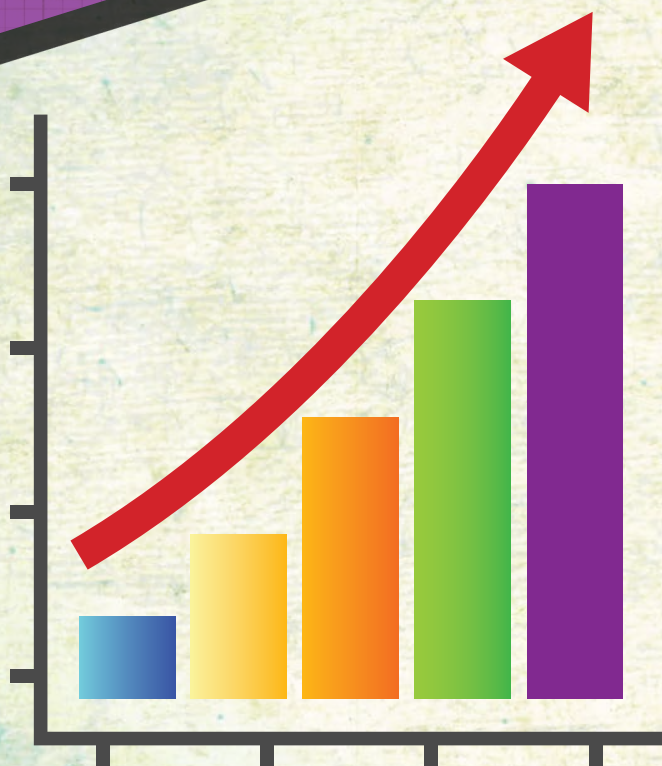


Exploration of  
**Educational Statistics**  
Provincial Perspectives



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NEPAL**

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# INTRODUCTION

Nepal has seen significant achievements in the education sector over the last decade with the implementation of sector wide programs such as the Education for All National Plan of Action (2000–2015) and School Sector Reform Program (2009–2016). More than 95% of the school age children are in schools and more than 70% of them retain in the classrooms at the end of the academic year. However, it has been argued that all social groups have not celebrated the achievements equally. Rather, disparities in access, participation and learning outcomes remain leaving certain groups of children behind. Decentralization of power at the local level has been identified as one of the ways to include those excluded groups into the education sector. Then after, Government of Nepal has created 753 local government units. As a result, Nepal has now moved from centralized system to the federal mode of governance, including the operation of school level activities. In fact, the Government of Nepal through Local Government Operation Act 2074 has now handed 23 different list of activities at the local level.

There lack the status and resource mapping of these decentralized units with respect to the certain educational indicators such as infrastructure, resources, schools, teachers and students so as to ensure that there is equitable distribution of the educational resources for attaining the quality, inclusive, equitable and lifelong learning opportunities for all in Nepal. Realizing strong need for the development of the Baseline Educational Status Mapping at the Provincial level so as to identify the existing status, compare them with the capacity and identify the major areas

of focus, NCE Nepal has published this factsheet. This report therefore explores the educational statistics in terms of provincial distribution and it has been hoped that this exploration will provide necessary information for central, provincial and local level authorities for planning, budgeting, monitoring and other activities. In the current federal structure, these information are significantly important in order to see the overall status of the provinces in terms of educational indicators and this report fulfils that requirement.

In this report, the primary level is named as lower basic education level whereas lower secondary education level is termed as upper basic education level while the secondary level and the higher secondary level has been termed as usual. In some reports, the lower and upper basic levels have been termed as basic levels and the secondary and higher secondary levels have been termed as secondary levels. Secondary data from 2013 is the major source of this report.

## EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY CLASSES (ECD/PPCS)

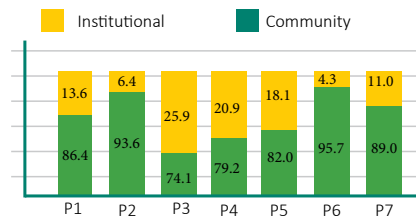


Fig. 1 Share of Community and Institutional

Figure 1 provides the share of ECD/PPCs in community and institutional schools in

seven provinces. In province six, 95.7% of the ECD/PPCs are running through community schools while this percentage is only 74.1% in province three. Province four has 79.2% of the ECD/PPCs centers running through community schools while province two has 93.6% of the centers through community schools, while only 6.4% of the centers are running through institutional schools. In terms of the total numbers, there are 36,094 ECD/PPCs across the whole country, out of which 84.4% are running through community schools while 15.6% are running under institutional or private schools. In total there are 973,414 children in the ECD/PPCs centers across the country out of which 638,864 of them are in community schools, which corresponds to 66% of the total children.

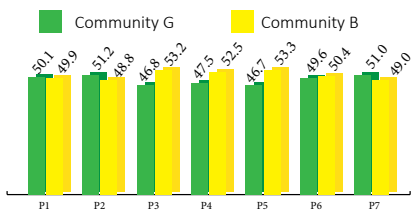


Fig 2: Children in community based ECD/PPC

Figure 2 provides the share of girls and boys in the ECD/PPCs run by community schools. In province four and five, the share of girls is comparatively lower in comparison to the boys while in province one, two, and seven, there are more girls in the ECD/PPCs centers than the boys.

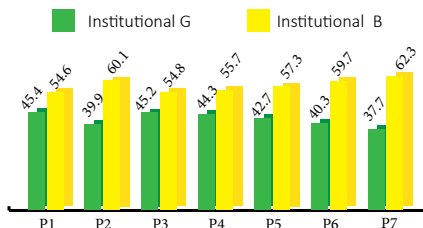


Fig 3: Children in institutional based ECD/PPC

Out of the 15.6% of the children that are in institutional schools, figure 3 shows that there is a high disparity on the enrollment pattern of girls and boys in those centers. In all seven provinces, there are more boys in these ECD/PPC centers in comparison to the girls. The worst scenario is in province two and province seven where there are only 39.9% and 37.7% girls in these centers. Amongst the seven provinces, province one is better off but still there is gender imbalance in the enrollment pattern. At the national level, 44% girls and 56% boys are in institutional based ECD/PPCs.

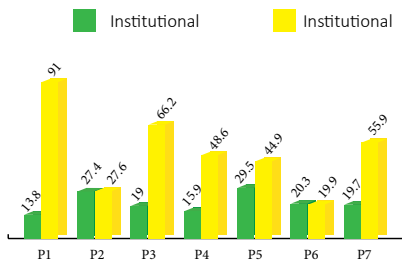
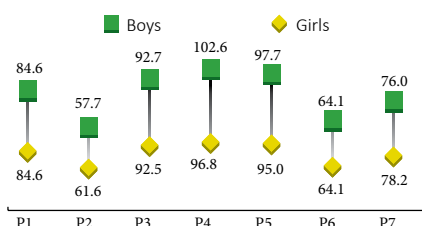


Fig 4: ECD/PPC Center-Children Ratio

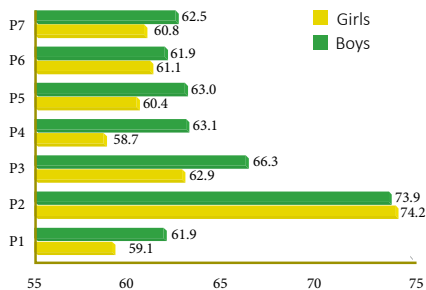
Meanwhile, figure 4 shows the ECD/PPCs and children ratios by provinces. At the national level, in an average, one ECD/PPC is serving 27 children at the national level. At the provincial level though, the institutional school based ECD/PPCs centers are more crowded than

the community school based ECD/PPCs centers. In province one, institutional based ECD/PPCs has 91.0% children ratio while the community school based ECD/PPCs has 13.8% children ratio. In province six, the ratio in community and institutional schools are more or less the same while in every other province, the ratio is significantly different.



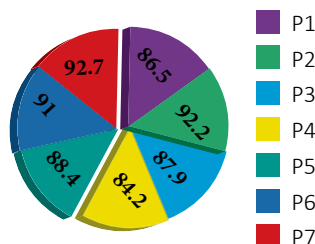
**Fig 5:** GER in ECD/PPC

Irrespective of 973,414 children that are in ECDs/PPCs, the GER is still very low as many ECD/PPCs age-group children are not in the centers. In terms of provincial distribution, province two has the lowest GER followed by province six as little less than 40% of the children are not in the ECD/PPCs centers. Province four and province five are much better off as more than 95% of the ECD/PPCs age group children are in the centers. Figure 5 clearly demonstrates the need to push extra effort in province two and province six to enroll as much children into the ECD/PPCs centers. At the national level, the GER for girls is 81.8% and the GER for boys is 82.2%.



**Fig 6:** % of grade 1 students with ECD/PPC Experience

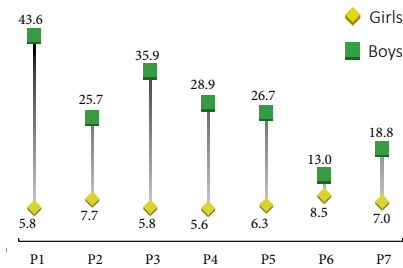
Research proves that one year of ECD/PPC helps the cognition level of students at the lower basic level and therefore emphasis has always been laid to identify the percentage of new entrants in Grade 1 with ECD/PPCs experience. Figure 6 clearly shows that province four is relatively weaker in this aspect while province two is the most strongest one. It also shows that efforts need to be laid in order to scale up the major activities in regards to ECD/PPCs as the percentage of new students in grade 1 with ECD/PPCs experience hovers around 65% in many provinces. At the national level, 62% girls and 65% boys of grade 1 students come from ECD/PPC experience.



**Fig 7:** Facilitator Details

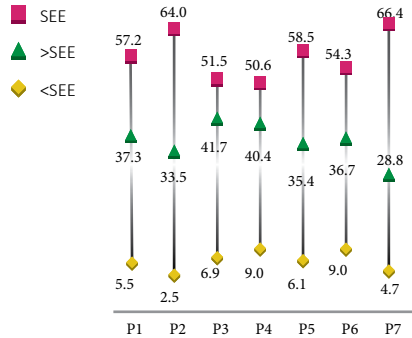
In all the provinces, majority of the facilitators are females. Out of 50,092

facilitators across the country, 42,441 of them (90%) are females in all types of ECD/PPCs. Province seven has 92.7% female facilitators while province four only has 84.2% female facilitators. In the past, ECD/PPC facilitator was labeled as women’s job, however, the figure 7 clearly shows the renewed interest on the part of men to work as ECD/PPC facilitators in schools.



**Fig 8:** Share of Dalit and Janajati facilitators

Out of the total numbers of ECD/PPCs facilitators/teachers in the country, the percentage shares of Dalit, Janajati and Others are 6.4%, 30.6% and 63.0% respectively. The figure 8 provides the distribution of Dalit and Janajati facilitators at the provincial level. As given in figure 8, province six has the highest share of Dalit facilitators while province one has the highest share of Janajati facilitators across the provinces. Since this distribution relies heavily on the demographic status of the population, this figure alone cannot illustrate the caste/ethnic representation in ECD/PPCs.



**Fig 9:** Qualification Details

The status of the ECD/PPCs facilitators/teachers at the national level shows that almost 6.2% of facilitators/teachers are under SEE, 56.9% are SEE graduates and 36.9% facilitators/teachers are more than SEE graduates. Figure 9 shows the qualification of the facilitators at the provincial level. In province two, there are only 2.5% facilitators with under SEE qualification while this number is 9.0% in province four and province six. With increased schooling opportunities, there is a need to upgrade the qualification of the facilitators, particularly those that have not passed the SEE level. Having said so, there is also a need to upgrade the qualification of facilitators that are only SEE graduates.

## BASIC AND SECONDARY EDUCATION

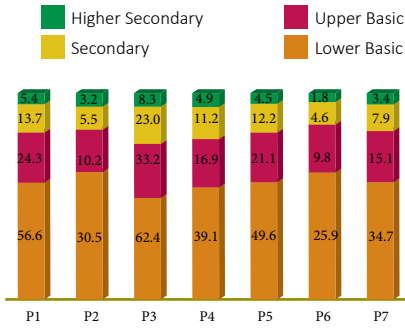


Fig 10: Share of different levels of schools

At the national level, a total of 35,224 schools provided the information, out of which 34,737 are schools with lower basic levels and 15,170 are schools with upper basic levels. Out of the same number of schools, 5,712 have secondary level of grade 9 to 10, and 3,669 have higher secondary level of grade 11 and 12, giving a total of 9,381 schools with secondary level of grade 9 to 12. Figure 10 provides the share of lower basic, upper basic, secondary and higher secondary level at the provincial level. In province six, only 25.9% of the schools have lower basic level compared to province one and province three that have 56.6% and 62.4% respectively. Province two also has lower figure as only 30.5% of the schools have lower basic level.

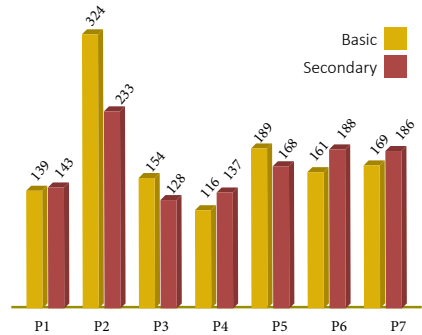


Fig 11: School Student Ratio

The national average of school student ratio at basic level is 1:172 while this ratio is 134 at secondary level. When analyzed by the provinces, the highest School Student Ratio is found in Province two at both basic and secondary levels as given in figure 11. In fact, schools in province two accommodate an average of 324 students at the basic level and 233 students at the secondary level, which is higher than the remaining six provinces. The lowest school student ratio at basic level is found in province four where the ratio is 116:1 whereas the lowest school student ratio at secondary level is 128:1 at province three. The highest school student ratio in province two clearly shows that schools are very crowded and therefore, need ample attention for adequate facilities, including teachers, space, classrooms, furniture, laboratories, libraries, playgrounds, equipment etc.

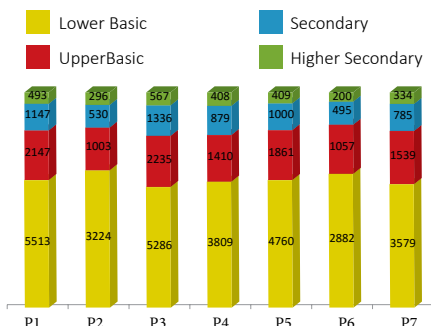


Fig 12: No. of levelwise community schools

Out of 35224 schools across the country, 29208 (83%) are community schools and out of that number, 29053 (99%) schools have the lower basic level of grade 1-5 while 11252 (39%) of the schools have the upper basic level of grade 6 to 8. Similarly, 6172 (21%) schools have the secondary level of grade 9 to 10 and 2707 (9%) schools the secondary level of grade 11 to 12. In other words, 99% of the community schools offer lower basic level of grade 1 to 5, 39% schools offer lower basic level of grade 6 to 8, 21% schools offer the secondary level of grade 9 to 10 and 9% schools offer the secondary level of grade 11 to 12. At the provincial level, there are 5513 schools in province one, 3224 in province two, 5286 in province three, 3809 in province four, 4760 in province five, 2882 in province six and 3579 in province seven. The number given in figure 12 provides the number of levelwise community schools in different provinces.

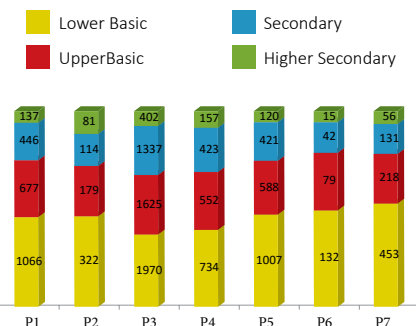


Fig 13: No. of levelwise institutional schools

There are a total of 6016 institutional schools across the country, which corresponds to 17% of the total schools of Nepal. A total of 5684 (94%) have the lower basic level of grade 1 to 5, 3918 (65%) have the upper basic level of grade 6 to 8, 2914 (48%) have the secondary level of grade 9 to 10 and 968 (16%) have the secondary level of grade 11 to 12. There are 1124 schools in province one, 355 schools in province two, 2133 schools in province three, 765 schools in province four, 1036 schools in province five, 133 schools in province six, and 470 schools in province seven and the figure 13 provides the level wise distribution of institutional schools in seven provinces.



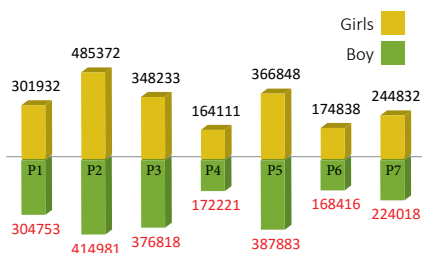


Fig 14: Students at lower basic level

At the national level, there are 4135254 students at the lower basic level. Amongst these students, 973596 are in grade one, 827208 are in grade two, 809095 are in grade three, 766565 are in grade four, and 758792 are in grade five. Figure 14 provides the distribution of student at lower basic level across the provinces. As the population is high in Terai region, the figure also showed the high number of students in that region, particularly in province two. Except in province two, province six and province seven, there are more boys in schools in comparison to the girls.

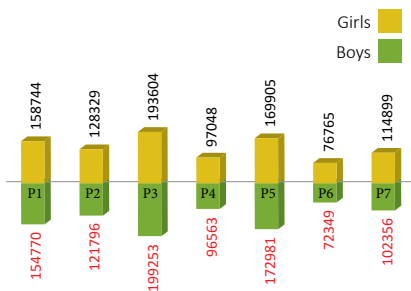


Fig 15: Students at upper basic level

At the national level, there are 1859360 students in upper basic level out of which 619270 are in grade six, 613054 are in grade seven, and 627040 are in grade eight. Figure 15 provides the student details of upper basic level by provinces. While there were many students at lower basic level in province one, this is not the case in upper basic level as the number of students in this province has significantly dropped off.

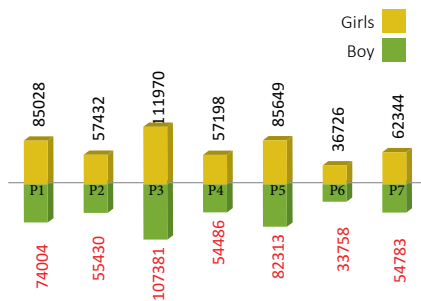


Fig 16: Students at secondary level

There are 958502 students in the secondary level across the country, out of which 511693 are in grade nine and 446811 are in grade ten. Figure 16 provides the provincial details of secondary level students. Province two, despite of the highest population growth in the country, has fewer number of students at secondary level in comparison to other provinces. This fall clearly shows the degree of educational wastage in province two. However, province six also has high educational wastage as many students dropout from lower basic levels and never get the chance at upper level of schooling.

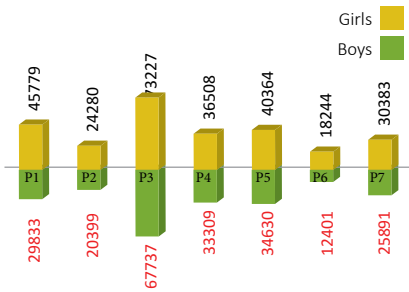


Fig 17: Students at higher secondary level

At the higher secondary level, there are 492985 students across the whole country. At grade 11, there are 246244 students while there are 246741 students in grade 12. At the provincial level, as given in figure 17, province two and province six have the lowest share of students at higher secondary level. Meanwhile, province three has the highest number of students as there are 73227 girls and 67737 students in the higher secondary level. Interestingly, in all provinces, there are more girls than the boys at the higher secondary level.

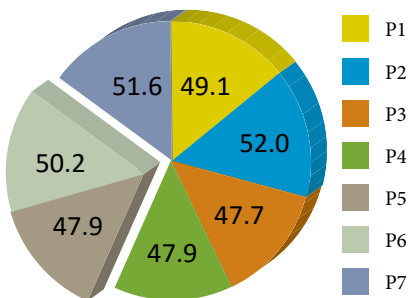


Fig 18: % of girls at lower basic level

Figure 18 describes the share of students at lower basic levels with particular reference of the girls at provincial level. In other words, this graph provides the percentage of girls amongst the total students at lower basic level. At the national figure, there are 49.6 girls out of 50 boys in schools. At the provincial level, province four has the worst girl-boy ratio as there is only 47.9% girls in comparison to 50% boys while province two has the best share with 52.0% followed by province seven with 51.6%.

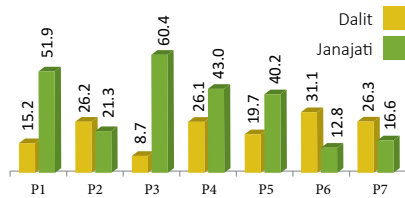


Fig 19: Dalit/Janajati Students at lower basic level

At the national level, Dalit students represent 20.7% and Janajati students represent 36.6% of the total students in lower basic level. Figure 19 provides these shares at the provincial level. In province six and province seven, the share of Janajati students remain at 12.8 and 16.6% respectively while the share of Dalit students remain at 8.7% in province three, which is the lowest amongst the seven provinces.

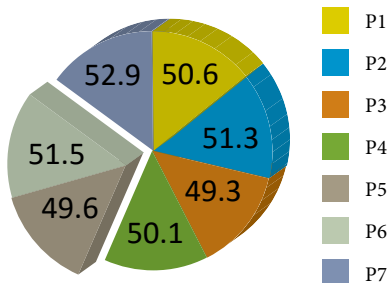


Fig 20: % of girls at upper basic level

In Nepal, there are 51% girls in comparison to 49% boys at the upper basic level. Figure 20 provides the share of girls in comparison to the boys at upper basic level and except in province three and province five, all other provinces have more girls in schools than the boys. Province seven has the highest share of girls in schools followed by province six that has 51.5% boys in compared to 49.5% boys at the upper basic level. Even though the number of students at upper basic level is comparatively lower in province two, there are more girls in schools than the boys in that province.

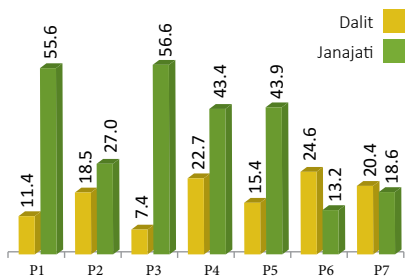


Fig 21: Dalit/Janajati Students at upper basic level

At lower basic and at national level, the share of Dalit students was 20.7%

while the share of Janajati students was 36.6%. In case of upper basic level, the share of Dalit students remained at 20.4% while the share of Janajati students dropped at 18.6% at national level. This drop in the share of Janajati students showed that bulk of the students from those caste/ethnic groups do not transition into upper basic level. Figure 21 provides this information for seven different provinces.

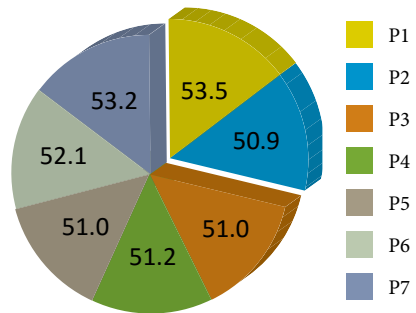


Fig 22: % of girls at secondary level

At the secondary level, there are 51.8% girls in comparison to 48.2% boys across the whole country. Figure 22 provides this differences for provinces and interestingly, all the provinces have more girls students in secondary level in comparison to the boys. In province one, there are 53.5% girls in comparison to the 46.5% boys in the secondary level while the same type of trend is also seen in province six. Out of the seven provinces, province two has 50.9% girls in comparison to the boys.

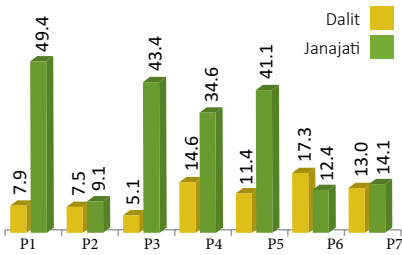


Fig 23: Dalit/Janajati Students at secondary level

At secondary level, the share of Dalit students remained at 9.9% and the share of Janajati students remained at 33.1% across the whole country. The provincial distribution, given in figure 23 shows the distribution of Dalit and Janajati students across the provinces. In province three, only 5.1% of the Dalit students were recorded in the secondary level while province one recorded 49.4% Janajati students.

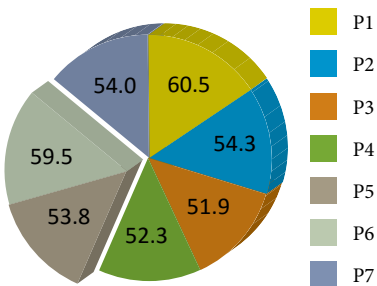


Fig 24: % of girls at higher secondary level

At the national level, there are 54.5% girls in comparison to 45.5% boys at the higher secondary level. Figure 24 provides the distribution of girls and boys ratio for provinces and in all provinces, there are more girls in boys in comparison to their counterparts. In

province one, there are 60.5% girls in comparison to the 39.5% boys in the higher secondary level while province three has 51.9% girls in comparison to the 48.1% boys.

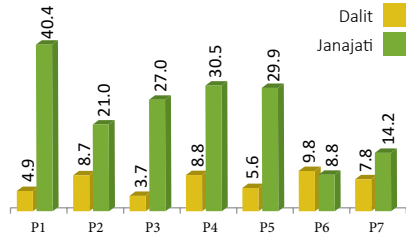


Fig 25: Dalit/Janajati Students at higher secondary level

At higher secondary level, the share of Dalit students remained at 6.2% and the share of Janajati students remained at 26.9% across the whole country. The provincial distribution, given in figure 25 shows the distribution of Dalit and Janajati students across the provinces. In province three, only 3.7% of the Dalit students were recorded in the higher secondary level while province one recorded 40.4% Janajati students.

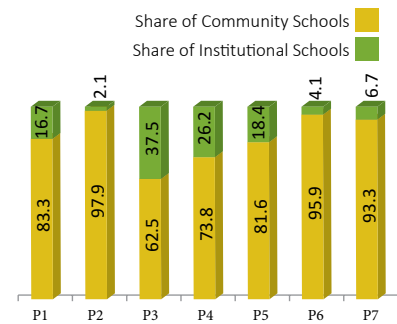


Fig 26: Enrollment in basic level

At basic level, 83.4% of the students are in community schools while the remaining 16.6% are in institutional schools. This is the national level scenario and figure 26 presents this information at the provincial level. In province three, 62.5% of the students are in community schools and 37.5% are in institutional schools. In province two though, 97.9% of the students are in community schools while 2.1% are in institutional schools. As institutional schools often neglect the reporting of data in time, this might have been the case for lower representation of institutional schools in province two.

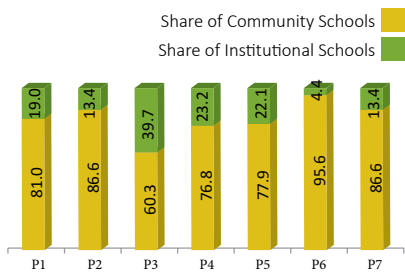


Fig 27: Enrollment in secondary level

While there were 83.4% students in community schools at basic level, this share is 77.1% in the case of community schools at secondary level. It means, 22.9% of the students are in institutional schools, which is 6.3% greater than the basic level. Like basic level, province three has high share of students at institutional schools in comparison to other provinces. In province six, the share of community schools remained at 95.6% while the share of institutional schools is at 4.4%.

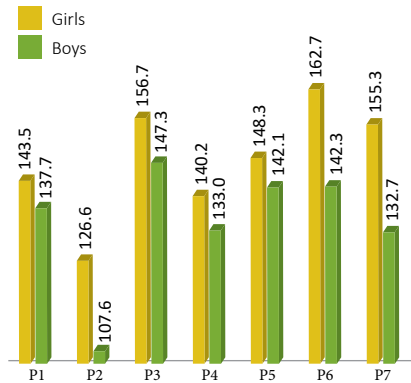


Fig 28: GIR in Grade One

The Gross Intake Rate (GIR) explains the total number of new entrants in grade one, regardless of age, expressed as a percentage of the population of five year age children (the official lower basic school-entrance age). Based on the total number of new enrolment in grade one and the total number of 5 years' age group population, the overall GIR for grade one remains at 140.7 with 147.6% for girls and 134.7% for boys at the national level. Compared amongst the provinces, province six (151.9) has the highest GIR followed by province three (151.7), whereas province four has the lowest GIR (136.4%). Nevertheless, the higher GIR indicates a late admission of children into grade one, which affects the overall internal efficiency of lower basic level education.

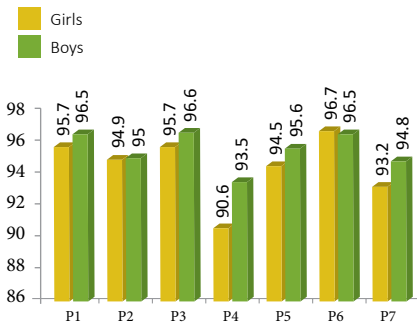


Fig 29: NIR in Grade One

Similarly, figure 29 gives the NIR in grade one by provinces. The overall NIR in grade one is 95.0% with 94.5% for girls and 95.5% for boys at the national level. Among the provinces, there is not much difference with regard to NIR in grade one; however province six has the highest NIR (96.6%) followed by province three with 96.2%, while province seven has the lowest NIR with 94.0%.

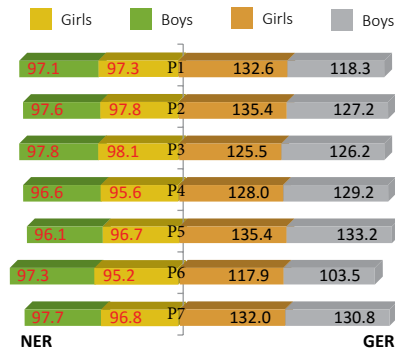


Fig 30: NER/GER at basic level

GER is an indicator related to total enrolment at a specific level of education, regardless of age, expressed as a percentage of the

eligible official school-age population corresponding to the same level of education in a given school year. This indicator is widely used to show the general level of participation in a given level of education. Based on the data presented in figure 30, the overall GER at basic level is 126.7% with 129.6% for girls and 124.1% for boys. The GER at provincial level shows the highest GER in province three while the lowest GER is in province two. As for NER, the overall NER at basic level is 92.1% with 92.1% and 92.0% for girls and boys respectively. The present status of NER suggests that around 106,045 of 5-9 years' age group children are out of formal schools.

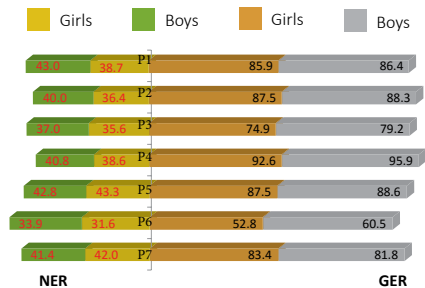


Fig 31: NER/GER at secondary level

Figure 31 shows that the total GER at secondary level is 61.0% with GER of 60.4% for girls and GER of 61.8% for boys. The total NER at the secondary level is 38.8% with 38.0% for girls and 39.8% for boys. The figure provides the description of GER and NER at provincial level. The NER suggests that, based on the 13-14 age group students enrolled at secondary level in the school year 2016-017, a big number of secondary age group

population is out of school or enrolled as average students at the lower secondary level.

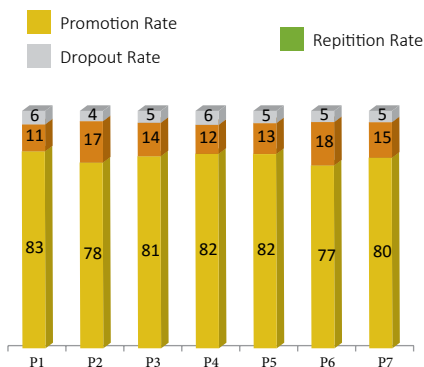


Fig 32: Promotion, repetition, dropout rate in Grade 1

Internal efficiency deals with the use of resources and refers to the internal dynamics of the education system in transforming inputs and processes into outputs. At the national level, 80.9% of the grade one students promote to grade two in the following year, which means 9.1% of the students either repeat or dropout of the schools. Although the promotion rate has increased each year, there is still a high wastage of the inputs provided. Figure 32 presents the promotion, repetition and dropout rate of grade one for each province.

As shown, only 77% of the students from province six and 78% of the students from province two promote to grade while province one has the highest promotion rate with 83%. Province one has 83% promotion rate, province four and province five has 82% promotion rate and province seven has 80% grade one promotion rate as given in the figure.

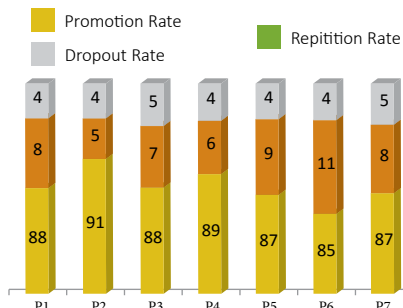
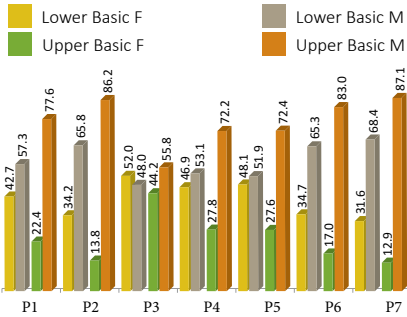


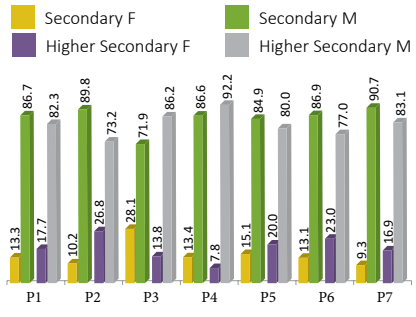
Fig 33: Promotion, repetition, dropout rate in Grade 2

At the national level, around 87% of the students from grade one promote to the next grade, meaning 13% of the students either repeat or dropout from schools. This 13% is referred as educational wastage and this wastage has been shown for the provincial level in figure 33. Province two has the best promotion rate as 91% students from grade one promote to the next grade while province six has the worst percentage as only 85% of the students promote. The dropout rate is between four and five percent in all provinces but the repetition rate in grade two varies across the provinces as province six has the highest and province two has the lowest repetition rate.



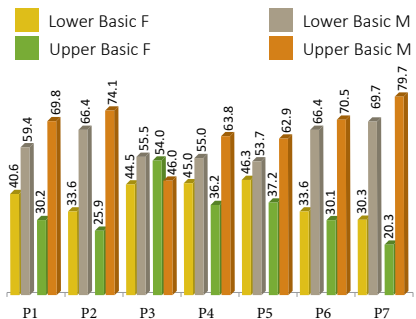
**Fig 34:** Total Teachers in all types of schools at basic level

There are 197799 and 54626 teachers at the lower basic and upper basic level across the whole country, and figure 34 represents all types of teachers including government appointed teachers, and the temporary teachers of various categories. This figure presents the percentage of female and male teachers across different provinces. At the lower basic level, province three, for example has higher number of female teachers in comparison to the male teachers. In all other provinces, the male teachers outweigh the female teachers. At the upper basic level, the disparity between male and female teachers is noticeable as there are more male teachers in comparison to the female teachers.



**Fig 35:** Total Teachers in all types of schools at secondary level

In secondary level, there are 40245 teachers and in higher secondary level there are 20021 teachers across the nation. This figure represents all types of teachers including all the part time teachers at the higher secondary level. Figure 35 represents the provincial distribution of male and female teachers in secondary and higher secondary level. As everyone of us would expect, there are more male teachers in comparison to the female teachers in both levels. In fact, the representation of female teachers is very low as the percentage hovers around 15% in many provinces as given in figure 35.



**Fig 36:** Total Teachers in institutional schools at basic level



While figures 34 and 35 provide the provincial distribution of all types of teachers in all schools across the country, figure 36 provides information on the institutional schools of the provinces. In fact, at the national level, there are 49849 and 16548 teachers at the lower basic and upper basic level respectively. Except in upper basic level in province three, all other provinces and in both lower basic and upper basic level, the representation of female teachers is lower than that of the male counterparts. In fact, in upper basic level, in province seven, there are only 20.3% female teachers in comparison to 79.7% male teachers.

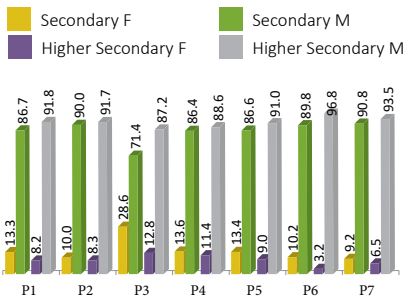


Fig 37: Total Teachers in institutional schools secondary level

The disparity at secondary and higher secondary level is noticeable as given in figure 37. At the national level, there are 15493 and 4375 teachers at secondary and higher secondary level in the institutional schools. At the provincial level, as given in figure 37, the representation of female teachers hovers around 20% in

secondary level and 15% in higher secondary level. At the secondary level, the worst representation is in province two while at the higher secondary level, province seven has the worst representation.

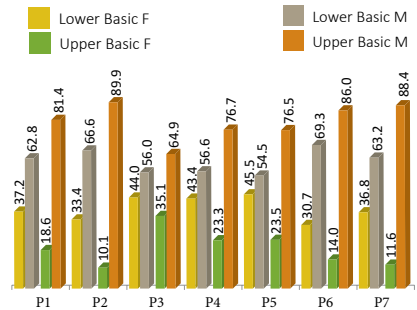


Fig 38: Approved teachers including Rahat in community schools at basic level

While figure 34, 35, 36, and 37 provide teacher details on all types of schools and institutional schools, figure 38 provides teacher details on the approved positions (including Rahat teachers) of community schools. In fact, there are 101951 and 25774 government approved teachers at lower basic and upper basic level respectively. Like in earlier figures (figure 34, 35, 36, and 37), the disparity between male and female teachers is also noticeable as there are only 10.1% of female teachers at upper basic level in province three, 14% in province six and 11.6% in province seven.

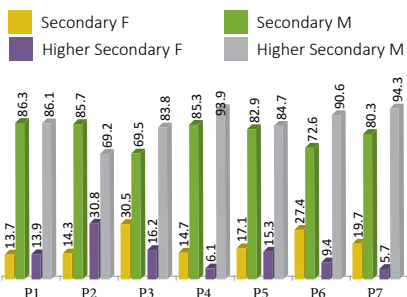


Fig 39: Approved teachers including Rahat in community schools at secondary level

At the national level, there are 19585 teachers at secondary level and there are 5773 teachers at higher secondary level that are working in community schools under government approved and Rahat positions. The provincial distribution shows the ratio of female and male teachers across different provinces and province six has 3.2% female teachers at higher secondary level followed by province seven that has 6.5% representation of female teachers. Even province three only has 12.8% representation of female teachers at higher secondary level.

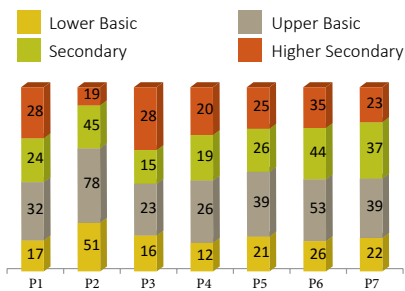


Fig 40: STR based on all teachers, all schools

At the national level, the STR is 21 at lower basic level, 34 at upper basic level, 24 at secondary level and 25 at higher secondary level. This figure corresponds to all types of teachers in all schools. Figure 40 provides this distribution at the provincial level. In province two, where there is high density of population, the STR is also high as the ratio is 51:1 whereas in remaining six provinces, the STR hovers around 20%. In province two, the STR at upper basic level is 78:1 while this ratio is 45:1 at secondary level.

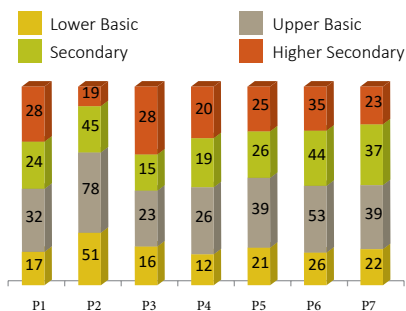


Fig 41: STR based on all teachers, community schools

Figure 41 provides the STR details for community schools only and this ratio includes all types of teachers in the community schools. At the national level, on an average, the STR in community schools is 23:1 at lower basic, 40:1 at upper basic, 31:1 at secondary and 22:1 at higher secondary level. At the lower basic level, province two has 54:1 STR, while province four has 12:1 STR. Similarly, at upper basic level, the highest STR is observed in province two and the lowest one in province four. At the secondary level, province

two and province six have the highest STR with 45:1 while at the higher secondary level, province six has 34:1 ratio while province has 16:1 ratio.

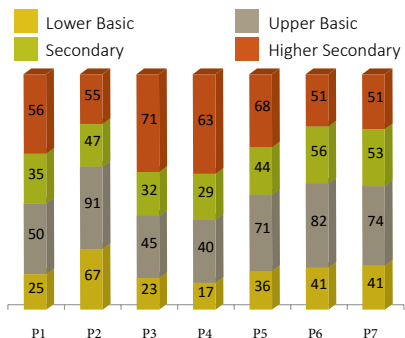


Fig 42: STR based on government approved teachers (including Rahat), community schools

While figures 40 and 41 provide STR details of all schools (all teachers), and community schools (all teachers), figure 42 presents the STR of community schools but only takes teachers based on approved and Rahat positions under consideration. At the national level, the STR is 34:1 at lower basic level, 60:1 at upper basic level, 39:1 at secondary level and 60:1 at higher secondary level. In terms of provincial distribution, province two has the worst distribution of STR at all levels followed by province six and province seven. Province three has the STR of 23:1 at lower basic level, 45:1 at upper basic level, 32:1 at secondary level and 71:1 at higher secondary level.

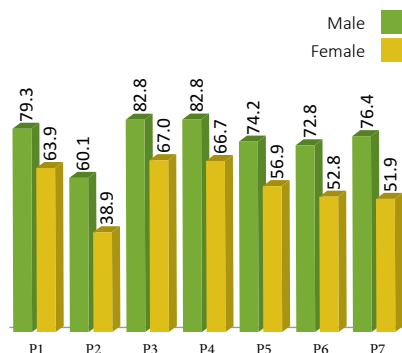


Fig 43: Literacy rate (6+ age group)

The literacy rate of 6+ age group according to CBS (2011) is 65.9% out of which male comprises to 75.1% and female comprises to 57.4% across the country. Figure 43 provides this literacy rate by different provinces and as figure shows, the literacy rate of province two is considerably lower than other provinces. In province two, the literacy rate of male is 60.1% while the literacy rate of female is mere 38.9%, which shows the disparity of literacy between the two genders. Province three and province four has the identical 82.8% literacy for males while province three has 67% literacy rates for females while province four has 66.7% literacy rates for the same group. Province three and province four have the highest literacy rates of both male and female across the seven provinces.

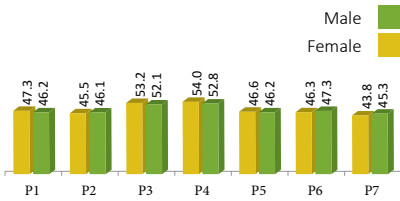


Fig 44: Average scores of lower basic level for 5 compulsory subjects

Out of five compulsory subjects, English, Mathematics, Science, Social Studies and Nepali, the average scores of boys remained at 48.5% while this figure remained at 48.7% for girls, at the national level. Figure 44 provides the average scores for seven provinces. Except in province three and province four where the average scores hover around 53%, the average scores in the remaining provinces hover around 46% as shown in the figure.

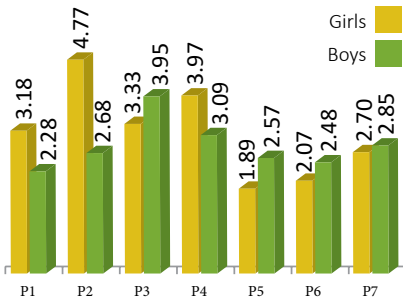


Fig 45: OOSC - lower basic level

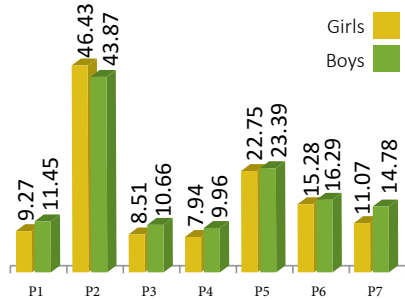


Fig 46: OOSC - Upper basic level

Meanwhile, figure 45 and figure 46 provide the percentage of out of school children at lower basic and upper basic level respectively. At lower basic level, 3.1% of the lower basic level aged population (age 5-9) are not in schools while at upper basic level, 19.1% of the proper aged population (1--12) are not in schools at the national level.





## **NCE Nepal: Introduction**

Along with the national and international wave of celebrating the Global Action Week 2003, Global Campaign for Education (GCE) Nepal, started with the collective efforts by small group of people and the resources, got its way forward for carrying out the advocacy interventions in Nepal's education system. In the process of initiating the educational advocacy and campaigns as a loose network till 2009, all the coalition members of GCE Nepal felt that there was a need to register the organization as a legal entity for carrying out advocacy interventions in education. As a result, NCE-Nepal was established on 5th April 2010 to succeed the GCE Nepal.

NCE-Nepal now is a civil society movement whose mandate has been expanded to raise the voice of the voiceless so as to guarantee quality education in an equitable basis. Being a national member of GCE, NCE-Nepal reflects the voice from the grassroots level to the national and international community by acting locally, regionally and internationally. Currently, it has 339 members including those from International and National non-government organizations, federation, education media organizations, teachers' community as well as the grassroots institutions working in the field of education and child rights. NCE-Nepal is therefore a platform for sharing experiences and learning among the members who have common issues of concern.

NCE-Nepal mainly focuses on holding the government agencies accountable for their educational commitments made in the national and international forums for the public education strengthening. Similarly, NCE-Nepal critically engages with the government and its agencies involved in education for ensuring the quality, inclusive, equitable and lifelong learning opportunities for all.

## **Vision**

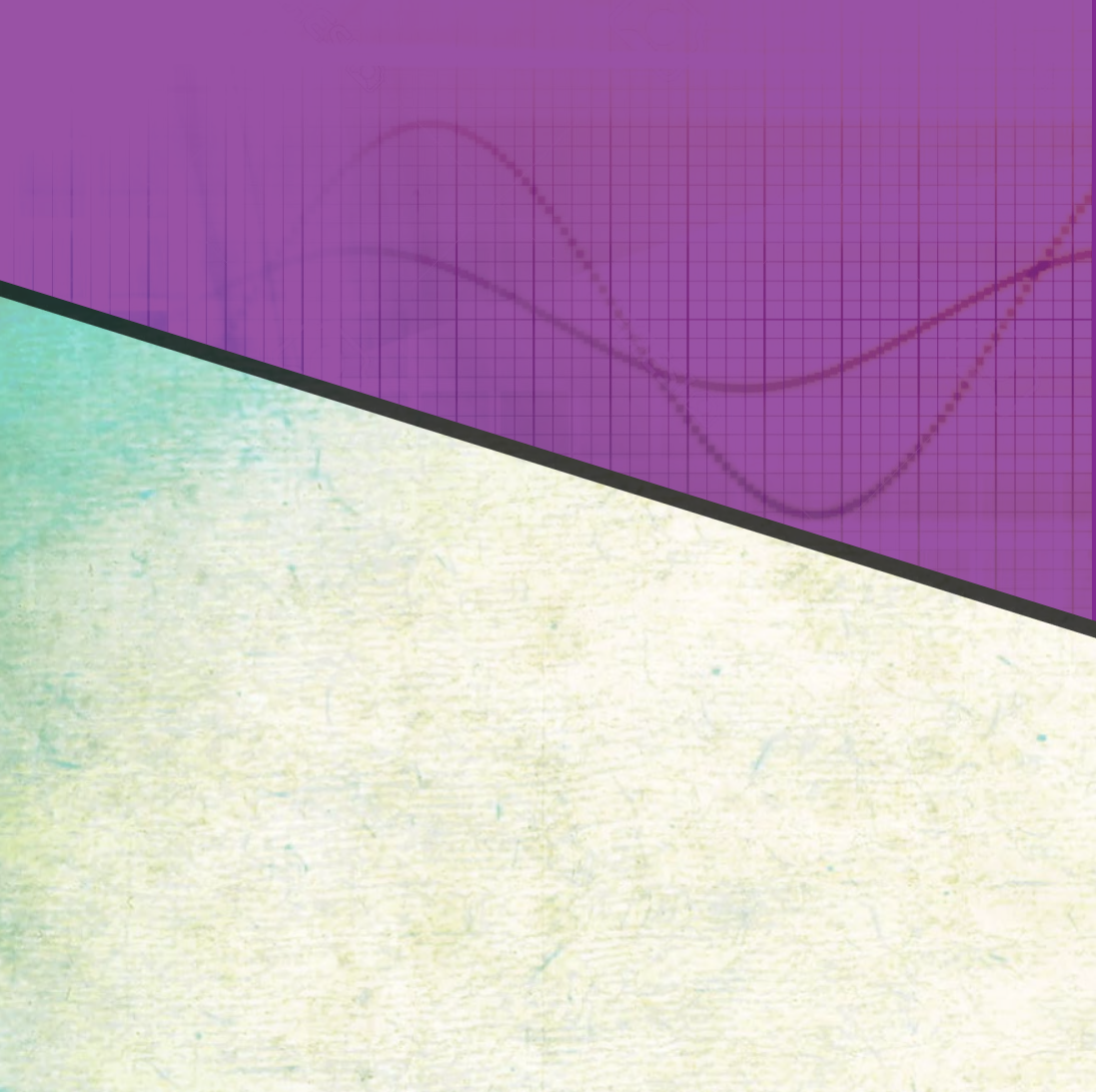
«Every citizen is educated and empowered to improve their well being and enjoy full potential in a justful, equitable, inclusive and peaceful society.»

## **Mission:**

To facilitate empowerment and improvement of the lives of poor, marginalized and excluded children, youth and adult through research, policy advocacy, capacity building of stakeholders, solidarity building, resource mobilization, networking, education resource and information dissemination and act as a watch dog and pressure group.

## **Goal:**

To ensure equitable, inclusive, free, compulsory and quality education for children, youth and adult as their fundamental right to education in Nepal.



For More Details:



**NCE  
NEPAL**

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