282	2531	7813	11.72
Madhesh	4042	1952	5994	8.99
Bagmati	7089	5121	12210	18.31
Gandaki	2402	1042	3444	5.16
Lumbini	8396	5622	14018	21.02
Karnali	5032	2698	7730	11.59
Sudurpashchim	9619	5863	15482	23.21
Nepal	41862	24829	66691	100.00
%	62.77	37.23		

Table 4.20 shows the province wise and gender wise students receiving pro poor scholarship. Sudurpashim province has the highest percentage and Gandaki province has the lowest percentage of students receiving scholarship. Girl's percent 62.77 and boy's percentage is 37.23.

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



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

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.

A total of 19,790 community schools (that have Grades 1 to 5 or 1 to 8 or 6 to 8) out of 27,010 schools have met three or more BLCs, representing 82.8 percent of the schools. In Bagmati Province, 92.1 percent of schools have reported meeting three or more BLCs, while Karnali and Madhesh Province have the lowest percentages of 69.8 percent and 77.3 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.

Table 4.21 provides the estimates of OOSC at the basic level of Grades 1-8, with 26,757 (1.3%) of girls and 69,953 (3.1%) of boys being out of school.

Table 4.2116: Estimates of OOSC at the basic level

Province	Girls	Boys	Total	Girls	Boys	Total
	Number			%		
Koshi	23200	26018	49218	7.0	7.3	7.1
Madhesh	19254	47476	66730	3.5	7.6	5.7
Bagmati	0	0	0	0.0	0.0	0.0
Gandaki	5002	6642	11644	3.5	4.1	3.8
Lumbini	13568	18110	31678	3.7	4.5	4.1
Karnali	0	2137	2137	0.0	1.5	0.7
Sudurpashchim	487	12154	12641	0.3	5.7	3.1
Nepal (No.)	26757	69953	96710	1.3	3.1	2.3

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 1,666,553 students at the secondary level of Grades 9-12. Of these, 9,68,430 (58.1%) are in Grades 9-10, and the remaining 698,123 (41.9%) are in Grades 11-12. This represents a increase of 2813 students from last year's total of 1,663,740.

In community schools, there are 690,851 students in Grades 9-10, accounting for 71.3 percent of the total enrolment, down from 726,994 and 73.4 percent last year. In institutional schools, the number is 260,316, representing 28.6 percent of the total enrolment, up from 260,316 and 26.2 percent last year.

Table 5.1: No of students at the secondary level

Province	Total			Community			Institutional			Community	Institutional
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	% Girls	% Girls
Koshi	137,503	136,181	273,684	96,234	85,418	181,652	41,269	50,763	92,032	53.0	44.8
Madhesh	139,664	145,988	285,652	117,491	112,053	229,544	22,173	33,935	56,108	51.2	39.5
Bagmati	197,024	221,455	418,479	96,827	88,654	185,481	100,197	132,801	232,998	52.2	43.0
Gandaki	62,827	66,199	129,026	45,370	42,956	88,326	17,457	23,243	40,700	51.4	42.9
Lumbini	137,599	140,273	277,872	105,318	96,735	202,053	32,281	43,538	75,819	52.1	42.6
Karnali	61,186	60,586	121,772	57,776	55,875	113,651	3,410	4,711	8,121	50.8	42.0
Su.Pa	80,113	79,955	160,068	65,755	58,747	124,502	14,358	21,208	35,566	52.8	40.4
Nepal	815,916	850,637	1,666,553	584,771	540,438	1,125,209	231,145	310,199	541,344	52.0	42.7

According to Table 5.1, 52.0 percent of girls are enrolled in community schools, while the figure is 42.7 percent for institutional schools. This indicates a preference for girls in community schools and boys in institutional schools by parents.

Table 5.2 displays 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.

Table 5.2: No. of students in religious schools (9-10 and 11-12)

Province	G 9 -10			G 11-12			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	547	407	954	88	64	152	635	471	1,106
Madhesh	35	32	67	0	0	0	35	32	67
Bagmati	39	361	400	146	357	503	185	718	903
Gandaki	21	339	360	2	220	222	23	559	582
Lumbini	804	408	1212	173	95	268	977	503	1,480
Karnali	15	12	27	0	14	14	15	26	41
Su.Pa	0	35	35	1	11	12	1	46	47
Nepal	1461	1594	3055	410	761	1171	1,871	2,355	4,226

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 is a total of 3055 students in Grades 9-10 and 1171 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 5.3 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 5.3: 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	250,266	260,861	511,127	187,932	176,871	364,803	62,334	83,990	146,324	71.4	28.6
G 10	225,905	231,398	457,303	169,922	156,126	326,048	55,983	75,272	131,255	71.3	28.7
G9-10	476,171	492,259	968,430	357,854	332,997	690,851	118,317	159,262	277,579	71.3	28.7
G 11	176,994	183,026	360,020	119,923	107,535	227,458	57,071	75,491	132,562	63.2	36.8
G 12	162,751	175,352	338,103	106,994	99,906	206,900	55,757	75,446	131,203	61.2	38.8
G11-12	339,745	358,378	698,123	226,917	207,441	434,358	112,828	150,937	263,765	62.2	37.8
Nepal	815,916	850,637	1,666,553	584,771	540,438	1,125,209	231,145	310,199	541,344	67.5	32.5

These figures reveal a significant decrease in the number of students between Grades 10 and 11. Specifically, the number of Grade 11 students is 21.2 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 5.3 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.

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

According to Table 5.2, the number of students from Dalit and Janajati communities is 207,497 and 695,315 respectively. In Grades 9-12, the proportion of students from Dalit communities is 12.4 percent, and the proportion of Janajatis is 41.7 percent. The number of

students from Dalit communities is 70,071 in Grade 9, while there are 35,422 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 5.2: 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	250,266	260,861	511,127	35,453	34,618	70,071	89,960	88,452	178,412
G 10	225,905	231,398	457,303	30,329	29,566	59,895	80,955	75,964	156,919
G 9-10	476,171	492,259	968,430	65,782	64,184	129,966	170,915	164,416	335,331
G 11	176,994	183,026	360,020	21,100	21,009	42,109	64,975	59,506	124,481
G 12	162,751	175,352	338,103	17,325	18,097	35,422	56816	54206	111,022
G 11-12	339,745	358,378	698,123	38,425	39,106	77,531	121,791	113,712	235,503
Nepal	815,916	850,637	1,666,553	104,207	103,290	207,497	292,706	278,128	570,834

In terms of Dalit and Janajati students, as indicated in Table 5.2, the number of girls is higher than boys in Grade 9 & 10. However, for the total student population, the reverse is true, with the Gender Parity Index (GPI) being 0.95 for total students, 1.0 for students from Dalit communities, and 1.0 for Janajatis. 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, Sural, Thami and Thunam are considered particularly marginalized. In Grades 9-10, the number of students from these communities is 515, and in Grades 11-12, this number is 622, with a total of 1137 students from these communities. This makes up 0.06 percent of the total population at the secondary level. In terms of gender, out of 1137 students, 567 (49.86%) are girls and 570 (50.1 percent) are boys.

Table 5.3: No of students by disadvantaged caste groups at the secondary level

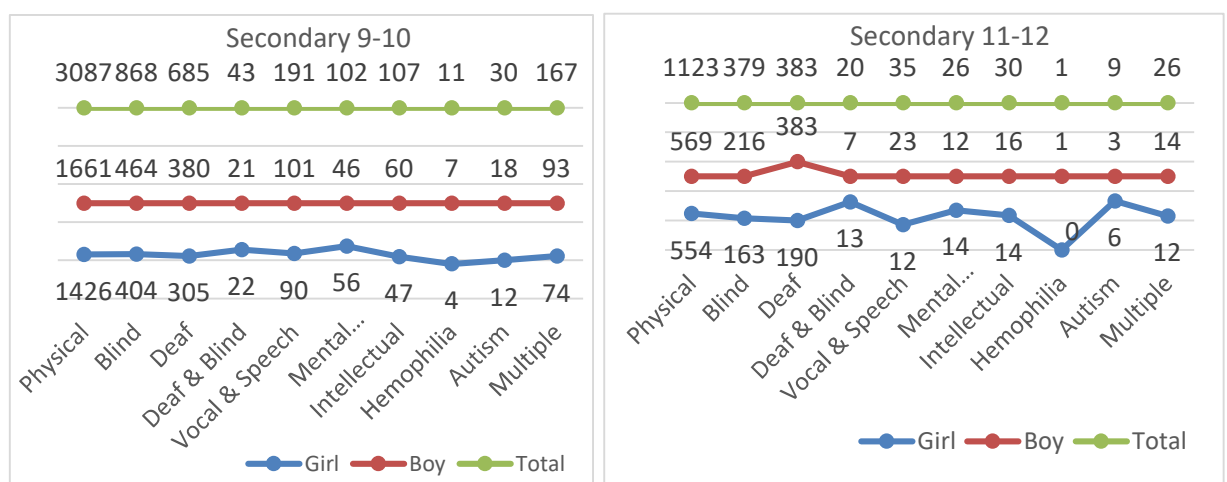
Province	Grade 9-10			Grade 11-12			Grade 9-12		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	58	53	111	76	65	141	134	118	252
Madhesh	27	38	65	21	49	70	48	87	135
Bagmati	127	108	235	151	147	298	278	255	533
Gandaki	26	22	48	14	12	26	40	34	74
Lumbini	8	11	19	13	12	25	21	23	44
Karnali	3	4	7	8	11	19	11	15	26
Sudurpashchim	18	12	30	17	26	43	35	38	73
Nepal	267	248	515	300	322	622	567	570	1137

5.5 NO. OF STUDENTS WITH DISABILITIES AT THE SECONDARY LEVEL

Table 5.4: No. of students with disability at the Secondary level

Province	Grade 9-10			Grade 11-12			Grade 9-12		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Koshi	433	464	897	173	146	319	606	610	1,216
Madhesh	308	388	696	86	106	192	394	494	888
Bagmati	471	532	1,003	254	324	578	725	856	1,581
Gandaki	204	271	475	120	102	222	324	373	697
Lumbini	458	511	969	164	192	356	622	703	1,325
Karnali	286	354	640	113	119	232	399	473	872
Sudurpashchim	281	332	613	68	65	133	349	397	746
Nepal	2,441	2,852	5,293	978	1,054	2,032	3,419	3,906	7,325

The percentage of students with disabilities in Grades 9-10 and 11-12 is less than 1 percent. In Grades 9-10, there are 5,293 such students (0.54%), and in Grades 11-12, there are 2,032 students (0.29%) with disabilities. Among the ten types of disabilities, physical disability is the most common, with 3,087 students (58.3%), while Hemophilia is the least common with only



4 students (0.07%) in Grades 9-10. The same trend is seen in Grades 11-12, with physical disability being the most common, comprising 1,123 students (55.2%), while hemophilia zero and autism with 6 students (0.2%). In terms of gender, 53.8 percent of the total students with disabilities in Grades 9-10 are boys (2,852 students), while in Grades 11-12, 51.8 percent of the total boys (1,054 students). For more details, please refer to Annex 5 for disability-related details at the secondary level of education.

5.6 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 89.8 percent, with a repetition rate of 7.4 percent and a dropout rate of 2.8 percent. For

Grade 10, the promotion rate is higher at 96.6 percent, with a repetition rate of 2.8 percent and a dropout rate of 0.7 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	91.0	88.6	89.8	6.5	8.3	7.4	2.4	3.1	2.8
G 10	96.5	96.6	96.6	2.8	2.7	2.7	0.7	0.7	0.7
G 9-10	93.8	92.5	93.1	4.7	5.6	5.1	1.6	1.9	1.8

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. The promotion, repetition and dropout rate of grade 11 & 12 is not included here as NEB data is not integrated in IEMIS.

5.7 GER/NER AT THE SECONDARY LEVEL

The GER and NER are calculated based on the projected population age group. The Net Enrolment Rate and Gross Enrolment Rate (GER) for Grades 9-12 are displayed in table 5.6. In the context of this report; these rates are calculated based on the projected population data from NSO and IEMIS reported data.

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	93.61	89.71	91.61	83.48	76.59	79.95	66.28	62.56	64.39	38.82	34.80	36.78
Madhesh	70.21	67.32	68.70	52.28	46.94	49.50	39.97	39.40	39.67	20.46	18.94	19.68
Bagmati	110.83	110.83	110.83	99.68	97.58	98.59	98.62	108.46	103.69	58.51	61.62	60.12
Gandaki	100.45	97.93	99.13	93.10	88.11	90.49	61.55	61.26	61.40	37.15	35.66	36.39
Lumbini	85.45	82.06	83.70	72.27	66.48	69.28	56.92	55.93	56.42	32.15	29.85	30.99
Karnali	98.60	93.53	96.02	83.64	78.37	80.95	67.24	66.94	67.09	37.51	35.53	36.52
Sudurpashchim	87.20	82.67	84.88	71.01	67.72	69.33	54.15	54.61	54.38	29.55	29.01	29.28
Nepal	89.60	86.67	88.08	76.09	71.22	73.57	62.72	63.67	63.20	35.69	34.59	35.13

Table 5.4: 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	79.89	76.04	77.93	57.41	51.66	54.48	1.1
Madhesh	56.16	54.76	55.43	36.00	33.63	34.77	1.1
Bagmati	103.32	107.65	105.57	72.77	71.77	72.25	1.0
Gandaki	80.92	79.86	80.37	60.90	57.28	59.03	1.1
Lumbini	71.69	69.75	70.70	48.99	45.18	47.04	1.1
Karnali	84.42	82.42	83.41	58.94	56.80	57.86	1.0
Sudurpashchim	70.97	69.56	70.26	46.73	45.66	46.19	1.0
Nepal	76.36	75.49	75.91	52.75	49.89	51.28	1.1

5.8 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 5.5: Student School Ratio at the secondary level

Province	Community		Institutional		Total	
	9-10	11-12	9-10	11-12	9-10	11-12
Koshi	85.8	75.7	61.7	52.5	76.1	70.0
Madhesh	190.3	110.5	59.9	73.3	138.8	101.3
Bagmati	77.2	57.8	68.1	122.9	72.5	80.4
Gandaki	57.6	38.4	64.3	44.4	59.5	39.6
Lumbini	103.9	79.3	69.1	73.5	91.7	78.1
Karnali	97.7	94.1	57.1	56.6	93.1	91.9
Sudurpashchim	86.2	59.6	70.3	99.4	82.7	65.5
Nepal	96.3	71.1	65.5	85.7	84.9	74.5

According to Table 5.7, the student-school ratio of community schools in Grades 9-10 is 96.3, and the student-school ratio of community schools in Grades 11-12 is 71.1. Similarly, the student-school ratio in institutional schools for Grades 9-10 is 65.5, while the student-school ratio in institutional schools for Grades 11-12 is 85.7. The national level student-school ratio for Grades 9-10 is 84.9, and for Grades 11-12, it is 74.5.

5.9 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 5.8 provide the infrastructure details of secondary (1-10) community schools.

Table 5.6: 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	690	2	682	647	8	491	570	596	717	637
Madhesh	435	6	413	368	4	315	213	262	468	378
Bagmati	732	4	731	683	7	568	631	617	365	681
Gandaki	481	4	481	463	7	359	437	423	676	456
Lumbini	608	5	601	575	6	438	490	499	588	572
Karnali	371	6	278	322	5	232	230	287	430	294
Sudurpashchim	522	5	466	479	5	346	408	414	515	376
Nepal (No.)	3,839	5	3652	3,537	6	2,749	2,979	3,098	3,759	3,394
Nepal (%)			95.1	92.1		71.6	77.6	80.7	97.9	88.4

Out of 3,839 secondary (1-10) schools, 3,652 (95.1%) reported that they have access to electricity. The average number of buildings is 5, 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 3,537 (92.1%) have access to at least one computer, and of these schools, there is an average of 6.0 computers per school. The number of schools that have drinking water facilities is 2,749 which is 71.6 percent; the number of schools that have a library is 2,979 which is 77.6 percent; the number of schools that have a child club is 3,098, which is

80.7 percent and the number of schools that have a toilet is 3,759 which is 97.9 percent. Meanwhile, 3,394 schools have internet facilities, which is 88.4 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 5.9: 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	583	4	561	548	25	460	532	502	693	549
Madhesh	373	5	355	345	25	287	274	268	459	347
Bagmati	703	4	681	661	27	572	650	626	297	668
Gandaki	466	4	452	433	26	373	427	413	577	437
Lumbini	570	5	559	527	25	447	527	490	561	542
Karnali	299	3	247	271	18	209	251	252	372	265
Sudurpashchim	387	4	351	362	21	275	343	329	387	317
Nepal (No.)	3,381	6	3,206	3,147	25	2,623	3,004	2,880	3,346	3,125
Nepal (%)			94.8	93.1		77.6	88.8	85.2	99.0	92.4

Tables 5.9 shows the data for infrastructure for schools teaching secondary level (1-12). There is an average of 6 buildings in secondary (1-12) community schools across the country which is more than in secondary (1-10) schools. Similarly, out of 3,381 secondary (1-12) schools in the country, 3,206 (94.8%) have electricity, 3,147 have computers (93.1%), 2,623 (77.6%) have drinking water, 3,004 (88.8%) have a library, 2,880 (85.2%) have a child club, 3,346 (99.0%) have toilet facilities and 3,125 (92.4%) have Internet facilities.

5.10 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 5.10 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 5.10: 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	690	643	457	329	430	686	452
Madhesh	435	337	204	164	178	138	183
Bagmati	732	671	480	419	456	720	502
Gandaki	481	447	342	248	305	471	346
Lumbini	608	561	398	306	348	599	400
Karnali	371	353	261	210	210	311	247
Sudurpashchim	522	491	341	254	326	478	353
Nepal (No.)	3,839	3,503	2,483	1,930	2,253	3,645	2,483
Nepal (%)		91.2	64.7	50.3	58.7	94.9	64.7

Out of 3,839 secondary (1-10) schools, 3,503 schools (91.2%) have teachers' guides, 2,483 (64.7%) schools have child materials, 1,930 (50.3%) schools have book corners, 2,253 (58.7%) schools have printed curriculums, 3,645 (94.9%) schools have local curriculums, and 2,483 (64.7%) schools have reference materials.

Table 5.11: 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	690	93.2	66.2	47.7	62.3	99.4	65.5
Madhesh	435	77.5	46.9	37.7	40.9	31.7	42.1
Bagmati	732	91.7	65.6	57.2	62.3	98.4	68.6
Gandaki	481	92.9	71.1	51.6	63.4	97.9	71.9
Lumbini	608	92.3	65.5	50.3	57.2	98.5	65.8
Karnali	371	95.1	70.4	56.6	56.6	83.8	66.6
Sudurpashchim	522	94.1	65.3	48.7	62.5	91.6	67.6
Nepal	3,839	3,503	2,483	1,930	2,253	3,645	2,483

Table 5.11 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 5.12 shows, there are 3,381 secondary (1-12) community schools across the country, out of which 2,969 schools (87.8%) reported having teachers' guides, 1,877 schools (55.5%) having child materials, 1,565 schools (46.3%) having book corners, 1,908 schools (56.4%) having printed curriculums, 2,418 schools (71.5%) having local curriculums, and 2,235 schools (66.1%) having reference materials.

Table 5.12: 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	583	526	327	278	338	412	407
Madhesh	373	282	168	158	157	85	185
Bagmati	703	622	397	354	418	562	466
Gandaki	466	409	279	207	274	395	319
Lumbini	570	501	309	242	304	418	369
Karnali	299	272	175	144	182	236	209
Sudurpashchim	387	357	222	182	235	310	280
Nepal (No.)	3,381	2,969	1,877	1,565	1,908	2,418	2,235
Nepal (%)		87.8	55.5	46.3	56.4	71.5	66.1

Table 5.12 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 71.5 percent of schools nationally, but just 22.8 percent of schools in Madhesh Province. This emphasizes 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 5.7: 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	583	90.2	56.1	47.7	58.0	70.7	69.8
Madhesh	373	75.6	45.0	42.4	42.1	22.8	49.6
Bagmati	703	88.5	56.5	50.4	59.5	79.9	66.3
Gandaki	466	87.8	59.9	44.4	58.8	84.8	68.5
Lumbini	570	87.9	54.2	42.5	53.3	73.3	64.7
Karnali	299	91.0	58.5	48.2	60.9	78.9	69.9
Sudurpashchim	387	92.2	57.4	47.0	60.7	80.1	72.4
Nepal	3,381	87.8	55.5	46.3	56.4	71.5	66.1

5.11 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 5.13 provides the number of secondary schools (Grades 1-10 and 1-12) with details on school-based good governance practices, while Table 5.14 provides the same data as a percentage of the schools in the region.

Table 5.8: 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	690	583	591	601	571	511	506	489
Madhesh	435	373	273	237	269	253	180	236
Bagmati	732	703	614	627	612	602	619	587
Gandaki	481	466	411	427	416	395	417	388
Lumbini	608	570	524	542	519	501	520	496
Karnali	371	299	312	325	295	254	257	237
Sudurpashchim	522	387	431	447	418	332	347	327
Nepal	3839	3381	3156	3206	3100	2848	2846	2760

As shown in Table 5.19, out of 3,839 secondary (1-10) schools, 3,156 (83.5%) of schools have an updated school improvement plan; 3,206 (83.5%) have conducted a social audit; while 3,100 (80.8%) have conducted financial audit. Similarly, out of 3,381 secondary (1-12) schools, 2,848 schools (84.2%) have school improvement plans; 2,846 schools (84.2%) have a social audit; while 2,760 schools (81.6%) have financial audits.

Table 5.9: 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	690	583	87.1	87.1	82.8	87.7	86.8	83.9
Madhesh	435	373	54.5	54.5	61.8	67.8	48.3	63.3
Bagmati	732	703	85.7	85.7	83.6	85.6	88.1	83.5
Gandaki	481	466	88.8	88.8	86.5	84.8	89.5	83.3
Lumbini	608	570	89.1	89.1	85.4	87.9	91.2	87.0
Karnali	371	299	87.6	87.6	79.5	84.9	86.0	79.3
Sudurpashchim	522	387	85.6	85.6	80.1	85.8	89.7	84.5
Nepal	3839	3381	83.5	83.5	80.8	84.2	84.2	81.6

There is significant regional variation, with Madhesh Province has lower in every case than both the national average and other provinces. In contrast, the best-performing provinces are Gandaki Province and Lumbini Province. 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.

5.12 BASIC LEARNING CONDITION IN SECONDARY SCHOOLS

Like in the case for basic schools, the BLCs for secondary schools also encompass five major elements a) adequate teachers b) adequate classrooms c) provision of girls' 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 5.1 provides the number of secondary levels that meet 4 or more BLCs for secondary schools.

Out of 27,010 community schools, 7,220 have secondary levels of Grades 9 to 10. The BLC computation of those 7,220 schools shows that 6,021 schools (83.3%) have met 5 or more BLCs. In Sudurpaschim Province 92.5% of schools have reported meeting five or more BLCs, while in Madesh province has 69.3%.

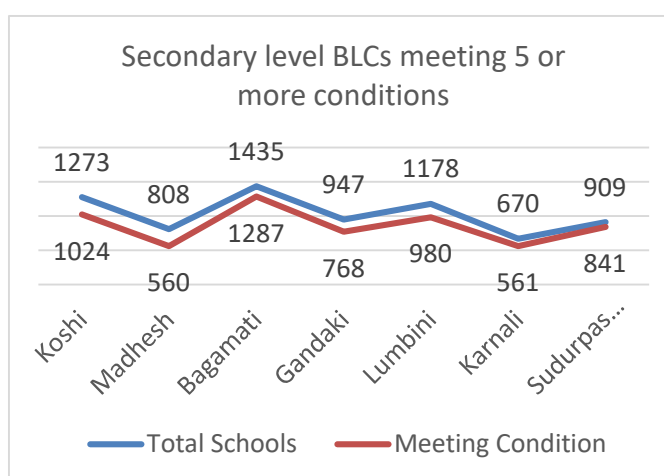


Figure 5.1: Secondary level (Grade 9-12) with 5 or more BLCs

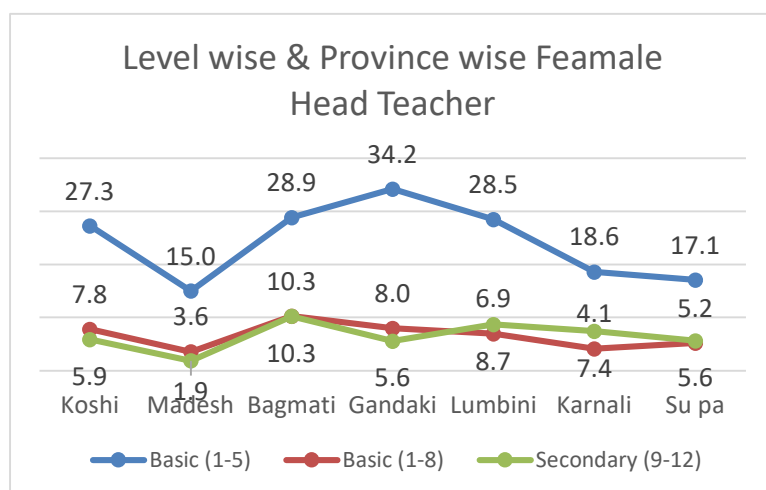
CHAPTER 6: TEACHER MANAGEMENT

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 program

development, and policy formulation.

At the national level, 24.6 percent of basic level (1-5), 6.8 percent of basic level (1-8) and 6.6 percent of secondary level (9-12) have female head teachers. At basic level (1-5) Gandaki province has the highest percentage of female head teacher (34.2%) and Madesh province has lowest percentage of female head teacher (15%)

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 6.1 provides the number of government-approved teachers in community schools at basic (1-5) and basic (6-8).

Table 6.1 shows that there are 90,278 government-approved teachers in basic (1-5) while this number is 27,147 for basic (6-8), with a total of 117,425 for basic (1-8). Upon comparing these numbers with the number of students in community schools, the data shows a student-teacher ratio of 23:1 (last year it was 21:1) at basic (1-5), 45:1 (last year it was 45:1) at the basic (6-8) and 28:1 (last year it was 26:1) at basic (1-8). Meanwhile, Table 6.1 also provides the disaggregation of government-approved teachers by gender.

Table 6.1: 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	8,265	8,818	17,083	1,439	3,809	5,248	9,704	12,627	22,331
Madhesh	4,181	6,899	11,080	498	2,244	2,742	4,679	9,143	13,822
Bagmati	9,808	8,479	18,287	2,179	3,551	5,730	11,987	12,030	24,017
Gandaki	6,501	5,376	11,877	1,279	2,321	3,600	7,780	7,697	15,477
Lumbini	7,264	7,287	14,551	1,215	2,986	4,201	8,479	10,273	18,752
Karnali	2,535	4,817	7,352	376	1,909	2,285	2,911	6,726	9,637
Sudurpashchim	3,748	6,300	10,048	521	2,820	3,341	4,269	9,120	13,389
Nepal	42,302	47,976	90,278	7,507	19,640	27,147	49,809	67,616	117,425

As given in Table 6.1, the share of female teachers in basic (1-5) is 46.8 percent while this share is 27.6 percent in basic (6-8) and 42.4 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.

Table 6.2: No. teachers in community schools (supported by Local and Province)

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	598	233	831	225	216	441	823	449	1,272
Madhesh	502	316	818	219	293	512	721	609	1,330
Bagmati	744	224	968	351	300	651	1,095	524	1,619
Gandaki	225	37	262	94	51	145	319	88	407
Lumbini	908	504	1,412	658	688	1,346	1,566	1,192	2,758
Karnali	426	644	1,070	318	727	1,045	744	1,371	2,115
Sudurpashchim	683	883	1,566	452	1,038	1,490	1,135	1,921	3,056
Nepal	4,086	2,841	6,927	2,317	3,313	5,630	6,403	6,154	12,557

Table 6.2 provides the number of teachers supported by local levels and provincial governments in community schools. Out of 12,557 teachers supported through grants provided by local and provincial government, a total of 6,927 teachers in basic level (grade 1-5) and 5,630 teachers in basic level (grade 6-8).

Table 6.3: No. of teachers privately managed & volunteer teachers in community schools

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	753	275	1,028	197	289	486	950	564	1,514
Madhesh	372	269	641	107	206	313	479	475	954
Bagmati	1,128	294	1,422	306	253	559	1,434	547	1,981
Gandaki	937	179	1,116	207	213	420	1,144	392	1,536
Lumbini	1,730	623	2,353	427	515	942	2,157	1,138	3,295
Karnali	252	165	417	94	167	261	346	332	678
Sudurpashchim	524	392	916	168	418	586	692	810	1,502
Nepal	5,696	2,197	7,893	1,506	2,061	3,567	7,202	4,258	11,460

In addition to these teachers in basic (1-5) and in basic (6-8), community schools have also 7,893 privately hired and volunteer teachers in basic (1-5) and 3,567 in basic (6-8), totaling 11,460 such teachers in community schools at the basic level (1-8). Table 6.4 provides those details along with the privately hired and volunteer teachers available in community schools for basic level (Grades 1-8).

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 74.8% are females, while the remaining (25.1%) are males. In basic (6-8), there are 23311 teachers in institutional schools, out of which 48.0% are females, and the remaining 51.9% are males.

Table 6.4: No. of teachers in institutional schools

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	5341	2003	7344	1830	2451	4281	6758	6662	13420
Madhesh	2659	2217	4876	876	1675	2551	2112	3920	6032
Bagmati	10775	1574	12349	4879	3281	8160	14586	6359	20945
Gandaki	3297	718	4015	1123	1024	2147	4609	3039	7648
Lumbini	5458	2093	7551	1624	2172	3796	6095	6469	12564
Karnali	625	361	986	172	336	508	523	738	1261
Sudurpashchim	2259	1251	3510	688	1180	1868	2695	3801	6496
Nepal	30414	10217	40631	11192	12119	23311	37378	30988	68366

In total, the number of teachers in institutional schools at basic (1-8) is 68,366, out of which 37378 (54.6%) are females and the remaining 30,988 (45.4%) are males. In another analysis, the STR of institutional schools at basic (1-5) is 37:1, the STR at basic (6-8) is 26:1 and the STR at basic (1-8) is 33:1 at the national level.

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 provincial or local level government and the privately funded teachers that are paid by schools. In the context of institutional schools, all teachers are privately hired. Table 6.5 provides the number of government-approved teachers in community schools at secondary (9-10) and secondary (11-12).

Table 6.5: No. of government-approved teachers in community schools at the secondary level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	840	3710	4550	189	1068	1257	1029	4778	5807
Madhesh	283	2349	2632	58	715	773	341	3064	3405
Bagmati	1376	4223	5599	279	1230	1509	1655	5453	7108
Gandaki	759	2635	3394	140	734	874	899	3369	4268
Lumbini	846	3269	4115	143	1008	1151	989	4277	5266
Karnali	310	1792	2102	79	568	647	389	2360	2749
Sudurpashchim	391	2803	3194	85	961	1046	476	3764	4240
Nepal	4805	20781	25586	973	6284	7257	5778	27065	32843

Table 6.5 shows that there are 25,586 government-approved teachers at the secondary level of Grades 9-10, 7257 at the secondary level of grades 11-12, and 32843 teachers at the secondary level of Grades 9-12. By the government approved teacher, the share of female teachers at the secondary level of Grades 9-10 is 18.7 percent, 13.4 at the secondary level of Grades 11-12, and 17.5 percent at the secondary level of Grades 9-12. 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 6.6: No. of teachers by at the secondary level (Local/Provincial support)

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	256	762	1018	26	41	67	282	803	1085
Madhesh	134	494	628	12	15	27	146	509	655
Bagmati	458	961	1419	25	44	69	483	1005	1488
Gandaki	263	401	664	14	17	31	277	418	695
Lumbini	574	1055	1629	44	60	104	618	1115	1733
Karnali	276	891	1167	18	25	43	294	916	1210
Sudurpashchim	339	1297	1636	28	85	113	367	1382	1749
Nepal	2300	5861	8161	167	287	454	2467	6148	8615

Table 6.7: No. of teachers by at the secondary level (Private source/volunteer)

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	68	196	264	42	138	180	110	334	444
Madhesh	28	124	152	6	58	64	34	182	216
Bagmati	121	264	385	64	160	224	185	424	609
Gandaki	44	144	188	24	120	144	68	264	332
Lumbini	117	229	346	55	194	249	172	423	595
Karnali	20	58	78	10	24	34	30	82	112
Sudurpashchim	62	237	299	34	109	143	96	346	442
Nepal	460	1252	1712	235	803	1038	695	2055	2750

Table 6.6 and 6.7 show that community schools have also Local/Provincial government supported teachers and privately hired teachers at the secondary level of Grades 9-10, and at the secondary level of Grades 11-12.

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

Table 6.8: No. of teachers in institutional schools

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Koshi	714	3278	3992	68	524	592	782	3802	4584
Madhesh	311	1674	1985	26	244	270	337	1918	2255
Bagmati	2512	7255	9767	484	1750	2234	2996	9005	12001
Gandaki	478	1834	2312	66	503	569	544	2337	2881
Lumbini	630	2664	3294	49	435	484	679	3099	3778
Karnali	69	309	378	12	43	55	81	352	433
Sudurpashchim	222	929	1151	43	173	216	265	1102	1367
Nepal	4936	17943	22879	748	3672	4420	5684	21615	27299

In institutional schools, there are 22,879 teachers at the secondary level of Grades 9-10, out of which 4,936 (21.5%) are females and 17,943 (78.5%) are males. In secondary (11-12), there

are 4420 teachers in institutional schools, out of which 748 (16.9%) are females and the remaining 4127 (83.1%) are males.

6.7 STUDENT TEACHER RATIO (STR) IN COMMUNITY SCHOOLS

The **Student–Teacher Ratio (STR)** is calculated as Number of Students is divided by Number of Teachers. A lower STR generally indicates smaller class sizes and potentially more individual attention, while a higher STR suggests greater teacher workload.

Table 6.9: Province wise Student Teacher Ratio (STR) at Basic Level

Province	Basic (1-5)			Basic (6-8)			Basic (1-8)		
	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
Koshi	266,660	18,942	14	171,637	6,175	28	438,297	25,117	17
Madhesh	651,927	12,539	52	319,229	3,567	89	971,156	16,106	60
Bagmati	257,468	20,677	12	171,337	6,940	25	428,805	27,617	16
Gandaki	115,112	13,255	9	84,095	4,165	20	199,207	17,420	11
Lumbini	376,907	18,316	21	216,588	6,489	33	593,495	24,805	24
Karnali	175,299	8,839	20	107,143	3,591	30	282,442	12,430	23
Sudurpashchim	202,002	12,530	16	143,042	5,417	26	345,044	17,947	19
Nepal	2,045,375	105,098	19	1,213,071	36,344	33	3,258,446	141,442	23

Table 6.9 shows that Nepal has an overall **STR of 23** at the basic level (Grades 1–8). Grades **6–8** have a much higher STR (33) than Grades 1–5 (19), indicating relatively fewer teachers in upper basic level 6-8. Madhesh Province has the highest STR and Gandaki Province has the lowest STR at both basic level 1-5 and 6-8.

The data indicate considerable inequity in teacher deployment. The table 6.9 shows provincial disparities in student–teacher ratios across Nepal. Madhesh Province experiences an acute shortage of teachers, particularly in Grades 6–8. Nationally, the substantially higher STR at the upper basic level (33) compared with the primary level (19) indicates a need for targeted investment in teacher deployment to ensure equitable access across all provinces.

Table 6.10: Province wise Student Teacher Ratio (STR) at Secondary Level

Province	Secondary (9-10)			Secondary (11-12)			Secondary (9-12)		
	Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
Koshi	108,859	5,832	19	72,793	1,504	48	181,652	7,336	25
Madhesh	153,228	3,412	45	76,316	864	88	229,544	4,276	54
Bagmati	108,788	7,403	15	76,693	1,802	43	185,481	9,205	20
Gandaki	54,235	4,246	13	34,091	1,049	32	88,326	5,295	17
Lumbini	122,120	6,090	20	79,933	1,504	53	202,053	7,594	27
Karnali	65,276	3,347	20	48,375	724	67	113,651	4,071	28
Sudurpashchim	78,345	5,129	15	46,157	1,302	35	124,502	6,431	19
Nepal	690,851	35,459	19	434,358	8,749	50	1,125,209	44,208	25

Table 6.10 shows an overall **STR of 25** at the Secondary level (Grades 9–12). Grades **11–12** have a much higher STR (50) than Grades 9–10 (19), indicating relatively fewer teachers in upper secondary level 11-12. Madhesh Province has the highest STR and Gandaki Province has the lowest STR at both Secondary level 9-10 and 11-12.

The data indicate considerable inequity in teacher deployment. The table 6.10 shows provincial disparities in student–teacher ratios across Nepal. Madhesh Province experiences an acute shortage of teachers, particularly in Grades 11–12. Nationally, the substantially higher STR at the upper secondary level (50) compared with the secondary level (23) indicates a need for targeted investment in teacher deployment to ensure equitable access across all provinces.