

## SECTION 1: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

### 1.1 Introduction

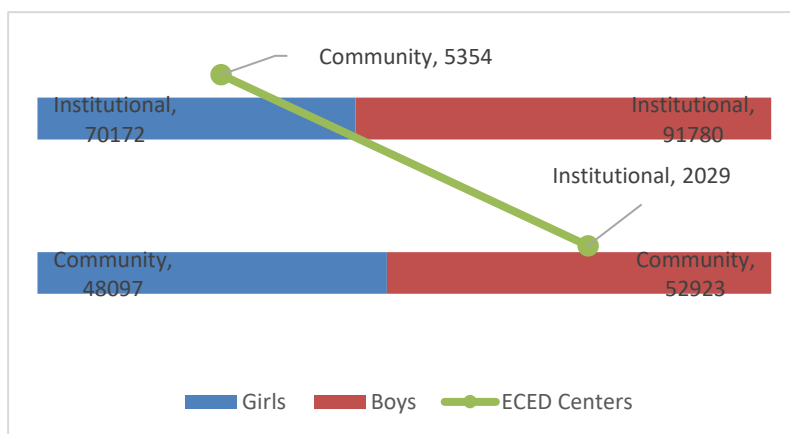
All children should have access to quality early childhood education development (ECED) centers. The Constitution of Nepal along with Nepal's commitment to the Sustainable Development Goal (SDG) 4.2 also aims to ensure that all boys and girls have access to quality early childhood education by 2030. In line to this international commitment, the School Education Sector Plan (SESP 2021-2030) aims to make sure that all four-year-old children have the opportunity to take part in good early childhood education and develop the skills they need for school.

In Nepal, young children aged between 3-4 receive ECED support in different ways. The government funded ECEDs (also known as pre-primary classes (PPCs)) are mostly operated in schools, while some of them are operated in communities, isolated to the schools. The government provides teachers, books, and other materials to these ECEDs. Apart from these, there are institutional ECEDs, mostly operated in the form of kindergartens that are not funded by the government as they charge fees to parents.

### 1.2 ECED Centers and the number of children

Bagmati

Province has a total of 7383 ECEDs across 13 districts out of which 5354 (72.5 percent) are government funded while the remaining 2029 (27.5 percent) are privately



funded ECEDs. A total of 262972 children are enrolled in ECEDs out of which 101020 (38.4 percent) are girls while the remaining 161952 (61.6 percent)

Figure 1: Number of ECEDs and the enrolled children

are boys. These data clearly show that parents are heavily investing their resources in institutional ECEDs. In another dataset, girls are comparatively fewer than the boys in both types of ECEDs however, such discrepancy is higher in institutional ECEDs in comparison to government run ECEDs.

### 1.3 ECED and the key performance indicators

The Federal Government has ensured that each ECED needs to comply with five basic minimum enabling conditions and that includes a) the child friendly seating arrangements, b) availability of qualified teachers with a secondary education and at least 90 hours of basic and practical training, c) availability of six learning areas/materials in regards to language, math, acting/self-reliant skills, creativity, construction and science, d) child friendly tap accessible to children and e) easy access

to soap and water in toilets. Table 1 given below shows that out of 5354 government funded ECEDs, 76.1 percent has met three or more enabling conditions while this percentage is only 44.8 at the national level. Table 1 also provides color-based rankings where red signifies level of non-satisfactory status; yellow signifies level of least satisfactory and green signifies the level of satisfactory. It is hoped that this status would enable all three tiers of government to prioritize programs and policies associated with the color-based status of indicators.

**Table 1: Key Performance Indicators of ECEDs**

Indicators		Unit	Nepal	Bagamati	Status
ECEDs that meet at least 3 minimum enabling standards	-	%	44.8	76.1	●
GER in ECED	G	%	97.1	106.3	●
	B		102.3	113.1	●
	T		99.9	109.9	●
Enrolment rate of 4-year-old children in ECED	G	%	70.0	76.4	●
	B		71.0	79.3	●
	T		70.6	78.0	●
New entrants in Class with experience of ECED	G	%	76.4	71.1	●
	B		77.3	73.4	●
	T		76.9	72.3	●
Gender Parity Index in NER in ECED	-	Ratio	0.99	0.98	●
ECED - Children Ratio	Community	Ratio	19.4	18.9	●
	Institutional		28.3	26.6	●

The Gross Enrolment Rate is computed by taking the total number of enrolled children divided by the total eligible population (age 3-4) while the Net Enrolment Rate is the total number of enrolled children of particular age (age 3-4) divided by the total eligible population of ECED/PPCs. Table 1 shows that still 22 percent of children aged 3-are not enrolled in ECED centers with red circle signifying immediate action to be done. Similarly, only 72.3 percent of grade one students have ECED experience suggesting that 27.7 percent children are enrolled in grade without any ECED experience.

The number of children enrolled in ECED divided by the number of centers provide the ECED-children ratio. Table 1 shows that Bagamati Province has an ECED-Children ratio of 18.9 which signifies that many ECED centers are operating with fewer number of children. Since, an ECED Center is mandated to have at least 25 children in a classroom, Table 1 suggests that many ECED centers from Bagamati Province and all over Nepal have less than 25 children in the government funded ECEDs. Meanwhile Table 2 provides the status of various kinds of learning materials available in ECEDs of Bagamati Province.

**Table 2: Status of various kinds of learning materials**

Status	Unit	Nepal	Bagamati	Status
ECEDs with learning materials	%	31.9	33.1	●
ECEDs with teacher guide	%	15.0	16.2	●
ECEDs with child material	%	39.0	43.7	●
ECEDs with book corner	%	23.4	29.8	●
ECEDs with reference materials	%	15.4	20.1	●

The red circle given in Table 2 clearly indicates that assurance of learning materials in ECED centers should be a priority for all levels of government as data shows that only 33.1 percent ECED centers have access to learning materials while this is only 16.2 percent in case of teachers' guide. Since child materials support the overall development of young children by providing opportunities for exploration, discovery, and learning, each government should prioritize the ECEDs with sufficient child materials and other necessary items.

## SECTION 2: BASIC LEVEL EDUCATION

### 2.1 Introduction

Basic level education in Nepal encompasses grade one through eight aiming to deliver students with required reading, learning, numeracy and other practical skills. Like in the case of ECED, there are two types of schools that provide basic level of education. One is the government funded community schools and second is the privately funded institutional schools. In addition, there are also religious schools in the form of Madrassas, Gumbas and Ashrams that teach religious contents and also the mainstreamed educational courses. Since they also receive part of the government support, they are also considered as community schools. This section provides information on basic level education of Bagamati province compared with Nepal and the color-based ratings of indicators.

### 2.2 Number of basic schools and students

Bagamati province has a total of 6837 schools, out of which 4743 (69.3 percent) are community schools while the remaining 2094 (30.7 percent) are institutional schools. Amongst 6837 schools, 3787 are basic level schools, with 2789 schools providing education up to grade five and 998 schools providing education up to grade eight. In

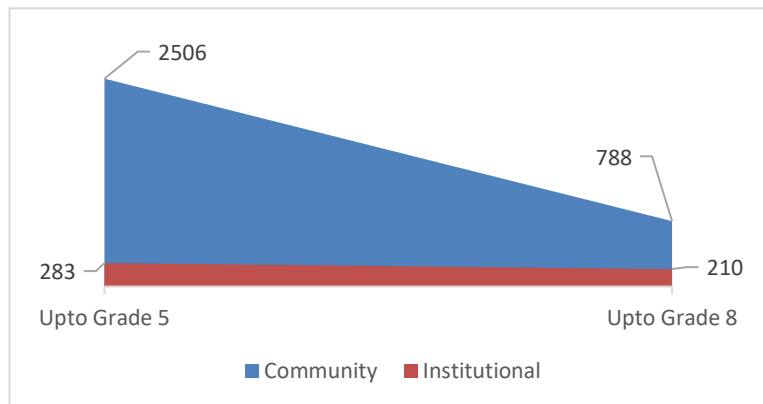


Figure 2: Number of basic level schools by types

terms of school types, 3294 (87 percent) are community schools while the remaining 493 (13 percent) are institutional schools. As Figure 2 shows, there is a sharp contrast in terms of basic level schools offering grade five and grade eight in as data shows that there are 2506 community schools that offer up to grade five; however, this number drops drastically to 788 in terms of schools offering up to grade eight. In case of institutional schools, there is no big discrepancy.

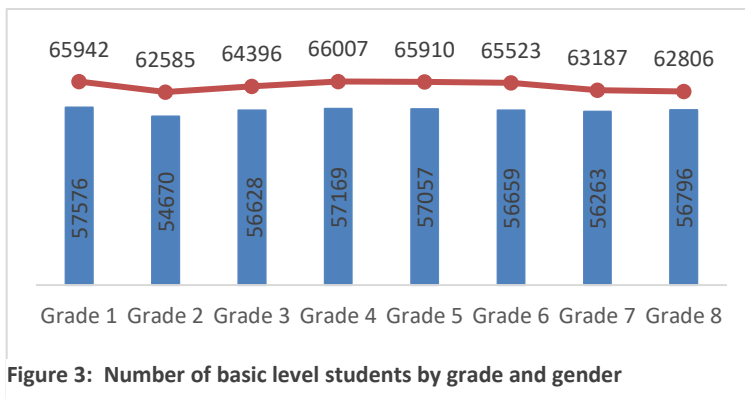


Figure 3: Number of basic level students by grade and gender

While there are 3787 basic level schools in Bagamati Province, secondary schools also provide basic level education services. In this respect, Figure 3 shows the total

number of students by grade for Bagamati Province for all the basic level schools and the basic level services provided by the secondary schools. This figure clearly highlights that boy outnumber girl in every grade of basic level, highlighting the major issue in population distribution. Similarly, the number of students in grade five and grade eight show that the distribution of students in each grade is spontaneously distributed suggesting that Bagamati Province has less issue in terms of repetition and dropout rates in each grade. Table 3 provides the number of students of Bagamati Province as per grade and types of schools.

**Table 3: Number of basic level students by grade and school types**

Grade	All Schools			Community Schools			Institutional Schools		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 1	57576	65942	123518	31124	32766	63890	26452	33176	59628
<b>G 2</b>	54670	62585	117255	27804	28242	56046	26866	34343	61209
G 3	56628	64396	121024	28704	28960	57664	27924	35436	63360
<b>G 4</b>	57169	66007	123176	29313	30145	59458	27856	35862	63718
G 5	57057	65910	122967	29471	29676	59147	27586	36234	63820
<b>G 1-5</b>	<b>283100</b>	<b>324840</b>	<b>607940</b>	<b>146416</b>	<b>149789</b>	<b>296205</b>	<b>136684</b>	<b>175051</b>	<b>311735</b>
G 6	56659	65523	122182	30172	30461	60633	26487	35062	61549
<b>G 7</b>	56263	63187	119450	31450	30392	61842	24813	32795	57608
G 8	56796	62806	119602	33622	32075	65697	23174	30731	53905
<b>G 6-8</b>	<b>169718</b>	<b>191516</b>	<b>361234</b>	<b>95244</b>	<b>92928</b>	<b>188172</b>	<b>74474</b>	<b>98588</b>	<b>173062</b>
<b>G 1-8</b>	<b>452818</b>	<b>516356</b>	<b>969174</b>	<b>241660</b>	<b>242717</b>	<b>484377</b>	<b>211158</b>	<b>273639</b>	<b>484797</b>

Table 3 shows that Bagamati Province has 607940 students in grade 1-5 out of which 296205 (48.7 percent) are in community schools while the rest 311735 (51.3 percent) are in institutional schools. In terms of grade 6-8, the share of students in community schools is 188172 (52.3 percent) while institutional schools have a total of 173062 (48.7 percent) students. Table 3 also shows that parents are investing heavily in institutional schools, however it also shows that there is a tendency to enroll students in institutional schools at lower grades (grade 1-5) and shifting students to community schools at higher grades (grade 6-8). In both types of schools, boy outnumbers girl except to grade 7 and grade 8 in community schools where the opposite is true.

### 2.3 Basic level education and the key performance indicators

The output level indicators such as Gross Enrollment Rate (GER), Net Enrollment Rate (NER), Net Intake Rate (NIR), and Gross Intake Rate (GIR) show the efficiency of any educational system. This section provides all such key performance indicators in the context of Bagamati Province compared with Nepal and marked with color-based status. As in the case of early tables, red signifies level of non-satisfactory status; yellow signifies level of least satisfactory and green signifies the level of satisfactory.

**Table 4: Key performance indicators of basic level education**

Indicators		Unit	Nepal	Bagamati	Status
Repetition Rate in Grade 1	G	%	11.5	7.6	●
	B		10.8	7.4	●
	T		11.1	7.5	●
Dropout Rate in Grade 1	G	%	3.8	3.0	●
	B		3.7	3.1	●
	T		3.8	3.1	●
GIR in Grade 1	G	%	114.5	120.4	●
	B		117.0	124.9	●
	T		115.9	122.8	●
NIR in Grade 1	G	%	95.4	95.4	●
	B		95.9	94.8	●
	T		95.7	95.1	●
NER in Grade 1-8	G	%	95.0	95.6	●
	B		95.1	96.1	●
	T		95.1	95.9	●
GER in Grade 1-8	G	%	121.9	129.0	●
	B		119.0	127.7	●
	T		120.4	128.3	●
Survival Rate to Grade 8	G	%	86.4	86.7	●
	B		86.2	85.7	●
	T		86.2	86.2	●
Basic schools fulfilling Basic Learning Conditions (BLCs)	Community	%	73.0	79.4	●
Student School Ratio (1-5)	Community	Ratio	85	63	●
	Institutional		148	155	●
Student School Ratio (6-8)	Community	Ratio	109	85	●
	Institutional		89	100	●
Access to electricity	1-5 Community Schools	%	64.2	75.1	●
Access to computers			36.9	46.5	●
Access to drinking water			81.4	82.5	●
Access to library			8.0	23.6	●
Access to toilet			88.8	90.8	●
Access to internet			26.2	35.0	●
Access to electricity	1-8 Community Schools	%	67.2	77.5	●
Access to computers			74.5	84.8	●
Access to drinking water			89.6	90.0	●
Access to library			28.8	43.7	●
Access to toilet			94.5	95.2	●
Access to internet			47.8	57.5	●
Student Teacher Ratio (Based on approved teachers)	Grade 1-5	Ratio	29.6	18.8	●
	Grade 6-8		81.4	58.0	●

Each school needs to have basic infrastructures such as drinking water, electricity and toilet regardless of the types of schools. In this sense, Bagamati Province and the

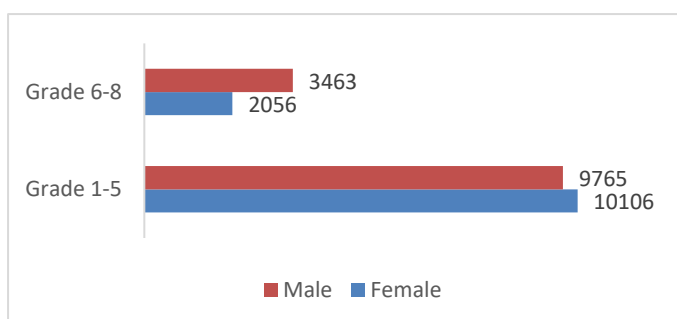
associated Local Governments (LGs) need to prioritize in assuring such basic infrastructures in schools as highlighted in the red circle. Similarly, the student school ratio in community schools is comparatively lower than the national average, therefore, merging or closing of schools need to be a priority in Bagamati Province.

In the context of Nepal, the basic learning conditions in basic schools encompass five major elements and they are a) adequate teachers b) adequate classrooms c) provision of girls' toilet d) provision of library/book corner and e) assurance of free textbooks. It has been assumed that these BLCs help create an environment where students can thrive academically, socially and emotionally. The table given above shows that 79.4 percent basic schools have BLCs met, however, this needs to be highly prioritized as all schools need to meet at least basic conditions.

## 2.4 Number of teachers

Teachers in community schools are appointed through a standard procedure by Teacher Service Commission. The salary of teachers, appointed then after is paid by the government. Generally,

these teachers are categorized as permanent, temporary and the rahat teachers. Another type of teachers is the locally hired teachers based on the grants provided by the federal, provincial or local level government. Finally,



the third is the privately hired teachers financed through schools' own funds. In the context of institutional schools, all teachers are privately hired and therefore are paid by schools.

Bagamati Province has a total of 14057 teachers appointed as permanent teachers in grade 1-5, 2908 teachers appointed as permanent teachers in grade 6-8, giving an altogether of 16965 teachers in basic level. Similarly, Bagamati Province has a total of 1735 and 4079 teachers appointed as temporary and rahat respectively at basic 1-5 level, 337 and 2274 at basic 6-8 level and an altogether of 2072 and 6353 teachers of that category in basic 1-8 level. As Figure 4 shows, female outnumber male at basic (1-5) while this situation is reverse in case of basic (6-8), showing that as education level grows, the number of female teachers decrease. Table 5 provides the number of teachers in community schools for all types of teachers included along with the teachers in institutional schools.

**Table 5: Number of teachers by types and level of education**

**Figure 4: Government approved teachers in basic level education**

Types	Grade 1-5			Grade 6-8			Grade 1-8		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Community schools	9767	7453	17220	1858	3165	5023	11625	10618	22243

Government approved	7649	6704	14353	1306	2499	3805	8955	9203	18158
Privately hired	1878	567	2445	357	413	770	2235	980	3215
Federal grant	19	19	38	58	92	150	77	111	188
Provincial grant	44	17	61	17	31	48	61	48	109
Local govt grant	108	125	233	108	125	233	216	250	466
Volunteer	69	21	90	12	5	17	81	26	107
<b>Institutional schools</b>	<b>10811</b>	<b>1599</b>	<b>12410</b>	<b>4934</b>	<b>3285</b>	<b>8219</b>	<b>15745</b>	<b>4884</b>	<b>20629</b>
<b>All types of schools</b>	<b>20578</b>	<b>9052</b>	<b>29630</b>	<b>6792</b>	<b>6450</b>	<b>13242</b>	<b>27370</b>	<b>15502</b>	<b>42872</b>

Table 5 shows the total number of teachers in community and institutional schools. Like in the case of community schools, the institutional schools have more females in comparison to males at grade 1-5. While males are higher in grade 6-8 in community schools, this is not the case in institutional schools as males outnumber females in whole basic level of education.



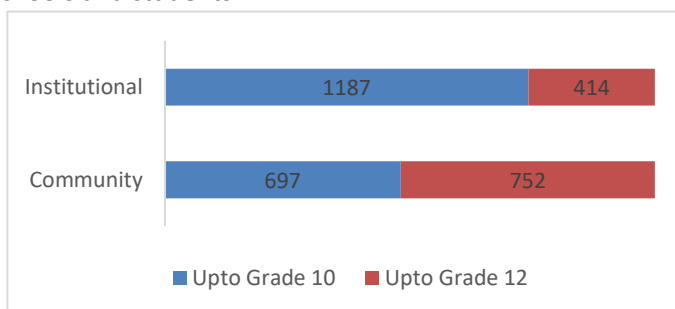
## SECTION 3: SECONDARY LEVEL EDUCATION

### 3.1 Introduction

Secondary level education in Nepal encompasses grade 9 through 12 aiming to strengthen the foundation for higher education and career development. This level of education is also aimed to lay the groundwork for future success and well-being. The government funded community schools and privately funded institutional schools are two main types of schools that deliver secondary level education. Like in the case of basic level education, there are Madrassas, Gumbas and Ashrams that also provide religious contents and at the same time provide mainstreamed educational courses in secondary level education. This section provides information on secondary level education of Bagamati province compared with Nepal and the color-based ratings of indicators.

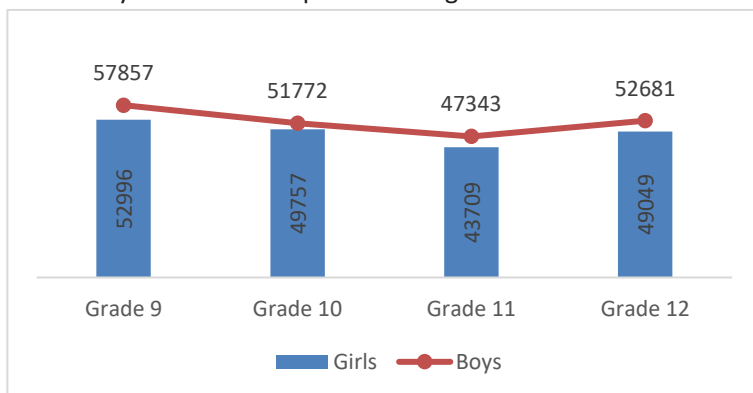
### 3.2 Number of secondary schools and students

There are a total of 3050 secondary level schools in Bagamati province, out of which 1449 (47.5 percent) are community schools and 1601 (46.5 percent) are institutional schools. Out of 3050 schools, 1884 schools (61.8 percent) are



operated till grade 10 while 1166 (38.2 percent) schools are operated till grade 12. In terms of school types, 697 (22.8 percent)

community schools are operated till grade **Figure 5: Number of secondary level schools by types**



10; while this number and percentage is 1187 (38.9 percent) in case of institutional schools. Figure 5 shows that institutional schools are focused more in operating

secondary schools in comparison to operating basic level schools only. In contrast, majority of community schools are only operating basic level schools, clearly showing the area of prioritization for community and institutional schools.

As Figure 6 shows, the total number of students in secondary level of education is 405164, out of which 195511 (48.2 percent) are girls while 209653 (51.8 percent) are

**Figure 6: Number of secondary level students by grade and gender**

boys, clearly highlighting that boy outnumber girl in every grade of secondary level. Similarly, the number of students in grade 9 and grade 12 shows that the distribution of students in each grade is spontaneously distributed suggesting that Bagamati Province has less issue in terms of dropout rates in each grade. Table provides the number of students of Bagamati Province as per grade and types of schools.

**Table 6: Number of secondary level students by grade and school types**

Grade	All Schools			Community Schools			Institutional Schools		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
G 9	52996	57857	110853	31510	30094	61604	21486	27763	49249
G 10	49757	51772	101529	29069	25358	54427	20688	26414	47102
<b>G 9-10</b>	<b>102753</b>	<b>109629</b>	<b>212382</b>	<b>60579</b>	<b>55452</b>	<b>116031</b>	<b>42174</b>	<b>54177</b>	<b>96351</b>
G 11	43709	47343	91052	23667	20213	43880	20042	27130	47172
G 12	49049	52681	101730	25637	21705	47342	23412	30976	54388
<b>G 11-12</b>	<b>92758</b>	<b>100024</b>	<b>192782</b>	<b>49304</b>	<b>41918</b>	<b>91222</b>	<b>43454</b>	<b>58106</b>	<b>101560</b>
<b>G 9-12</b>	<b>195511</b>	<b>209653</b>	<b>405164</b>	<b>109883</b>	<b>97370</b>	<b>207253</b>	<b>85628</b>	<b>112283</b>	<b>197911</b>

Bagamati Province has a total of 405164 students in grade 9 to 12 out of which 207253 (51.1 percent) are in community schools while the rest 197911 (48.8 percent) are in institutional schools. The percentages of students studying in community schools remain at 48.7 percent in grade 1-5, 52.1 percent in grade 1-8, 54.6 percent in grade 9-10 and 47.3 percent in grade 11-12 suggesting that at early stages of education even if parents enroll their children in institutional schools, the parents trust community schools at later stages of education. In another analysis, the enrollment period of grade 1 to 10 and grade 11 happen in different time period, therefore, the data on grade 11 student is lower than grade 12 students suggesting that many students from that grade are not reported.

### 3.3 Secondary level education and the key performance indicators

Like in the case of basic level education, the output level indicators such as GER, NER has been provided for secondary level education in the context of Bagamati Province compared with Nepal and marked with color-based status. As in the case of early tables, red signifies level of non-satisfactory status; yellow signifies level of least satisfactory and green signifies the level of satisfactory.

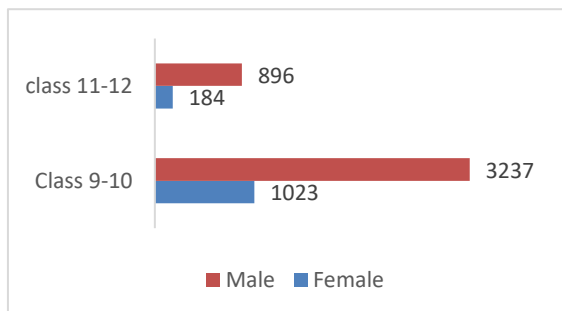
Table 7: Key performance indicators of secondary level education

Indicators		Unit	Nepal	Bagmati	Position
NER in Grade 9-10	G	%	75.7	75.5	●
	B		77.3	77.7	●
	T		76.5	76.6	●
GER in Grade 9-10	G	%	97.3	107.8	●
	B		100.1	107.9	●
	T		98.7	107.8	●
GER in Grade 9-12	G	%	80.4	98.1	●
	B		85.9	101.1	●
	T		83.2	100.2	●
NER in Grade 9-12	G	%	55.8	60.7	●
	B		59.9	61.7	●
	T		57.9	61.2	●
Survival rate to Grade 10	G	%	69.8	70.7	●
	B		69.9	70.2	●
	T		69.9	70.5	●
Survival rate to Grade 12	G	%	38.1	38.6	●
	B		36.3	37.6	●
	T		37.2	38.1	●
Secondary schools fulfilling Basic Learning Conditions	Community	%	91.0	81.0	●
Student School Ratio (9-10)	Community	Ratio	109.7	81.0	●
	Institutional		61.8	63.1	●
Student School Ratio (11-12)	Community	Ratio	139.8	121.3	●
	Institutional		186.0	245.3	●
Access to electricity	1-10 Community Schools	%	79.2	84.8	●
Access to computers			90.9	94.3	●
Access to drinking water			91.7	93.4	●
Access to library			68.6	77.8	●
Access to toilet			95.8	96.3	●
Access to internet			69.8	75.3	●
Access to electricity	1-12 Community Schools	%	86.6	90.3	●
Access to computers			96.0	97.3	●
Access to drinking water			95.5	95.2	●
Access to library			88.7	92.7	●
Access to toilet			97.3	97.5	●
Access to internet			83.5	88.2	●
Student Teacher Ratio (Based on approved teachers)	Grade 9-10	Ratio	61.6	41.5	●

	Grade 11-12		268.5	215.7	●
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Secondary level education is not an entry point of new enrollment, hence, any improvement in NER at secondary level is only possible by reducing the possible dropout of students in earlier grades. The same logic applies to survival rate to grade 10 and 12, therefore, efforts should be laid in regards to improving the educational efficiency at the lower grades.

In terms of basic learning conditions, 91 percent of secondary schools have fulfilled such condition, however, Bagamati Province only has 81 percent such schools with basic learning



conditions fulfilled, thus, arising the need for further investment in assuring the basic learning conditions. Many secondary schools in Bagamati Province have the required physical infrastructure and therefore, priority need to be given to assure satisfactory condition of the physical infrastructure.

### 3.4 Number of teachers

A total of 5340 teachers are working as government appointed teachers in Bagamati Province out of which 4260 are in secondary level of grade 9 to 10 while 1080 teachers are working in secondary level of grade 11-12. Out of these total teachers, 1207 are females which correspond to 22.6 percent of the total government approved teachers. While secondary level of grade 9 to 10 has 24 percent female teachers, this percentage has dipped to 17 percent in case of secondary level 11-12 showing that male outnumbers female in secondary level. This figure clearly states that the appointment of female teachers in upper level of education is significantly lower than the basic level of let's say grade 1-5. Table given below provides the number of teachers in community schools for all types of teachers including teachers in institutional schools.

Types	Grade 9-10			Grade 11-12			Grade 9-12		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
<b>Community Schools</b>	1375	4065	5440	228	1033	1261	1603	5098	6701
<b>Government Approved</b>	1023	3237	4260	184	896	1080	1207	4133	5340
Privately Hired	158	338	496	44	137	181	202	475	677
Federal Grant	82	237	319	-	-	-	82	237	319
Provincial Grant	42	123	165	-	-	-	42	123	165
Local Govt Grant	59	117	176	-	-	-	59	117	176
Volunteer	11	13	24	-	-	-	11	13	24
<b>Institutional Schools</b>	2514	7257	9771	484	1750	2234	2998	9007	12005
<b>Total Schools</b>	3889	11322	15211	712	2783	3495	4601	14105	18706

Unlike basic level where the number of female teachers outnumber male, this is not the case in case of secondary level in both community and institutional schools. This table clearly reflects that access to secondary level teacher position has been a real big challenge for females.