## ALL CHILDREN IN SCHOOL

## Global Initiative on Out-of-School Children



## NEPAL COUNTRY STUDY

## JULY 2016

United Nations
Educational, Scientific and Cultural Organization

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JULY 2016


UNESCO
INSTITUTE
${ }_{\text {STATISTICS }}^{\text {for }}$

Ref. No.:

Singha Durbar

## Foreword

Nepal has made significant progress in achieving good results in school enrolment by having more children in school over the past decade, in spite of the unstable situation in the country. However, there are still many challenges related to equity when the net enrolment data are disaggregated at the district and school level, which are crucial and cannot be generalized. As per Flash Monitoring Report 201415 , the net enrolment rate for girls is high in primary school at $93.6 \%$, it is $59.5 \%$ in lower secondary school, $42.5 \%$ in secondary school and only $8.1 \%$ in higher secondary school, which show that fewer girls complete the full cycle of education.

The causes of being out of school, especially for girls, are multiple and expose the children to many risks. Many are adolescents who never had the opportunity to attend school or dropped out before achieving complete literacy or numeracy. Many are from the most marginalized communities, who face major barriers, such as poverty, lack of parents' awareness of the importance of education, and social norms, including child marriage etc. that reinforce gender inequality.

The Government of Nepal is making every effort to achieve Sustainable Development Goal (SDG) 4, which is challenging unless strategic actions are taken forward. Hence, Government Policies and Strategies are in line with the International Framework ensuring the right to education of every child. It has been further reinforced in the Constitution of Nepal and the Government's commitment to free and compulsory education up to Grade 8 and free education up to Grade 12. Past experiences have shown that the education sector alone cannot tackle the diverse national issues in education, therefore promoting convergences and partnerships should be encouraged.

We hope that the findings in this study will help bring all sectoral agencies together to achieve better results. We trust that this report will be useful for all levels, from policy makers to planners and implementers, who are reaching out to the most vulnerable groups of children in Nepal.


Mr. Dhaniram Poudel
Minister of Education
Government of Nepal

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## Message

The Government of Nepal is committed to ensure that children are in schools and complete the full cycle of education. The country continues to improve annually on areas such as school access and enrolment. The social, cultural and geographical barriers have been ultimately hindering socio-economic development of Nepal. It is, therefore, cruicial to address the underlying factors causing children to be out of school and at high risk of dropping out of the education system. The amended Education Act (June, 2016) will be able to cope with the problem.

Caste has been found to be an important determining factor in the out of school rate. Census 2011 indicates that there are 18 castes in Nepal, with more than 30 per cent of children in primary and lower secondary school age who are not attending school. Many of the lower castes and, in particular, Dalit castes, including Dom, Musahar and Halkhor, have out of school rates far above the national average. The Equity Strategy paper of the Government of Nepal reports that children from Dalit communities have the lowest access to basic education amongst the different caste categories. Furthermore, the children from the lower class families and geographically underprivileged families have lower access to basic education and child marriage is also a cause of girls dropping out of school.

This report will provide a good evidence base for immediate reforms and action to end exclusion in education in Nepal. For this, we are most grateful to UNICEF, the UNESCO Institute of Statistics and all contributors for their hard work in compiling this report.

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## Dhanmaya BK

State Minister
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Government of Nepal MINISTRY OF EDUCATION<br>

## Preface

Nepal participated in the Global Out-of-School Children Initiative which was launched by UNICEF and the UNESCO Institute for Statistics in 2010. The initiative has the goal of reducing the number of out-of-school children around the world. Although Nepal has made good progress in education indicators, challenges still prevail, especially for disadvantaged groups. Over the past decade, access to basic education has improved significantly, with a high net enrolment rate in primary school reaching close to 94 percent as a result of favourable government policies and interventions. Unfortunately, the most vulnerable and marginalized children continue to be out of school.

Government efforts are ongoing to achieve the unfinished agenda of Education for All (EFA) and to accomplish the target defined in Sustainable Development Goal 4: "Ensure inclusive and quality education for all and promote lifelong learning". Nepal's cultural diversity and meeting the needs of such a diverse population require tailored and targeted interventions to bring out-of-school children into the system. Nepal is committed to upholding the right to education for all children by providing free and compulsory education, as guaranteed in the Constitution of Nepal.

This study presents new evidence on the problem of exclusion from education and assesses the multiple barriers and deprivations faced by out-of-school children and those at risk of dropping out. We hope the findings will be used to design interventions that will be suitable and contextualized to the needs of marginalized children to help bring all children into school.

This study is supported by National Advisory and Technical Committees led by the Ministry of Education in collaboration with other ministries. The support and guidance provided by the UNICEF Regional Office for South Asia and Nepal Country Office, and UNESCO Institute for Statistics is greatly appreciated. Building on past experiences and lesson learnt, we hope to tackle critical bottlenecks and pave the way forward to achieve the Sustainable Development Goals.

My sincere thanks go to all who were involved with conducting this study. I hope it will be relevant and useful for all stakeholders in the education sector and will ensure opportunities for each and every child to fulfil its right to education.


Mr. Shanta Bahadur Shrestha
Secretary
Ministry of Education

## Acknowledgements

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We would like to acknowledge Dr. Marilyn Hoar, Chief of Education, and Ms. Purnima Gurung, Education Officer, UNICEF Nepal Country Office, for their continued support towards the completion of this study. UNICEF staff who also contributed to this study include Mr. Ivan Coursac, Ms. Marian Ellen Hodgkin, Mr. Jimi Oostrum and Mr. Chandan Deo.

We would like to acknowledge the contribution of Coordination Committee members Mr. Dilli Rimal, Joint Secretary; Mr. Lava Deo Awasthi, Joint Secretary; Mr. Hari Lamsal, Joint Secretary; Mr. Kharaj Baral, Director General, Department of Education; Mr. Surya Prasad Gautam, Executive Director, NCED; Mr. Diwakar Dhungel, Director, NFEC; Mr. Baburam Poudel, Executive Director, CDC; Mr. Deepak Sharma, Under Secretary; Ms. Mina Poudel, Section Officer, Ministry of Education; Mr. Tapraj Pant, National Programme Officer, UNESCO, Kathmandu.

We would also like to acknowledge representatives from the Central Bureau of Statistics, Ministry of Women, Children and Social Welfare, Ministry of Labour, Association of International NGOs and Teachers' Union for their contribution.

Finally, we would like to acknowledge members of the Technical Committees for their contribution: Section Heads: Director, Planning Division, Department of Education - Education Policy Committee, Ministry of Education Research and Educational Management, Policy Analysis and Program Section, Deputy Director, NFEC and Deputy Director, Education Management and Information System, for their valuable guidance and support that helped in completing the study.

## Introduction

Progress towards the Millennium Development Goal of Universal Primary Education has been impressive in Nepal, as education indicators have been progressively improving over the last decade. At the same time, there continues to be children who are excluded and denied the opportunity to learn and reach their full potential. As children will be the responsible citizens of tomorrow, it is important to focus not only on children attending school but also on those who are out of school.

Nepal has made great strides in improving education access, achieving a net enrolment rate of 96 per cent in primary education in 2015. National legislation, policies and strategies are in place, in line with international frameworks, including the Convention of the Rights of the Child (CRC). The Government of Nepal has shown strong commitment to upholding the right to education for all children. The Constitution guarantees free and compulsory education up to basic level and free education up to secondary level. Yet, unfortunately a substantial number of the most vulnerable and marginalized children are still out of school. This study aims to understand the scale of the problem of out-of-school children and to analyse the multiple barriers and deprivations they face.

Children not attending school are in most cases 'invisible' because they do not appear in school records, and are, therefore, not considered in policy and decision making. The lack of data and information on children who are the most excluded from education is making it even more difficult to reach them. While initial work has begun to include out-ofschool children in Nepal's Education Information Management System, further scale up and strengthening of this initiative is needed, and advanced tools and methodologies will be necessary to ensure that out-of-school children are systematically identified and tracked. This study attempts to address such issues and provide recommendations for more targeted interventions from policy to school level to bring children into schools.

We hope that this study, which is part of the Global Initiative on Out-of-School Children, will help Nepal come up with a methodology to better identify the children who are excluded from education, understand their educational needs, and more reliably design and implement tailored solutions to ensure they are provided with equitable educational opportunities. This study highlights individual and household characteristics of out-of-school children - information that is crucial to make informed policy responses targeted at barriers facing specific groups of children who are not in school. Profiles of children attending school but are at the greatest risk of dropping out have also been reviewed to identify, those likely to be the out-of-school children of tomorrow. If policy responses can target at-risk children and prevent them from dropping out, the scale of exclusion will diminish over time.

In order to realize the rights of all children, political commitment and adequate policy responses are needed to address exclusion from education. This study looks at the issue of some noteworthy policy responses with the aim of documenting and sharing these practices within Nepal and beyond. More importantly, this study identifies a set of recommendations and areas for further research to address exclusion in education. We hope that the new insights and recommendations that this study provides regarding the excluded children of Nepal are of great use for all education stakeholders in the country.

As we look toward Nepal's continued development the targets set by the Sustainable Development Goals, we hope that this study and the Global Initiative on Out-of-School Children will be instrumental in ensuring that all children in Nepal have an opportunity to fully access, participate in and learn well within an equitable and quality education system.


Como Hozumi
Representative
UNICEF Nepal Country Office

## Executive summary

NEPAL is part of the Global Initiative on Out-ofSchool Children launched by the United Nations Children's Fund (UNICEF) and the United Nations Educational, Scientific and Cultural Organization Institute for Statistics (UIS) in 2010. The goal of the initiative is to "identify the barriers that are keeping children out of school or pushing them out before they have completed a full course of basic education", and to "reveal gaps in data and research, inform policies to reduce exclusion from education, and form the basis for follow-up activities" (UNICEF \& UIS, 2016, p.8). The initiative has country, regional and global dimensions and aims to achieve results that will stimulate research, action and capacity development. Nepal is among the second cohort of countries that joined this initiative.

Two types of data sources are primarily used in this report - administrative data and household surveys. The administrative data source was the FLASH Reports of the Department of Education (DoE) 2011-2012-2014-2015. The major household survey data sources were Census 2011, National Living Standards Survey (NLSS) 2011, and Annual Health Survey (AHS) 2014 carried out by the Central Bureau of Statistics (CBS) of Nepal, and the Multiple Indicator Cluster Survey (MICS) 2014 carried out by CBS with the support of UNICEF.

Chapter 1 of the report provides a brief country context, an overview of the education system and the rationale for preparing this report. Chapter 2 analyses the data from the data sources to develop the profiles of out-of-school children (OOSC) in Nepal within the framework of the Five Dimensions of Exclusion (5DE). Chapter 3 links these profiles with the corresponding
barriers that lead to exclusion, and analyses the extent to which current policies address these barriers. Chapter 4 discusses a broad range of recommendations addressing the identified barriers to exclusion.

The Five Dimensions of Exclusion Model considers children and adolescents of primary and lower secondary school age who are not in primary or secondary school to be out of school (Dimensions 2 and 3). Children and adolescents of primary and lower secondary school age who are enrolled in non-formal education, ${ }^{1}$ or are still in pre-primary school are also considered to be out of school and are included in Dimensions 2 and 3. In addition, children one year younger than the official primary school age who are not in pre-primary or primary school are also considered to be out of school (Dimension 1). The model also looks at children who are in primary school and lower secondary school but are at risk of dropping out (Dimensions 4 and 5).

It should be noted that the analysed data were collected prior to the earthquake on 25 April 2015 and its aftershocks as well as the prolonged political crisis that erupted following the adoption of the Constitution in September 2015. Both have a major impact on the education sector and may have resulted in more children not enrolling and dropping out of school, thereby further increasing the numbers of out-of-school children. The earthquake and its aftershocks led to the closure of schools and colleges for more than a month in the intensively affected districts, forcing more than 1 million children to stay out of school for a significant period at a time when the academic year had just started (MoE, PDNA, 2015).

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## Profiles of out-of-school children

## Dimension 1

About one in five children ( 22 per cent) aged four years is out of pre-school, although a small proportion of them may already be attending primary school. There is no significant difference between girls and boys. Mountain areas have the highest proportion (24.3 per cent) of four-yearolds not in pre-school or primary school out of the total population among the eco belts, followed by Terai areas. In terms of absolute numbers, the Terai has the highest numbers of OOSC in Dimension 1 (reflecting a higher number of four-year-olds compared to the mountain areas).

## Dimensions 2 and 3

Nepal has around 5.2 million children of primary and lower secondary school age (aged 5 to 12 years), of whom 51.3 per cent are boys and 48.7 per cent are girls. According to Census 2011, there were 0.77 million children who were not attending school, of whom 0.57 million were of primary school age and 0.20 million of lower secondary school age (see Table ES1). Close to half ( 46.5 per cent) of the out-ofschool population in Nepal are in the Central Development Region - a total of 0.36 million children - while the Eastern Development Region is home to a fifth ( 20.5 per cent) - or 0.15 million - of the country's OOSC.

MICS (2014) data indicate a slightly higher number of 0.84 million children not attending school, of which 0.74 million are of primary school age and 0.10 million of lower secondary school age (see Table ES1). As a proportion of the school age population, MICS 2014 data show 23.2 per cent of primary school age children are out of school, most of whom are late entrants and still expected to enter school. However, a sizeable proportion of the primary school age out-of-school children, 6.4 per cent, are expected to never enter school, and 1.3 per cent have dropped out. At the lower secondary level, 5.7 per cent of children are out of school, of whom 44.3 per cent are expected to never enter school and 32.7 per cent dropped out. Girls are especially likely to be out of school at lower secondary school age ( 5.7 per cent of girls compared to 4.3 per cent of boys), and these girls are much more likely than boys to never enter school.

MICS data further indicate that poverty and mother's education play a particularly important role in whether children are out of school. Caste is another important determining factor of the out-of-school rate. Census 2011 indicates that there are 18 castes in Nepal with more than 30 per cent of children not attending school in primary and lower secondary school age.

## Dimensions 4 and 5

Around 40 per cent of children who enrolled in Grade 1 for the first time (new entrants) in 20132014 had no early childhood development (ECD) programme/pre-primary school experience. The dropout rates in the country show a declining trend but the high dropout rates in Grades 1 and 8 are alarming. A significant proportion of children are dropping out even before they reach Grade 2, which could be linked to the lack of school readiness as only 40 per cent of children enter Grade 1 with ECD/pre-school experience. The repetition rate in Grade 1 is also very high.

About 86.8 per cent of children who start primary school reach Grade 5 and only three quarters ( 74.6 per cent) survive up to Grade 8. AHS 2014 data indicate that working children are much more likely to be out of school. According to the data, 38 per cent of children aged 10 to 14 years are employed, compared to 8.3 per cent for children aged 5 to 9 years.

## Barriers and policies

Poverty is the most significant barrier to education as 41.8 per cent of Nepal's population live below the poverty line according to NLSS 2011. According to MICS 2014, lower secondary school age children from the bottom three wealth quintiles are much less likely to attend lower secondary school compared to children in the upper two wealth quintiles.

Although discrimination on the basis of caste has been legally prohibited in Nepal, it still prevails in the country. The Government of Nepal from time to time has enacted various policies for addressing the issues of disadvantaged castes and ethnic tribes. Scholarships to offset direct and indirect costs of education may not be sufficient. Children who have never enrolled or dropped out

# Table ES1: Percentage and number of out-of-school primary and lower secondary school age children, various sources 

|  | Primary (5-9 years) |  | Lower secondary (10-12 years) |  | Total (5-12 years) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Source | Primary school age out-ofschool children as a percentage of total school age population | Number of primary school age out-ofschool children (millions) | Lower secondary school age out-of-school children as a percentage of total school age population | Number of lower secondary school age out-of-school children (millions) | Total percentage of out-of-school children years out of total population | Total number of primary and lower secondary school age out-of-school children (millions) |
| $\begin{aligned} & \text { Census } \\ & 2011 \end{aligned}$ | 17.9\% | 0.57 | 9.0\% | 0.20 | 14.3\% | 0.77 |
| $\begin{aligned} & \text { MICS } \\ & 2014 \end{aligned}$ | 23.2\% | 0.74 | 5.0\% | 0.10 | 16.1\% | 0.84 |

from school are excluded and remain unreached in spite of these policy measures.

Based on an analysis of 15 per cent of unit level data of Census 2011 that were available, only 1.9 per cent of the total population and around 1.1 per cent of the population in primary and lower secondary school age have some kind of disability in Nepal. The average global rate of children with disabilities, based on the WHO Global Burden of Disease study (2011), is around 5.1 per cent. Given that the published figures in Nepal are much lower, it appears that the majority of children with disabilities in the country remain unidentified, and hence are unlikely to be receiving the support they need to participate and learn in school.

Access to education for children with disabilities is restricted by long distances to school, particularly in the most rural, hilly and mountainous regions, lack of mobility and parental attitudes. The government has enacted a number of legislations and policies for children and persons with disabilities and the Ministry of Education annually spends NPR400 million (approximately US\$3.75 million) for the education of children with special needs, out of which NPR30 million are budgeted for scholarship provisions.

Migration of children and child labour are other factors keeping children out of school. NLSS 2011 data show that out of those aged 6-24 years who never attended school/college, a quarter ( 25.5 per cent) could not go to school as they had to help at home. According to the 2008 Nepal Child Labour survey, about 27 per cent of migrant child workers do not attend school, almost three quarters (73
per cent) of whom are girls. A study conducted among street children in Nepal found that more than half ( 58 per cent) of street children ran away from their home or families. The government has implemented a Flexible Schooling Programme for children aged 8-14 years who are unable to attend formal schooling.

As discussed, lower secondary school age girls are more likely to be out of school, indicating a need for more focused interventions to ensure they attend school. It is also important to note that across all caste groups the number of out-of-school girls are higher in comparison to out-of-school boys in primary and lower secondary school age groups. MICS 2014 data indicate that out-of-school girls are much more likely than boys to remain out of school; out-of-school boys are proportionally much more likely to enter school late. The Interim Constitution of Nepal (2007) includes provisions that support gender equality and social inclusion, including a separate article for women's fundamental rights. The Government of Nepal has taken significant steps in the promotion of gender quality in education. However, the key challenges lie with deeply entrenched socio-cultural norms and level of awareness of parents.

Gender disparities are evident in the case of recruitment of teaching staff as well. While there are 41.2 per cent female teachers in primary levels, only 27.6 per cent teachers in lower secondary levels are female. Overall, only 38.8 per cent of teachers in Grade 1-8 are female.

The lack of schools within geographical reach, lack of classrooms and sitting space in available
schools, greater distance to school, lack of proper transportation facilities and absence of clean water and sanitation facilities are also issues that affect the enrolment, retention and survival rates of children in schools. The School Sector Reform Plan (SSRP) 2009 called for restructuring of schools to prescribed levels by upgrading, merging and downsizing schools with fragmented grades. SSRP also proposed various standards for facilities to be made available in schools.

Nepali is the mother tongue for less than half (44.6 per cent) of the total population but the education system is predominantly in this language. Provision of education in the mother tongue is very important to ensure the learning opportunities for children who do not speak, or have difficulty speaking Nepali. The Constitution of 1990 provided the right for each community to establish schools in its own mother tongue up to the primary level.

## Recommendations

The Government of Nepal through various policy measures is committed to ensure that children are in school and will complete the full cycle of education. Nepal has also committed to increase secondary school enrolment in line with the Sustainable Development Goals (SDGs). The following recommendations are aimed at further strengthening existing interventions in the education sector, which could ensure that all children are enrolled in schools regardless of caste, ethnicity, disability, sex, geographic location and household wealth.

## General recommendations

This study provides a comprehensive picture of the characteristics of out-of-school children as well as children in school but at risk of dropping out. It is hoped that it will be used as evidence base for immediate reforms and action to end exclusion in education in Nepal in view of the government's commitment to meet the Sustainable Development Goals by 2030.

This subsection outlines the major recommendations for consideration followed by specific recommendations for each barrier in education.

## 1. Ministry of Education (MoE) to collaborate with other ministries

Ministry of Education (MoE) to implement multisectoral interventionsat scale that
address overlapping barriers leading to multiple deprivations. The problem facing OOSC and children at risk of dropping out is complex and solutions go beyond just education. Poverty comes out clearly as a key factor keeping children out of school, and is also a big factor pushing children into labour and even to being trafficked. Scholarships are currently not reaching all families and children who most need them. Besides harmonization of scholarship allocations with poverty as a key criterion, efforts need to be made to ensure scholarships, cash transfers and other social protection programmes reach those who need them most. Interventions that promote employment and livelihood generation for the poorest of families and other initiatives to tackle economic barriers are also needed.

## 2. Strengthen and expand targeted interventions

Strengthen and expand targeted interventions focusing on specific groups of children, low-performing schools and Village Development Committees (VDCs) and municipalities. Specific groups of children (e.g., Musalman, Terai Dalits, girls especially from rural areas, children with disabilities) are more likely to be excluded from education. In some VDCs and municipalities, more than half of children aged 5-12 years are out of school. Focused interventions are needed, which should also include monitoring of improvement in education access of these groups and areas, and instituting a needs-based allocation to provide appropriate support and resources.

## 3. Refocus efforts and resources, and strengthen monitoring

Refocus efforts and resources, and strengthen monitoring to translate policies into action and positive change for the most marginalized children in Nepal. There is a wealth of policies already in place aimed at ensuring ALL children have access to quality basic education. This reflects the government's strong political commitment to education. There is also a wealth of data being collected, which can be used to inform policies and interventions. However, there are data quality issues that need to be addressed, and existing data need to be

Table ES2: Summary of profiles and characteristics of OOSC and children at risk of dropping out

| Profiles and characteristics of out-of-school children ${ }^{2}$ |  |  |
| :---: | :---: | :---: |
|  | Dimension 1: <br> Pre-school age children out of school | Magnitude: 22.3\% of four-year-olds are not attending pre-primary education. <br> Where they are: children in the Mountain ( $24.3 \%$ not attending pre-primary) and Terai ( $23.7 \%$ ) eco belts; Terai has the highest number of four-year-olds out of school. <br> Characteristics: children with disabilities; children whose mothers have no or low education; children from the poorest families; children in rural areas. |
| U T O F S C H | Dimension 2: <br> Primary school age <br> children out of school | Magnitude: between 0.57 million (Census 2011) and 0.74 million (MICS 2014) <br> Where they are: Terai eco belt ( $65.1 \%$ of primary school age OOSC); children in the Central Development Region; children in Rautahat, Sarlahi, Mahottari, Dhanusha and Bara districts. <br> Characteristics: Children from the poorest families, whose mothers did not complete primary education; children with disabilities; children who speak an ethnic-minority language; girls, particularly from Raute, Dom and Dolpo caste/ ethnic groups; caste/ethnic groups with more than $45 \%$ out-of-school rate: Dom, Dolpo, Musahar, Natuwa, Dhunia, Halkhor, Bin; children engaged in child labour; migrant children. |
| $\begin{aligned} & 0 \\ & 0 \\ & L \end{aligned}$ | Dimension 3: <br> Lower secondary school age children out of school | Magnitude: between 0.10 million (MICS 2014) and 0.20 million (Census 2011) <br> Where they are: Terai eco belt (78.6\% of lower secondary school age OOSC); children in the Central Development Region; Rautahat, Sarlahi, Dhanusha, Mahottari and Bara districts; Village Development Committees, such as Katkuiya and Laxmanpur, where more than 60\% are Dimension 3 OOSC. <br> Characteristics: Children from the poorest families, whose mothers did not complete primary education; girls, particularly from Raute, Dom and Dolpo caste/ ethnic groups; caste/ethnic groups with out-of-school rates more than 45\%: Dom, Musahar, Natuwa; children with disabilities (30.6\% of children aged 5-12 years are out of school); children engaged in child labour; migrant children; children who are forced into child marriage. |
| N | Dimension 4: <br> Primary school age at risk of dropping out | - Five- to six-year-olds who start schooling late; the highest proportion of primary and lower secondary school age children not attending school were in the fiveyear age group (55\%), which is the entry age into primary education, followed by six-year-olds (31.5\%). <br> New entrants in Grade 1 who do not have ECD/pre-school experience (40\% based on FLASH Report 2014). <br> - Children who repeat grades, particularly in Grade 1 (could be the same children without ECD experience). |
| $\begin{aligned} & \mathrm{S} \\ & \mathrm{C} \\ & \mathrm{H} \\ & \mathrm{O} \end{aligned}$ | Dimension 5: <br> Lower secondary school age children at risk of dropping out | Underperforming children in Grade 8 where dropout rates are highest. <br> - Children in school but engaged in child labour, seasonal migration. <br> - Girls, particularly in areas where child marriage is widely practised. |
| O | Dimensions 4 and 5: Common characteristics of children at risk of dropping out | Overage children and children who are repeating a grade. <br> Children with disabilities and special education needs, particularly in rural areas. <br> Children who speak an ethnic-minority language. <br> Children in the earthquake-affected districts. |

[^1]better and more routinely utilized to identify gaps and interventions to inform clear plans of action and resource allocations.

## General strategies to reduce education

 exclusion- Strengthen 'Welcome to School’ campaign and monitoring system of children at risk.
- Extend provision of midday meals to children in vulnerable areas.


## Recommendations to strengthen

 monitoring and data quality and reliability- Harmonize definitions and adopt international standards for monitoring out-of-school children.
- Resolve issues on age-based enrolment data to improve accuracy.
- Improve monitoring of early childhood education and development, and pre-school education, including whether ECD centres/pre-primary classes (PPC) meet minimum quality standards.
- Collect more comprehensive data on children with special needs.
- Improve data collection, coverage and reliability of non-formal education programmes and integrate non-formal education data into the Education Management Information

System (EMIS), if possible.

- Improve and facilitate access to information and information exchange in education.
- Improve monitoring of out-of-school children at local level.
- Monitor children at risk of dropping out.
- Monitor and strictly enforce school entry age.


## Areas for further research

This study also identified information gaps, which could be filled through additional research to inform the policy debate. These areas include:

- A study on the implications of the shift to a federal democratic system of governance on education as this will require changes in existing rules and regulatory frameworks.
- A study to examine the reasons behind gender differences in school participation and retention (repetition, dropout, promotion).
- A study on seasonal migration in the country and how it affects children's education.
- A needs assessment on how the learning needs of children with disabilities are being met.
- An analysis to identify interventions that are the most cost effective and have the highest impact on marginalized groups in Nepal.


## Specific recommendations linked to barriers to education

## Table ES3: Summary of key barriers to education, magnitude of the problem, existing policies and key interventions, gaps and key recommendations

| Barriers | Magnitude and profiles of OOSC | Existing policies and interventions | Gaps | Recommendations |
| :---: | :---: | :---: | :---: | :---: |
| 1. Poverty | $41.8 \%$ of population live below the poverty line (NLSS 2011). <br> - More than $60 \%$ of OOSC fall in the lowest two wealth quintiles (Census 2011). <br> - Around 3.5 million girls, Dalits, Janajatis, children with disabilities, children affected by conflict, and other disadvantaged students, who are recipients of scholarships, midday meals and free textbooks. | Free education up to secondary level, including free textbooks. <br> - Scholarships for socially disadvantaged groups, girls. <br> - Compulsory education action plan. <br> - Free and regular midday meals in public primary education schools in 19 districts. <br> - MoE phased strategy and action plan of bringing out-of-school children into basic education. | Education not yet compulsory through legislation. <br> - Scholarships not sufficient to meet indirect costs of schooling and do not cover all children from the poorest families. <br> - It is likely that scholarships often do not reach intended beneficiaries, in particular when parents/ guardians are unaware of their existence and eligibility criteria. <br> - Although public education is technically free, in a few cases schools are requested to buy extra textbooks that are reimbursed later. <br> - Low education and literacy rates of parents, particularly mothers. | Detail procedure for free and compulsory education, as guaranteed in the Constitution, in education regulations. <br> - Revise scholarship structure to include economic status of the household as a criterion for selection as well as other factors (e.g., caste). <br> Ensure scholarships reach the intended beneficiaries. <br> Increase stipends of existing scholarships to cover indirect costs of schooling. <br> Improve monitoring and information sharing to schools to ensure no extra fees are charged. <br> Link school enrolment and attendance to social protection benefits. <br> Implement multisectoral interventions, including link to employment for parents. |
| 2. Social exclusion linked to caste/ ethnicity | - The non-Dalit Musalman caste has the highest number of OOSC, accounting for $14.3 \%$ of total OOSC. <br> Dalit castes with high proportion of children not attending school: Dom (58.4\%), Musahar (51.3\%), Halkhor (44.7\%), Kori (35.3\%), Dusadh/ Pasawan/Pasi (35\%). | - Constitution stipulates no discrimination based on religion, race, gender, caste and tribe. <br> - Vulnerable Communities Development Plan 2007 reemphasizes commitment to free education for girls and Dalits. <br> - Policy to hire teachers from Dalit, Madhesi and Janajati groups. <br> - Scholarships for Dalit children in Grade 1 to 8 cover stationery, uniforms, or both. | - Lack of initiatives to promote tolerance and reduce discrimination on the basis of caste. <br> - While $19.9 \%$ of children in primary and 14.5\% children in lower secondary education are Dalits, the proportion of Dalit teachers in primary and lower secondary levels are only $5.1 \%$ and $4 \%$, respectively. | Address multiple causes of exclusion, taking into account overlap between factors, such as caste, poverty, gender, geographic location. <br> Multi sectoral interventions to provide support to lower caste families whose children are not in school and, therefore, would need more than just scholarships. <br> Strengthen implementation of recruitment of teachers from Dalits, Madhesi and Janajati groups, including monitoring numbers and deployment. <br> Training and educational programmes for government officials and teachers, and public campaigns to end discrimination and change public perception. |


| Barriers | Magnitude and profiles of OOSC | Existing policies and interventions | Gaps | Recommendations |
| :---: | :---: | :---: | :---: | :---: |
| 3. Disability | - Among children with special needs, $30.6 \%$ are currently not attending school (Census 2011). <br> - Children with multiple disabilities are more likely to be out of school. | - Constitution upholds the right to education of children and persons with disabilities. <br> - Special Education Policy of 1996 includes provisions for education of children with special needs: scholarships, Braille books and materials provided free by the government; setting up of special schools, integrated schools and resource classes. <br> - Special Education Policy of 1996 stipulates arrangements to be in place to allow children with disabilities to join mainstream education. <br> - Disabled Protection and Welfare Act of 1982, Section 6 upholds the right to education for children with special needs. | - There are still children with disabilities who remain unidentified. <br> Lack of early identification system in health centres, ECD centres and early primary grades education. <br> Lack of disabled-friendly infrastructure in many schools, including accessible toilets. <br> Lack of teachers trained on inclusive education and specialized teachers to focus on specific disabilities. | Strengthen system to identify and monitor children with disabilities, including early identification, and training of health and ECD centre professionals. <br> - Develop interventions to address different types of disabilities. <br> - Schools to have minimum level disabled-friendly infrastructure/facilities. <br> - Translate inclusive education policy into action, including monitoring implementation. <br> - Teacher training to include inclusive education; cadre of teachers specially trained to handle specific disabilities need to be deployed to support resource centres. <br> - MoE jointly with Ministry of Women, Children and Social Welfare to initiate behaviour change campaign on disabilities. <br> - Further research on analysis of disability prevalence among children; gap analysis on meeting learning needs of children with disabilities. |
| 4. Migration, child labour and trafficking | - $37 \%$ of children aged 5-17 years are engaged in child labour; children from poorest wealth quintile have highest prevalence: 60.8\% (MICS 2014) <br> 8.3\% of children aged 5-9 years and $38 \%$ of children aged 10-14 years are engaged in child labour (2014 Annual Household Survey). <br> Thousands of children, many of them young girls, are trafficked every year - often for sexual exploitation. | Legal restrictions on employment of children through the 1992 Child Labour Act. <br> - Kamaiya system of bonded labour banned in 2002. <br> - Flexible Schooling Programme for children engaged in child labour. <br> Establishment of various commissions and bodies to monitor and prevent child labour. | - Prevalence of child labour regardless of legal provisions to prevent it. <br> - No reliable data on the number of street children. <br> - No reliable data and analysis on seasonal migrants. <br> Lack of initiatives aimed at bringing children engaged in child labour and street children back to school. | Make labour registration mandatory for all employers to prevent illegal employment of children. <br> Initiate flexible class hours and school calendar in schools where many children are engaged in household activities and seasonal migration. <br> Expand the Flexible Schooling Programme with equivalency. <br> Include fighting child labour in public advocacy and behaviour change campaigns. <br> - Map and carry out study on street children. |


| Barriers | Magnitude and profiles of OOSC | Existing policies and interventions | Gaps | Recommendations |
| :---: | :---: | :---: | :---: | :---: |
| 5. Social norms and gender biases (including child marriage) | - $18.7 \%$ of girls aged 5-9 years were out of school vs $17.1 \%$ of boys; for the lower secondary school age group (10-12 years), $10.4 \%$ of girls were out of school vs $7.7 \%$ of boys. <br> - Only $12 \%$ of Dalit rural women are literate. <br> $48.5 \%$ of women aged 20-49 years were married before 18. The rate is highest in rural areas (52.1\%), the Mid-Western Development Region (67.5\%) and in central Terai (65.9\%). | - Scholarships for girls since 1971. <br> - Policy to train rural girls as teachers. <br> - Specific targets in the Education For All (EFA) National Plan of Action 2001-2015. <br> - Strategic Implementation Plan for Gender Equality in Girls' Education 20052015. <br> - Legislation against child marriage. | - Lack of strategies or campaigns to change perceptions and attitudes to girls and their education. <br> - Around one third of schools do not have separate toilets for girls and boys. <br> - Only 27\% of teachers in lower secondary education are females. <br> - Child marriage widely accepted in parts of the country. <br> - Low education and literacy rates of women | - Behaviour change campaigns addressing attitudes to girls' education and women's role in society, emphasizing the positive impact of girls' education. <br> - Separate toilets for girls in schools, particularly at the lower and upper secondary levels. <br> Recruit more female teachers, which include encouraging more women to pursue tertiary education; review teacher deployment and monitor regularly down to VDC level. <br> Offset the financial pressures on families to marry daughters at an early age through social protection and cash transfers that are conditional on girls being in school. |
| 6. Supply constraints: school infrastructure and staffing | - Uneven availability and quality of school infrastructure throughout the country, particularly in the Terai and Mountain areas. <br> - Nepal has the highest repetition rates in South Asia at both primary and lower secondary education levels, leading to inefficiency and wastage of resources. | - Standards for pupilclassroom ratio, pupilteacher ratio, and water, sanitation and hygiene (WASH) facilities are stipulated in School Sector Reform Plan 2009. <br> - School WASH Standard (2014). <br> Plan for nationwide policy and implementation for education safety and making buildings more resilient to different kinds of disasters, and improving the infrastructure and facilities of new schools in general. | About 6\% of teachers in primary and 19\% in lower secondary classes are only partially trained or untrained. <br> - High prevalence of teacher absenteeism. <br> - Lack of ECD/PPC facilities and lack of qualified ECD/PPC teachers and facilitators. <br> Effective implementation of School Improvement Plans remains a constraint. | - Track equity gaps in teacher recruitment and deployment (recruitment of female teachers from Dalits and other minority groups, including from mother tongue speakers), geographic deployment and attendance. <br> - Institutionalize teacher training from preprimary to the basic education cycle. <br> Increase availability of quality ECD/PPC facilities, particularly in the Terai. <br> Provide low achieving students with supplementary instruction and other interventions to keep them from repeating grades and enable them to catch up with their peers. <br> Assess school proximity to villages and explore alternative options for schooling. <br> Include a monitoring system in EMIS that identifies children at risk of dropping out. |


| Barriers | Magnitude and profiles of OOSC | Existing policies and interventions | Gaps | Recommendations |
| :---: | :---: | :---: | :---: | :---: |
| 7. Language | - Non-Nepali speakers have lower learning outcomes, e.g., Madhesi, Limbus, Tharus, Magara, and Gurung students. | Right to learn in mother tongue recognized in the Constitution. <br> - Mother tongue education is the 7th goal under the EFA National Plan of Action 2001-2015. <br> School Sector Development Programme highlight the need to provide education in mother tongue and hire teachers from the respective castes who speak the local languages. <br> 21 textbooks developed in different languages. | - Mother tongue instruction is limited due to the lack of local language teachers. <br> - Lack of awareness of parents on importance of learning in mother tongue. | Expand efforts to hire teachers who speak local languages; and motivate teachers from lower castes and ethnic minority groups to pursue higher education and join the teaching profession. <br> - Strengthen record keeping of teachers who speak local languages, while recruiting and deploying teachers. <br> Introduce mother tongue and multilingual education in ECD centres and pre-primary education classes. <br> - Advocate the benefits of mother tongue instruction in mastering the national language and even possibly English, as well as in improving learning outcomes. |
| 8. Emergencies and civil strife | - Over 1 million students affected by the 2015 earthquake. <br> - Over 1 million children in the Terai affected by the prolonged protests and economic blockade. <br> - Families and children vulnerable to disasters caused by natural hazards in Nepal (like floods, landslide, drought, cold wave, disease outbreaks and earthquakes). | Schools as'zones of peace' (SZOP) national commitment. <br> - Comprehensive Disaster Risk Management Plan in place. <br> - School Safety Thematic Group in place. | - Schools yet to be upgraded to cope with the occurrence of natural disasters. <br> 8,242 community schools have been affected by the 2015 earthquake, with 25,134 classrooms fully destroyed and another 22,097 partially damaged. Many damaged schools have yet to be rebuilt. <br> - SZOP enforcement a challenge. | Recommendations from the Post Disaster Needs Assessment and lessons from the earthquake need to be taken into account when rebuilding and/ or renovating schools. This would include better WASH facilities and accessible infrastructure and facilities for children with disabilities. <br> Improve temporary school structures in areas where these are to be used longer than a year. <br> Enhance disaster risk reduction plans, taking into account lessons from the 2015 earthquake. <br> - Analyse the impact of the unforeseen prolonged strikes and the unofficial blockade. Contingency plan to be made available based on the lesson learned. <br> - Reinforce the implementation of SZOP throughout the country, particularly observance of the code of conduct. |


| Barriers | Magnitude and profiles of OOSC | Existing policies and interventions | Gaps | Recommendations |
| :---: | :---: | :---: | :---: | :---: |
| 9. Governance and financing bottlenecks | Government expenditure on education is $4 \%$ of GDP; government expenditure on education is $16.1 \%$ of total government spending. <br> - Births of $41.9 \%$ of children under five are not registered, a constraint for them to claim entitlements from the state, including the right to education. | - Switch to federal system following promulgation of new Constitution in September 2015. <br> - Decentralized governance through the Local Self Governance Act and Regulation (1999). <br> - School Management Committees (SMCs) set up for needs-based planning. <br> - Joint financial agreement between government and development partners to pool funds for School Sector Reform Plan. | Absence of elected local government at VDC level, affecting implementation of Compulsory Education Act of 2009 in all VDCs. <br> Limited responsibilities of District Development Committees (DDCs), municipalities and VDCs to reduce the number of out-of-school children in respective administrative areas. <br> - Weak public financial management: late release of funds, reporting delays, poor financial record keeping by schools. <br> - Low capacity and lack of empowerment of SMCs, challenges in membership composition. | - Analyse implications of the shift to federal system of governance on education sector. <br> - Adopt needs-based budgeting to allocate resources to areas and groups that need them the most. <br> - Growth of enrolment numbers by level of education should be used to determine budget. <br> - Explore innovative financing options. <br> - Strengthen capacity of SMCs and clarify their role. <br> - Strengthen equity focus of Sector Wise Approach and sector planning. |



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## Acronyms

| 5DE | Five Dimensions of Exclusion |
| :--- | :--- |
| ADB | Asian Development Bank |
| AHS | Annual Household Survey |
| ANER | Adjusted net enrolment rate |
| CBS | Central Bureau of Statistics |
| C4D | Communication for development |
| CTEVT | Council for Technical Education and Vocational Training |
| CWSN | Children with special needs |
| DDC | District Development Committee |
| DoE | Department of Education |
| DRR | Disaster risk reduction |
| EAWEP | Equal Access for Women Education Project |
| ECD | Early Childhood Development |
| ECED | Early Childhood Education and Development |
| EFA | Education For All |
| EMIS | Education Management Information System |
| FSP | Flexible Schooling Programme |
| GDP | Gross Domestic Product |
| GoN | Government of Nepal |
| GPI | Gender Parity Index |
| ICLS | International Conference of Labour Statisticians |
| ISCED | International Standard Classification of Education |
| LSMS | Living Standards Measurement Study |
| MDG | Millennium Development Goal |
| MICS | Multiple Indicator Cluster Survey |
| MLE | Multilingual education |
| MoE | Ministry of Education |
| NASA | National Assessment of Student Achievement |
| NDHS | National Demographic and Health Survey |
| NER | Net Enrolment Rate |
| NFE | Non-formal education |
| NLSS | Nepal Living Standards Survey |
| NNEPC | Nepal National Education Planning Commission |
| NPC | National Planning Commission |
| OOSC | Out-of-school children |
| OOSCI | Out-of-School Children Initiative |
| PDNA | Post Disaster Needs Assessment |
| PPC | Pre-primary class |
| PSU | Primary Sampling Unit |
| SLC | School Leaving Certificate |
| SMC | School Management Committee |
| SSRP | School Sector Reform Plan |
| SWC | Social Welfare Council |
| SZOP | Schools as 'zones of peace' |
| TVET | Technical and Vocational Education and Training |
| TPD | Teacher Professional Development |
| U5MR | Under-five mortality rate |
| UIS | UNESCO Institute for Statistics |
| UNDP | United Nations Development Programme |
| UNICEF | United Nations Children's Fund |
| UNPD | United Nations Population Division |
| VCDP | Vulnerable Communities Development Plan |
| WDC | Village Development Committee |
| World Health Organization |  |
| Welcome To School initiative |  |
| WTS |  |



## Chapter 1

## Introduction

SIGNIFICANT progress has been achieved in getting more children into schools in South Asia in the past few years. However, it still remains as the region with the second highest number of primary and lower secondary school age out-ofschool children (OOSC) in the world. According to UNESCO Institute for Statistics (UIS) estimates, 9.8 million children in primary school age and 26.4 million children in lower secondary school age were out of school in the region in 2012 (UNESCO, 2015). Absence of concrete data and analysis on the comprehensive situations and profiles of OOSC has been a hindrance in designing specific effective interventions to addressing barriers to education and bringing the children back to school.

To fill this gap, UNICEF and UIS launched the Global Initiative on Out-of-School Children (OOSCI) to develop profiles of these excluded children, link quantitative data with socio-cultural barriers and identify policies to address patterns of exclusion. The goal of the initiative is to "identify the barriers that are keeping children out of school or pushing them out before they have completed a full course of basic education", and to "reveal gaps in data and research, inform policies to reduce exclusion from education, and form the basis for follow-up activities" (UNICEF \& UIS, 2016, p.8). The initiative has country, regional and global dimensions and aims to achieve results that will stimulate research, action and capacity development. Nepal is among the second cohort of countries that joined the initiative.

### 1.1. The country context

Nepal is a landlocked country located in the Himalayas, bordered by India and China.

According to the Nepal National Population and Housing Census 2011, Nepal has a population of 26.49 million with an annual growth rate of 1.4 per cent. Most of the population live in rural areas, with only 17 per cent of the total population living in urban areas, up from 13.9 per cent in 2001. The Census also showed that there are 123 languages spoken as mother tongue in the county. Of these, the major languages are Nepali (44.6 per cent), Maithili (11.7 per cent), Bhojpuri ( 5.8 per cent), Tharu ( 5.8 per cent) and Tamang ( 5.1 per cent). Hinduism is the dominant religion with 81.3 per cent of the population Hindus. Other religions include Buddhism (9 per cent), Islam (4.4 per cent), Kirat (3.1 per cent), Christianity (1.4 per cent) and Prakriti ( 0.8 per cent). ${ }^{1}$

According to Census 2011, Nepal has 126 caste/ ethnic groups. The details of the major caste/ ethnic groups are given in Table 1-1.

Geographically, Nepal is classified into three ${ }^{2}$ different ecological zone belts - subsequently referred to as 'eco belts'. The majority of the population, 50.3 per cent ( 13.3 million), live in the Terai, while 43 per cent ( 11.4 million) live in the Hill belt and 6.7 per cent ( 1.8 million) in the Mountain belt. Among the five development regions, the Central Development Region has the highest proportion of population ( 36.5 per cent) and the Far-Western Development Region has the lowest with 9.6 per cent.

Administratively, Nepal is divided into five development regions. These five development regions have been used for data disaggregation since the surveys used in this report were based on these regions (see Map 1-1). The development regions are further divided into 75 districts.

[^2]Table 1-1: Population by major caste/ethnic group, 2011

| Caste/ethnic group | Population (million) | Percentage of total population |
| :--- | :---: | :---: |
| Chhetri | 4.3 | $16.6 \%$ |
| Brahman - Hill | 3.2 | $12.2 \%$ |
| Magar | 1.9 | $7.1 \%$ |
| Tharu | 1.7 | $6.6 \%$ |
| Tamang | 1.5 | $5.8 \%$ |
| Newar | 1.3 | $5.0 \%$ |
| Kami | 1.2 | $4.8 \%$ |
| Musalman | 1.1 | $4.4 \%$ |
| Yadav | 1.0 | $4.0 \%$ |
| Rai | 0.6 | $2.3 \%$ |

Source: Nepal National Population and Housing Census 2011, Government of Nepal

According to Census 2011, the literacy rate (age 5 years and above) in Nepal is 65.9 per cent, indicating an 11.8 percentage point increase from the 2001 rate of 54.1 per cent. It is important to note that while the male literacy in the country is 75.1 per cent, female literacy is only 57.4 per cent, highlighting the imbalance of the status of women. Among the eco belts, the Hill has the highest literacy rate ${ }^{3}$ (72.3 per cent), while the Mountain eco belt has the lowest literacy rate (60.5 per cent). There is also a wide disparity in literacy rates between urban (82.2 per cent) and rural ( 62.5 per cent) areas. By district, the highest literacy rate is reported in Kathmandu district (86.3 per cent) and lowest in Humla (47.8 per cent).

The National Demographic and Health Survey (NDHS) (2011) of Nepal indicates an under-five mortality rate (U5MR) of 54 for every 1,000 live births. More recent data from the Nepal Multiple Indicator Cluster Survey (MICS) 2014 and the World Bank (2015) ${ }^{4}$ show the latest estimate as 38 and 36 , respectively, indicating an improvement. According to NDHS data, about 29 per cent of children aged under 5 years are underweight (low weight-for-age), and 8 per cent are severely underweight. Nepal MICS 2014 indicate that 37.4 per cent of children under five suffer from 'moderate and severe' stunting, while 15.8 per cent are severely stunted.

Stunting, due to chronic nutrition deprivation in utero and/or during early childhood, and due to poor sanitation, affects physical growth. Stunted children are also more likely to experience difficulty in learning. Undernutrition from a poor and unvaried diet can lead to delays in gross and fine motor development, and even increased risk of mortality (Britto et al., 2013). While health may appear to be the most pressing concern at this stage of life, education also has a major role to play. Good nutrition is not enough. Children who are not stimulated cognitively and are underdeveloped socio-emotionally are also at greater risk of malnutrition and, ultimately, diminished life chances (Grantham-McGregor et al., 2007).

According to World Bank (2010) data, about a quarter of the population of Nepal falls below the national poverty line of US $\$ 1.25$ per day. Nepal is among the poorest countries in the world and ranks 145 out of 187 countries on the Human Development Index 2015. ${ }^{5}$ During the past 15 years, Nepal has witnessed an unstable economic growth, with its Gross Domestic Product (GDP) growth rate ranging from a low of 0.1 per cent in 2002 to a high of 6.1 per cent in 2008. Due to economic slowdown, the GDP growth rate has gradually diminished since 2008 to a decadal low of 3.4 per cent in 2011 (see Figure 1-1).

[^3]Map 1-1: Classification of development regions in Nepal


According to the Asian Development Bank (ADB), "the catastrophic 7.8 magnitude earthquake on 25 April [2015] and its aftershocks are estimated to have slashed Nepal's Gross Domestic Product growth in financial year 2015 (ended 15 July 2015) by over 1.5 percentage points from the 4.6\% Asian Development Outlook 2015 projection a month before". ADB thus estimates Nepal's GDP to have grown only 3 per cent in 2015. Furthermore, ADB notes that "the total cost of recovery from the earthquake is estimated at about $\$ 7.1$ billion (a third of GDP), about $\$ 5.2$ billion to repair damage to buildings and infrastructure and the balance to cover economic losses from forgone income". ${ }^{6}$

The services sector is the highest contributor to GDP (55.7 percent), far greater than agriculture (30.7 per cent) and industry (13.6 per cent) (CIA,
2015). The services sector is also the biggest contributor to economic growth - more than agriculture and industry combined (ADB, 2014). At the same time, only 18 per cent of the labour force are estimated to be employed in the services industry, compared to 75 per cent in agriculture.

Nepal is considered as one of the most earthquake-prone countries in the world. The recent catastrophic earthquake on 25 April 2015 resulted in nearly 8,900 deaths and severely affected the infrastructure of the country. Estimates by the Planning Commission of Nepal show the total damages and losses to the education sector at US $\$ 313.2$ million at pre-disaster prices. Out of this, the damage to infrastructure and physical assets was estimated at US\$280.6 million. According to ADB, the services sector was the most affected by the earthquake (ADB, 2015).

[^4]Figure 1-1: Nepal's GDP growth rate, 2000-2015


Source: International Monetary Fund, 2015

### 1.2. Education system in Nepal

Different education commissions in Nepal have emphasized the need to provide primary education for all citizens since 1954. The Education Act of Nepal was enacted in 1971 with an aim to "prepare manpower for national development and to maintain good conduct, decency and morality of the people". The Act underwent more than eight amendments up to 2004. Since 1990, Nepal has been undertaking efforts to achieve the Education For All (EFA) goals through the planning and implementation of comprehensive national programmes.

In 2007, the Interim Constitution, enacted as a result of a changed political scenario, clearly stated that it is the responsibility of the government to provide universal quality basic and primary education to all in all circumstances, and that education will be free up to secondary level (GoN, Interim Constitution, 2007). The new Constitution enacted in 2015 affirms the right of all citizens to compulsory and free basic education, and free education up to the secondary level (GoN, 2015).

The Eighth Education Act has restructured school education to basic (Grade 1 to 8) and secondary levels (Grade 9 to 12) from the existing primary (Grade 1 to 5), lower secondary (Grade 6 to 8),
secondary (Grade 9 to 10) and higher secondary (Grades 11 to 12) levels.

Similarly, the Higher Secondary Education Board will be replaced by the Central Examination Board, and the School Leaving Certificate (SLC) exams will become regional while central assessment will be held only in Grade 8.

Table 1-2 matches prescribed age groups and the levels of education in Nepal to the International Standard Classification of Education (ISCED) (UNESCO, 2012). ISCED was developed by the UNESCO Institute for Statistics to facilitate comparisons of education statistics and indicators across countries on the basis of uniform and internationally agreed definitions.

Most of the secondary schools in the country offer both lower secondary and secondary levels. Very few secondary schools offer only Grade 6-8 (lower secondary level) or only Grade 9-10 (secondary level). A few institutions in the country, which are affiliated to different universities, offer proficiency certificates of two years equivalent to higher secondary education. Diploma courses of three years equivalent to higher secondary education are also offered by institutions of the Council for Technical Education and Vocational Training (CTEVT) (DoE, Flash

Table 1-2: Levels of education in Nepal to the International Standard Classification of Education (ISCED)

| Age group (years) | Grade | ISCED Classification |
| :--- | :--- | :--- |
| $3-4$ | Early Childhood Development/ Pre-Primary | ISCED 0 |
| $5-9$ | Primary | ISCED 1 |
| $10-12$ | Lower Secondary | ISCED 2 |
| $13-14$ | Secondary/Technical and Vocational Secondary | ISCED 3 |
| $15-16$ | Higher Secondary/Proficiency Certificate/Vocational Higher <br> Secondary | ISCED 3 |

Source: UNESCO Institute for Statistics, 2012

Report I, 2014). There are private technical institutes affiliated with CTEVT that also provide a three-year diploma course.

In terms of management and ownership, the schools in the country are categorized into two types: community schools (supported by government) and institutional private schools (supported by parents and trustees). The majority of private schools are registered as for-profit entities and charge school fees. Community schools are further classified into:

- Community-aided (fully supported by the government for teachers' salaries and other expenses);
- Community-managed (fully supported by the government for teachers' salaries and other expenses, but their management responsibility lies with the community); and

In addition, there are schools run by religious institutions, such as the Madarasa, Gumba/Vihar and Ashram/Gurukul. ${ }^{7}$ They are provided with financial support from the government when they register with the District Education Office.

The education sector is one of the largest in the country in terms of the size of the population covered and the annual government budgetary allocation for the sector. The whole education sector consists of pre-primary (Early Childhood Education and Development, ECED), school, Technical and Vocational Education and Training (TVET) and higher education subsectors. Table 1-3 provides a summary of the various education subsectors in terms of number of students, share of the education budget, and type and number of institutions prior to the April 2015 earthquake.

The school education subsector covers 12 years of basic education and includes at least one year of pre-primary school/ECED in its budget. Over the last decade, more and more children have been receiving basic education, but the system suffers from low quality and relevance of education in the community. Further, school education is not completely free despite constitutional provisions of free education up to secondary level, affecting the full participation of children particularly from the poorest segments (GoN-MoE, 2015).

### 1.3. Rationale for joining the Global Initiative on OOSC

Data show that the general education situation in Nepal has significantly improved despite the political and economic issues faced by the country. Nevertheless, a significant proportion of children in Nepal remain out of school. The analysis according to the national census and household surveys ${ }^{8}$ show that about 10 per cent to 15 per cent of children in the primary and lower secondary school age groups are not attending school. Who these children are, where they are and what the specific factors keeping them from attending school are remain unanswered.

In this context, the Government of Nepal joined the Global Initiative on Out-of-School Children. The overall objective of this study is to develop specific profiles of out-of-school children in Nepal, analyse the barriers and bottlenecks to education, analyse existing policies and interventions, and identify policy gaps and provide recommendations for strengthening

[^5]Table 1-3: Education sector at a glance

| Subsector | No. of years | Share of total education budget | No. of students | Type and no. of institutions |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Total | Public | Private |
| ECED/PPC | 1 | a | 1,014,339 | 35,121 | 30,034 ${ }^{\text {b }}$ | 5,087 |
| School | 12 | 82.0 | 7,488,248 | 34,335 ${ }^{\text {c }}$ | 34,270 | 8,429 |
| TVET | 0.3-3 | 4.1 | ~90,000 | $421^{\text {d }}$ | 21 | 400 |
| Higher | 3-6 | 8.1 | 569,665 | 1,276 | 96 | $1,180^{\text {e }}$ |

Source: Post Disaster Needs Assessment Report for the Education Sector, June 2015
Note:
${ }^{\text {a }}$ ECED budget is included in the school subsector.
${ }^{\mathrm{b}}$ Includes school and community-based ECD centres.
${ }^{\mathrm{c}}$ No. of schools is counted by levels, therefore may not add up to total.
${ }^{d}$ Does not include many short-term training institutions registered with authorities other than CTEVT.
${ }^{e}$ Includes 429 community-run and 751 private campuses.
institutional capacities and targeted interventions for children excluded from education. This report gives an overview of the profiles of out-of-school children in Nepal, the key reasons for children remaining out of school and recommendations for reducing the number of out-of-school children in the country.

### 1.4. Report structure

The report is structured as follows:

- Chapter 1 provides a brief country context, background of the education system in Nepal and rationale for preparing this report;
- Chapter 2 gives a summary of data sources, data gaps and limitations, and profiles of out-of-school children based on the Five Dimensions of Exclusion;
- Chapter 3 discusses the barriers to exclusion from education and analyses the existing policies and strategies that address these barriers; and
- Chapter 4 concludes the report with recommendations for addressing the issue of out-of-school children and children at risk of dropping out based on the analysis from previous chapters.



## Chapter 2

## Profiles of out-of-school children

NEPAL has a significant history of reforms in education. The Eighth Education Act of Nepal, enacted in 2016, promotes free and compulsory education up to basic education (Grade 8) and free education up to secondary level (Grade 12). As described in the 2015 EFA Global Monitoring Report, Nepal has achieved considerable progress since 2000 on a number of educational indicators. Pre-primary gross enrolment increased dramatically from 11 per cent in 1999 to 84 per cent in 2013, and the proportion of out-of-school children was significantly reduced. Progress has also been made over the past decade in reducing disparities in education attainment between rural and urban areas, between the richest and poorest wealth quintiles, and between girls and boys. Nevertheless, many challenges remain towards achieving education for all.

This chapter analyses various data sources to develop the profiles of out-of-school children in the country within the framework of the Five Dimensions of Exclusion (5DE) (see Figure 2-1).

The Five Dimensions of Exclusion are defined as follows:

Dimension 1: Children of pre-primary school age who are not in pre-primary (ISCED 0) or primary education (ISCED 1).
Dimension 2: Children of primary school age who are not in primary (ISCED 1), lower secondary (ISCED 2) or upper secondary education (ISCED 3).
Dimension 3: Children of lower secondary school age who are not in primary (ISCED 1), lower secondary (ISCED 2) or upper secondary education (ISCED 3).
Dimension 4: Children who are in primary education but at risk of dropping out.
Dimension 5: Children who are in lower secondary education but at risk of dropping out.

The 5DE model considers children and adolescents of primary and lower secondary school age who are not in primary or secondary

Figure 2-1: Five Dimensions of Exclusion (5DE) Model

school to be out-of-school (Dimensions 2 and 3 ). Children and adolescents of primary and lower secondary school age, who are enrolled in non-formal education, ${ }^{9}$ or still in pre-primary school are also considered to be out-of-school and are included in Dimensions 2 and 3. In addition, children one year younger than the official primary school age who are not in preprimary or primary school are also considered to be out-of-school under Dimension 1. This group is considered to be at risk of late entry into primary school, of being inadequately prepared for primary education and, therefore, at risk of dropping out if they do enrol in school.

### 2.1. Overview and analysis of data sources

Two types of primary data sources are used in this report - administrative data sources and household surveys. The key data sources used in preparing the report are described in this section, with further details (including the strengths and weaknesses of each data source) provided in Annex 1: Data Inventory. The purpose of this comparison is to identify the most reliable and accurate data sources for estimating the number of out-of-school children.

## Administrative data

As a measure for monitoring and planning for education, the administrative data sources consider schools as the unit for data collection. The key administrative data source used for this report is the Education Management Information Systems (EMIS) of the Department of Education (DoE), in particular the FLASH Reports.

FLASH Reports: These reports provide disaggregated data by district, eco belt, education levels and grade-wise classification of school education data. The data are collected biannually from the schools through EMIS. The FLASH Report is divided into two volumes, FLASH Report I and II. FLASH Report I is prepared based on the data collected at the beginning of the school year (May), covering the 15 School Sector Reform Plan (SSRP) indicators. FLASH Report II is prepared
based on the data collected at the end of the school year (April), underpinning the delivery of education services. The FLASH Report, prepared by the EMIS core team of the Department of Education, covers children in pre-primary to higher secondary grades; the official ages for these grades are 3 to 16 years. The report provides comprehensive information from all schools across the country related to enrolment in preprimary to Grade 12. The FLASH Report collects enrolment data and calculates the Net Enrolment Rate (NER), based on which the number of out-ofschool children can be calculated.

## Household survey data

All national household surveys are carried out by the Central Bureau of Statistics (CBS) under the National Planning Commission Secretariat, Government of Nepal. The national household surveys with relevance to the out-of-school children study are:

## Nepal National Population and Housing

Census: This decadal census is the most comprehensive data source for school participation by children. As the census covers all households in the country, it can be considered as the most reliable data source for estimating the number of OOSC in the country. The census in Nepal was established in 1911, making the most recent census carried out in 2011 the 11th. The 2011 National Census was used for this study.

Nepal Living Standards Survey (NLSS): NLSS was carried out by adopting the Living Standards Measurement Study (LSMS) methodology developed and promoted by the World Bank. NLSS data can be used to calculate literacy status, education status, past enrolment, current enrolment and reasons for dropping out among children at various levels. The most recent survey was carried out in 2011, which was the third NLSS in the country since it was established in 1995.

Annual Household Survey (AHS): AHS is a sample-based survey carried out by CBS with support from the United Nations Development Programme (UNDP), which consists of multiple topics related to household information including

[^6]demography, education, housing facilities, consumption and labour force. AHS provides information about children between 5 and 14 years of age, such as enrolment, attendance, children in employment and attending school, children not in school but in employment, and children who never attended school. The latest AHS was carried out from December 2012 to July 2013 and the report was published in May 2014.

## Multiple Indicator Cluster Survey (MICS):

MICS is a household sample survey carried out by CBS with support from UNICEF. It is designed to provide up-to-date information on the situation of children, women and men, and to measure key indicators that allow countries to monitor progress towards the Millennium Development Goals (MDGs) and other internationally agreedupon goals, targets and indicators. The survey was carried out in 2014 and the final report was published in 2015.

## Comparison of data sources

No single data source can provide a complete profile of out-of-school children, describing who they are and where they reside. Multiple data sources are, therefore, required for a more detailed analysis. This section compares differences in methodology between the data sources used, which could at least partially explain the different out-of-school figures obtained.

## EMIS

EMIS data are collected directly from school registers during the school year. Data from EMIS does not provide information on regular attendance (i.e., a child could be enrolled but not attending school). Therefore, OOSC rates based on EMIS data do not include children who may not have attended school for a substantial time but are still enrolled. It also does not discount double enrolment, i.e., children who could be enrolled in two school registries.

The FLASH Reports are based on data from all schools - public and private - in the country. They give detailed information on the enrolment, promotion, retention and survival rates of children. However, as the reports relay data collected at the school level, the household characteristics of the children are not collected
and recorded. This limits further analysis and probing on how socio-economic background and household characteristics contribute to the educational status of the child.

## Census

The number and proportion of children not attending school can also be estimated directly from Census 2011 as it collects data on school attendance rather than enrolment. As the Census survey covers the entire population of the country, it can be considered as the most reliable and comprehensive data source for understanding the characteristics of the population of children not attending school; however, MICS was the most recent data source used (2014) and would give a better estimate of the current situation on out-of-school children. The Census 2011 data were collected from 17 to 27 June, 2011, while the typical school year in Nepal is from end of April to end of March every year. This ensured the age of the children was recorded in line with the grade they were enrolled in for the school year. The Census 2011 considered children who were not attending school at the time of survey as being out of school.

## Other household surveys

While Census 2011 covered the entire population of the country, other household surveys covered sampled groups of the population. The census and household surveys used in this study ask slightly different questions to ascertain school attendance. AHS 2013 has information on children 'currently attending school', 'never attended school' or 'attended school in the past', and NLSS 2011 similarly has data on 'children who are currently attending school', as well as 'reason for never attending school' and 'reasons for leaving school'.

MICS 2014 is somewhat different since it considers children who did not attend school at any time during the school year as out of school. This means that children who were out of school at the time the household was interviewed could still be considered as being in school if they had attended even once during the school year. This could result in a lower out-of-school figure compared to the other surveys, where all children not attending school when the interview took place would be considered as being out of school.

For MICS, the 2013-2014 or 2014-2015 school year was considered depending on the time the household was interviewed, as the data collection overlapped two school years. An age adjustment was carried out where the age of each child at the beginning of the respective school year was determined. In addition, cases with missing data were removed. ${ }^{10}$

NLSS 2011 covered a sample of 7,200 households from 600 selected Primary Sampling Units (PSUs). AHS 2013 had a sample of 3,000 households from 200 PSUs, while the sample size of MICS 2014 was 12,405 households covering all 75 districts in the country. None of these surveys were conducted with the specific purpose of collecting information on school attendance, but it is one of the components of the survey questionnaires. In all surveys, 'school' is considered to be an institution that provides primary to higher secondary education.

The Census and NLSS OOSC rates for lower secondary school age from 2011 are close (11.5 per cent and 9.8 per cent, respectively), giving confidence that the actual figure is close to this range. Both AHS and MICS reflect a significant reduction in the out-of-school rate at lower secondary school age in 2013-2014 compared to 2011.

Differences in OOSC rates between the household surveys and EMIS (administrative) data are to be expected due to the different approaches in measuring school participation. As EMIS data are typically based on enrolment at the beginning of the school year (May 21) rather than attendance, children who are enrolled but not attending would still be considered as being in school. Household surveys and the Nepal Census look at school attendance. As pointed out previously, MICS is again different from the household surveys as it considers a child as being in school even if he or she attended only one day in the reference school year.

Unreliable age data can be a cause of inaccuracy for both household survey and EMIS data. In household surveys, the age data of children are often collected many months after the start of the
school year, so children who were aged 5 years at the time of the survey may not have been so at the beginning of the school year. Unless adjustments are made, they would be counted incorrectly as being out of school. However, these adjustments may not completely eliminate this error.

Another source of error is age heaping, which concerns rounding of age when there is uncertainty about the age of certain household members - rounding to e.g., 5,10 or 15 . This can inflate the number of children - and thus also out-of-school children - for the ages 5, 10 or 15 years. In the case of Nepal where birth registration is low and there is a high adult illiteracy rate particularly for women, reporting of the correct age of the child is often an issue.

Misreporting of age is also an issue in EMIS data. For example, research by UIS in 29 countries has indicated that compared to household survey data, administrative data tend to count more children within the official primary school age range enrolled at the primary level (UNESCO, 2010). The findings suggest that the number of overage children tends to be underestimated in administrative data.

### 2.2. Methodology

This section discusses the data from the different sources and describes the methodology adopted for estimating OOSC numbers and percentages, and preparing the profiles of out-of-school children. In Nepal, the FLASH Reports provide information collected from schools on the number of children enrolled, disaggregated on the basis of age, gender, grade, level of education, administrative divisions and districts. The household surveys provide data on children who attend and do not attend school, which can also be disaggregated on the basis of socio-economic and household characteristics; they cannot be disaggregated by administrative divisions beyond the level of the five development regions, due to the limited level of accuracy (being sample based).

[^7]Table 2-1: Children aged 4 years not in pre-primary education

| Category | Girls | Boys | Total |
| :--- | :---: | :---: | :---: |
| Population aged 4 years* | 272,440 | 286,031 | 558,471 |
| Number of four-year-olds enrolled in pre-primary | 210,592 | 223,480 | 434,072 |
| Number of four-year-olds not in pre-primary | 61,848 | 62,551 | 124,399 |
| $\%$ of four-year-olds not in pre-primary | $23.0 \%$ | $22.0 \%$ | $22.0 \%$ |
| Soure FLASH Report 2014 |  |  |  |

Source: FLASH Report 2014
*Population projection of 2014 as per FLASH Report 2014.

## Definitions used in this report

The official age of admission to Early Childhood Development classes or pre-primary is 3 to 4 years old, according to the Department of Education. The pre-primary classes run by community-based schools have a one-year programme and those by private institutions have a programme of two to three years. In order to capture data from a common point, children aged 4 years are considered for estimating OOSC for pre-primary classes.

The official entry age for enrolment into Grade 1 is 5 years. Only those who complete five years of primary education are allowed entry to lower secondary grades and the estimated average age is 10 years. In line with the Nepal education structure, the study considered 5 to 9 years as the age group for primary level, and 10 to 12 years as the age group for lower secondary level. Children in the age groups 5 to 9 years and 10 to 12 years were therefore analysed for Dimensions 2 and 3 , respectively.

## Categories of disaggregation used in

 establishing out-of-school children profiles The key categories used for disaggregation are:- Gender
- Mother's level of education
- Social group
- Administrative/geographic levels:
- Five development regions (Eastern, Central, Far-Western, Mid-Western and Western)
- Three eco belts (Terai, Mountain and Hill) and a separate fourth category, 'Valley', summarizes information for three districts (Kathmandu, Lalitpur and Bhaktapur)
- Districts
- Village Development Committees
- Wealth quintiles


## Calculation methods

The following methods were used for calculating numbers and rates of out-of-school children, based on the 5DE model outlined in Chapter 1 (UNICEF \& UIS, 2016):

- Dimension 1: Pre-primary school age children not in pre-primary school Children aged 4 years who are not enrolled in pre-primary or primary schools are considered as being out-of-school. Available net enrolment data for 2011 were compared with the single-age-wise (4 years) population from the National Population and Housing Census 2011.
- Dimensions 2 and 3: Primary and lower secondary school age children
Rates of out-of-school children in primary school age (Dimension 2) and lower secondary school age (Dimension 3) were calculated using both administrative data and household survey data. The sources for the household survey data were Census 2011 and MICS 2014. Following the 5DE model, primary and lower secondary school age children who were still attending pre-primary school were considered as being out-of-school.


### 2.3. Children under Dimension 1

Dimension 1 focuses on children of pre-primary school age who are not in pre-primary or primary school. The pre-primary school level in Nepal consists of ECD classes for children aged 3 years and pre-primary classes for children aged 4 years. There are various forms of ECD programmes and PPC, which include school-based ECD centres, community-based ECD centres and privately managed pre-primary classes.

Figure 2-2: Percentage of children aged 4 years not in pre-primary or primary education by eco belt


Source: FLASH Report 2014 (Population projection of 2014 as per FLASH 2014)

As indicated in Table 2-1, a total of 124,399 four-year-olds were not in pre-primary classes in 2014 , representing around 22 per cent of all four-year-olds. There is no significant difference in pre-primary enrolment between girls and boys.

While Dimension 1 refers to four-year-olds who are not in pre-primary or primary education, the figures in Table 2-1 considers only the four-yearsolds who are not in pre-primary classes. To get an approximation of the number of those four-year-olds who may be in primary education, the latest available EMIS figure (2013) for children aged under 5 years enrolled in Grade 1 can be used: a total of 56,814 children. This indicates that the actual number of children in Dimension 1 (who are not in pre-primary or primary education) is significantly lower. Still, a large number of four-year olds are not in pre-primary or primary education. Moreover, according to MICS 2014 data only around half ( 50.7 per cent) of children aged 36-59 months are attending early childhood education programmes.

The fact that there are a large number of underage children in primary school is also a cause for concern. This could be partly because primary school is free whereas ECD/PPC is not and there is no clear legal provision for it to be free. At the same time, children start to receive scholarships when they enter Grade 1, providing
an incentive to parents to immediately enrol children in that grade, skipping ECD/PPC.

## Children under Dimension 1 by eco belt

As shown in Figure 2-2, Mountain (24.3 per cent) and Terai ( 23.7 per cent) eco belts have the highest proportion of children aged 4 years who are out of school among the eco belts, with around one quarter of four-year-olds not in pre-primary or primary school. The Terai eco belt also has the highest number of four-yearolds not in pre-primary school, followed by the Hill eco belt. The lowest proportion (13.6 per cent) and number of children in Dimension 1 was in the Valley eco belt. Overall, about 22.3 per cent of four-year-olds are not attending pre-primary education.

## Children under Dimension 1 by type of disability

The Protection and Welfare of the Disabled Persons Act (GoN, 1982) defines a disabled person as a citizen who is physically or mentally unable or handicapped to do normal daily lifework. Annex 4 provides the definitions of disability used by the Government of Nepal. The classification given in the Census 2011 report includes the following types of disabilities: physical, blind/low vision, deaf/hard of hearing, deaf-blind, voice and speech, mental, intellectually disabled and multiple disabilities.

Table 2-2: Proportion of children with special needs (CWSN) in pre-primary school age groups

| Category |  | Age group |  |
| :---: | :---: | :---: | :---: |
|  |  | 3 years | 4 years |
| Not CWSN |  | 97.5\% | 97.5\% |
| Not stated |  | 1.8\% | 1.7\% |
| CWSN |  | 0.7\% | 0.8\% |
|  | Total | 100\% | 100\% |
| Type of Disability |  |  |  |
| Physical |  | 37.0\% | 39.4\% |
| Blind/low vision |  | 22.0\% | 20.6\% |
| Deaf/hard of hearing |  | 7.5\% | 6.8\% |
| Deaf-blind |  | 1.3\% | 1.3\% |
| Voice and speech |  | 15.1\% | 14.5\% |
| Mental |  | 1.4\% | 2.9\% |
| Intellectual |  | 3.0\% | 3.5\% |
| Multiple disabilities |  | 12.7\% | 10.9\% |
|  | Total | 100\% | 100\% |

Source: Census 2011 (based on 15 per cent unit level data)

An analysis of 15 per cent ${ }^{11}$ of Census 2011 data show children with disabilities account for 0.7 per cent and 0.8 per cent in the age groups of 3 and 4 years, respectively (see Table 2-2.) According to the classification used in the survey, the most common disability is physical ( 37 per cent and 39.4 per cent of children with a disability aged 3 and 4 years, respectively). Children who are blind or have low vision accounted for the second highest group ( 22 per cent and 20.6 per cent of children aged 3 and 4 years, respectively) among children with disabilities.

### 2.4. Children under Dimensions 2 and 3

Dimension 2 encompasses children of primary school age who are not in primary or secondary school, while Dimension 3 encompasses children of lower secondary school age who are not in primary or secondary school.

## Enrolment rates based on Flash Reports

 The adjusted net enrolment rate (ANER) is a summary indicator that measures ageappropriate participation in primary and lower secondary school, with an adjustment to include children who are studying in levels above their age-appropriate level, i.e. lower secondary level for primary school age children. When using enrolment data from EMIS, the primary OOSC rate is calculated by deducting from 100 per cent of the primary ANER. The lower secondary education ANER excludes lower secondary school age children who are in primary schools. As these children are not out of school, it is important to note that 100 per cent minus the lower secondary education ANER is not equal to the percentage of lower secondary school age children who are out of school (Dimension 3).Primary ANER ${ }^{12}$ and lower secondary ANER ${ }^{13}$ figures were calculated using population

[^8]Table 2-3: Adjusted net enrolment rate (ANER) in primary and lower secondary levels, 2013

|  | Based on CBS population projection |  |  | Based on UNPD population projection |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Primary | Lower secondary |  | Primary | Lower secondary |
| ANER | $101.7 \%$ | $80.2 \%$ | $93.2 \%$ | $77.5 \%$ |  |

Source: CBS 2014 (2013 population projection); UNPD (2013 population projection); EMIS (2013 enrolment).
projections for 2013 based on Census 2011, and Flash enrolment data for 2013-2014.

Based on EMIS 2013 data, the primary ANER is 101.7 per cent based on the CBS 2013 population projection, or 93.2 per cent based on the United Nations Population Division (UNPD) 2013 Revision population projection. This is indicative of the issues in the underlying data both enrolment and population - as the ANER technically cannot exceed 100 per cent. Based on these figures, the primary school age out-ofschool rate (Dimension 2) was between 0 and 6.8 per cent based on administrative enrolment data, depending on the population projection used (calculated as 100 - ANER).

The lower secondary ANER is 80.2 per cent based on the CBS population projection, and 77.5 per cent based on the UNPD population projection (see Table 2-3). The lower secondary age out-ofschool rate could not be calculated due to issues with the data (discussed in the next subsection).

While the Gender Parity Index (GPI) for primary ANER indicates a balance between boys and girls, the GPI for lower secondary ANER of 1.06 (based on the UNDP population projection) indicates that boys are at a disadvantage. In contrast, census and household surveys indicate that girls continue to have lower school attendance than boys at both the primary and lower secondary levels. The differences between administrative and household survey data are discussed in the next subsection.

## Issues with age-based enrolment data

 It is important to note that there are issues with the enrolment figures by age that need to be looked into. For the school year 2013-2014, the lower secondary school age enrolment number was 40per cent higher than the population aged 10-12 years. This is a discrepancy of around 0.8 million students, who - if the population data are reliable - do not exist. This is a huge discrepancy, and suggests that there are inaccuracies in enrolment reporting by age and also flaws in the design of the EMIS questionnaire. The larger-than-possible lower secondary school age enrolment figure is mainly due to the large number of secondary school age children enrolled at the primary level a total of almost 1.2 million overage children at the primary level.

There is also an issue with the primary school age enrolment and/or population figures, as enrolment of primary school age children is also higher than the population data, leading to the ANER of 101.7 per cent. This figure cannot exceed 100 per cent by definition. However, if the UNPD population projection is used, the ANER is 93.2 per cent. In calculating education indicators like ANER, NER, Gross Enrolment Ratio, DoE uses its own population projections on specific age groups according to the level of education based on Census data as they need to break down the population data by age group (5-9 years for primary school age and 10-12 years for lower secondary school age) and these age groups are not available in CBS population projections. This also partly explains the differences in the indicator values, such as the primary and lower secondary ANER.

Data issues partially explain the difference between the MICS 2014 household survey and EMIS primary school age out-of-school rates. The primary school age out-of-school rate based on EMIS data is 6.8 per cent ( 100 ANER of 93.2 per cent), whereas the rate based on MICS 2014 data is 23.2 per cent - a huge difference. Another factor to take into account

Figure 2-3: School participation by age and level


Source: MICS 2014

Figure 2-4: Percentage of out-of-school children by age group and gender, 2011


[^9]Figure 2-5: Out-of-school children by age group and gender


Source: MICS 2014
is the difference in methodologies used in the household surveys and administrative data, as discussed in section 2.1 on comparison of data sources. These data issues are discussed further in section 4.11 in Chapter 4.

## School participation by age and level

Figure 2-3 gives an overview of school participation by age and level, from primary to higher secondary. The data show that age discrepancy is a key issue in the country. According to MICS 2014, a noticeable number of early entrants aged 8 and 9 years are enrolled in lower secondary classes and 10-12 years in secondary classes. A very large proportion of lower secondary and secondary school age children are attending primary classes, reflecting the issue of late entry to primary schools as well as high repetition rates.

## Children under Dimensions 2 and 3 by

 genderAccording to Census 2011, Nepal had approximately 0.77 million children who were not attending school, of whom 0.57 million were of primary school age and 0.20 million of lower secondary school age. Comparison with the total population of primary and lower secondary school age groups using Census 2011 revealed that about 17.9 per cent of children in the primary
school age group and 9 per cent of children in the lower secondary school age group were not attending school in Nepal. Combining both age groups, around 14.3 per cent of children were out of school according to Census 2011.

According to MICS 2014, 23.2 per cent of primary school age and 5 per cent of lower secondary school age children in Nepal were out of school. Combining both age groups, around 16.1 per cent of children were out of school in 2014. The main difference between MICS and Census figures is that the MICS figure is considerably lower for children of lower secondary school age. This may be indicative of a reduction in out-ofschool children of lower secondary school age, since MICS was conducted three years after the Census. However, for children of primary school age, both the Census and MICS figures are very high, with the MICS figure slightly higher.

According to Census 2011, the highest proportion of children not attending school were in the age group of 5 years ( 36 per cent), which is the entry age into primary education, followed by 6 years ( 20.5 per cent), indicating that a high proportion of primary age out-of-school children are late entrants (see Figure 2-4). This is further confirmed by MICS 2014 data, which show a similar trend.

Figure 2-6: Out-of-school children by age and mothers' level of education


Source: MICS 2014

Figure 2-7: Out-of-school children by age and household wealth


Table 2-4: Percentage of out-of-school children by age group and gender, 2011

| Age group | \% Boys | \% Girls | \% Total |
| :--- | :---: | :---: | :---: |
| Primary school age | $17.1 \%$ | $18.7 \%$ | $17.9 \%$ |
| Lower secondary school age | $7.7 \%$ | $10.4 \%$ | $9.0 \%$ |
| Primary and lower secondary school age | $13.3 \%$ | $15.4 \%$ | $14.3 \%$ |

Source: Census 2011

Girls were more likely than boys to be out of school according to the Census data, in particular girls in lower secondary school age (10.4 per cent of girls compared to 7.7 per cent of boys) (see Table 2-4).

MICS 2014 data show a similar trend to Census 2011 in terms of both age and gender. As seen in Figure 2-5, the highest out-of-school rates are also at age 5 and 6 (they are also very high at age 17, but that is beyond the lower secondary school age level). MICS 2014 data also indicate that girls are more likely to be out of school than boys across all ages, except age 5, with the gap increasing noticeably after age 15.

## Children under Dimensions 2 and 3 by

 mother's level of educationThe MICS 2014 data given in Figure 2-6 show that the education level of mothers has a big influence on whether a child attends school. The gap between children whose mothers never completed primary education and children whose mothers completed primary education begins to widen at age 6 and widens considerably from age 13 onward. The gap widens mainly from age 14 onward between children whose mothers completed primary education and mothers who completed secondary or higher education. This indicates that children whose mothers have less than primary education have higher dropout rates throughout the school age range, whereas children whose mothers have completed primary education tend to have higher dropout rates around the age that they complete lower secondary education and in the transition to secondary education (taking into account the actual age range is much higher than the official age range by level due to the high proportion of overage students).

## Children under Dimensions 2 and 3 by

 wealth quintileThe MICS 2014 data given in Figure 2-7 show that household wealth also has a very big
impact on the school attendance status of children. Interestingly, the out-of-school rate for the wealthiest quintile is higher for age 5 and 6 compared to the poorest quintile, suggesting that wealthier children start school a bit later. However, the trend reverses strongly from age 7, with children in the wealthiest quintile being far less likely to be out of school. From age 14, the gap becomes very large, which is around the time of the transition to secondary education; this was also the case with out-of-school rates by mother's level of education discussed in the previous section.

Children under Dimensions 2 and 3 by location, development regions and eco belts Figure 2-8, based on MICS 2014 data, illustrates differences in out-of-school children rates by age in rural and urban areas. Out-of-school rates are slightly higher in rural areas for the primary school age range, and the gap widens considerably from age 8 onward, reflecting much higher dropout rates in rural areas.

Out-of-school rates by development regions are available from both MICS 2014 and Census 2011. Data have been disaggregated into five development regions since Nepal was still administratively divided into these regions when the studies were conducted.

Figure 2-9 shows out-of-school children by age and development regions based on MICS 2014 data. The Central Development Region has the highest proportion of out-of-school children across most school going ages.

The out-of-school rates based on Census 2011 data were also highest in the Central Development Region, both for primary school age children ( 22.4 per cent) and lower secondary school age children (14 per cent), as shown in Figure 2-10. The second highest out-of-school rates were in the Eastern Development Region, also both for primary (17.3 per cent) and lower

Figure 2-8: Out-of-school children by age and location


Source: MICS 2014
secondary school age children ( 8.5 per cent). The lowest out-of-school rate for primary school age children was in the Western Development Region, while the lowest rate for lower secondary school age children was in the Far-Western Development Region. Based on Census 2011 data, almost half ( 46.5 per cent) of the out-ofschool population in Nepal live in the Central Development Region - a total of 0.36 million children. The Eastern Development Region is home to a fifth ( 20.5 per cent) - or 0.15 million - of the country's out-of-school children (see Tables A3.2 and A3.3 in Annex 3).

A more detailed classification of children not attending school by development region based on Census 2011 is given in Table A3.3 in Annex 3.

The distribution of children not attending school across eco belts is shown in Table 2-5. The Terai eco belt, which has around 52 per cent of Nepal's population of primary and lower secondary school age, was home to 68.5 per cent of out-of-school children according to Census 2011 data. It is followed by the Hill eco belt, which had 23.1 per cent of Nepal's out-of-school children in 2011.

Figure 2-9: Out-of-school children by age and development region


[^10]Table 2-5: Distribution of out-of-school children ${ }^{14}$ across eco belts

| Eco Belt | Age group |  | Total (primary and lower secondary) |
| :---: | :---: | :---: | :---: |
|  | 5-9 years | 10-12 years |  |
| Hill | 25.8\% | 15.1\% | 23.1\% |
| Mountain | 7.2\% | 3.9\% | 6.4\% |
| Terai | 65.1\% | 78.6\% | 68.5\% |
| Valley | 1.9\% | 2.4\% | 2.0\% |
| Total | 100\% | 100\% | 100\% |

Source: Census 2011

Figure 2-11 shows the percentage of children in primary and lower secondary school age groups who are not attending school in the eco belts. The Terai eco belt has the highest proportion of children out of school with 18.8 per cent, followed by the Mountain eco belt with 12.8 per cent. The Valley eco belt with 4.5 per cent has the lowest proportion of children out of school.

More detailed classification of out-of-school children by eco belt based on Census 2011 is given in Table A3.3 in Annex 3.

Children under Dimensions 2 and 3 by district There are 75 districts in Nepal. The district-wise incidence of out-of-school children in the 75 districts in Nepal is discussed in this section.

Map 2-1 shows the number of out-of-school children by district, while Map 2-2 shows the percentage of out-of-school children by district in 2011. Many of the districts with both the largest number and proportion of out-of-school children are in the Terai. While districts with low population density generally had correspondingly low numbers of out-of-school children, some of these districts had very high rates of out-of-school children, such as Bajhang, Humla, Mugu and Dolpa.

There are also districts, shaded red in both maps, where both the number and percentage of out-of-school children were very high according to Census 2011, such as Banke, Kapilabastu, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusha, Siraha and Saptari (see Table 2-6). Furthermore, in at least three districts - Rautahat, Sarlahi and Mahottari - more than 30 per cent of children aged 5 to 12 years were out of school.

Children under Dimensions 2 and 3 by Village Development Committees and municipalities Data given in Table 2-7 show that most Village Development Committees and municipalities have 200 out-of-school children or less. There are about 10 VDCs with more than 1,600 out-ofschool children, with the highest in Kathmandu Metropolitan City (5,209 children), followed by Birgunj Sub-Metropolitan City (3,556 children). Moreover, there are VDCs in the country where more than 60 per cent of children aged 5 to 12 years are not in school. This highlights the need to have focused interventions in these districts.

More detailed classification of out-of-school children by VDC/municipality based on Census 2011 is given in Table A3.5 in Annex 3.

The top five districts and VDCs with the highest number and percentage of out-of-school children in primary and lower secondary school age groups are given in Table 2-8.

## Children under Dimensions 2 and 3 by social group

Census 2011 counts 126 castes and ethnic groups in Nepal, most of which are spread throughout the country. Furthermore, there is no one district in Nepal with a single caste/ethnic group, indicating the diversity in the country. The classification of children not attending school across various caste and ethnic groups is discussed in this section.

Table 2-9 shows that there is a far higher proportion of out-of-school children from Dalit and other low castes compared to the national average. There are 18 castes in Nepal with more

[^11]Figure 2-10: Proportion of out-of-school children by age and development region


Source: Census 2011
than 30 percent of children in primary and lower secondary school age not attending school. More than half of children in the primary and lower secondary age school groups of the Dom (58.4 per cent) and Mushahar ( 51.3 per cent) castes are out of school.

Among the various castes, the highest number of out-of-school children belongs to the Musalman caste, contributing to 14.3 per cent of the total number of out-of-school children in primary and lower secondary school age in the country. The out-of-school rate is also high with 36.8 per cent of all Musalman children aged 5-12 years
not attending school. It is important to note that the proportion and share of children not attending school in the socially and economically advantaged castes are much less in comparison to the low castes. The average out-of-school rate of most low castes are above 30 per cent while the average out-of-school rates of most upper castes are below 15 per cent. Detailed classification of out-of-school children by caste/ ethnic group based on Census 2011 is given in Table A3.1 in Annex 3.

Table 2-10 shows the same caste/ethnic groups as Table 2-9, but comparing the out-of-

Figure 2-11: Proportion of out-of-school children of primary and lower secondary school age by eco belt


[^12]Table 2-6: Districts with the highest proportion of out-of-school children

| District | Total population (5-12 years) | Total OOSC (5-12 years) | \% of OOCS <br> (5-12 years) |
| :---: | :---: | :---: | :---: |
| Rautahat | 169,003 | 62,385 | 36.9\% |
| Sarlahi | 180,617 | 57,887 | 32.0\% |
| Mahottari | 149,178 | 45,307 | 30.4\% |
| Dhanusha | 171,035 | 47,589 | 27.8\% |
| Bara | 161,368 | 40,191 | 24.9\% |
| Siraha | 147,534 | 36,521 | 24.8\% |
| Parsa | 136,575 | 31,669 | 23.2\% |
| Saptari | 141,259 | 30,748 | 21.8\% |
| Kapilbastu | 128,583 | 27,688 | 21.5\% |
| Banke | 104,489 | 19,845 | 19.0\% |
| Bajhang | 49,359 | 8,680 | 17.6\% |
| Achham | 64,103 | 11,116 | 17.3\% |
| Humla | 10,814 | 1,842 | 17.0\% |
| Mugu | 12,325 | 1,963 | 15.9\% |
| Dolpa | 8,103 | 1,287 | 15.9\% |
| Rolpa | 52,684 | 7,963 | 15.1\% |

Source: Census 2011
school children rates for girls and boys. Gender differences are very pronounced among the children across the listed groups. Across all these groups, more girls than boys are out of school. The difference is highest for the Raute (12.1 percentage points difference in the out-of-school children rate between girls and boys), Dom (11.2 points) and Khatwe (10.1 points).

As discussed previously, Census 2011 data indicate that nationally girls are more likely than boys to be out of school. Table 2-10 reveals that these gender differences are particularly large among the most disadvantaged caste/ethnic groups.

## Children with disabilities

Disability is another major barrier to school participation. Even if children with special needs are enrolled in school, they are more likely to drop out as a result of the lack of an enabling environment. The findings in this section should be interpreted with caution as, indicated previously, the study team was able to obtain only 15 per cent of the entire Census 2011 data with variables on disability.

The Census 2011 report notes that about 2 per cent $(513,321)$ of the total population are found to have some kind of disability. Further analysis of the 15 per cent of unit level data of the Census 2011 data shows that 1.1 per cent of children in the primary and lower secondary school age groups have disabilities (see Table 2-11). Based on the World Health Organization (WHO) Global Burden of Disease study, the WHO/World Bank World Disability Report (2011) estimated that around 5.1 per cent of children aged 0 to 14 years worldwide have a moderate or severe disability, and around 0.7 per cent have a severe disability. Moreover, the percentage is generally even higher in low income countries and, within countries, children from poor families are much more likely to have a disability. It is therefore likely that the majority of children with disabilities in Nepal are not identified as having a disability in Census 2011.

The proportions of children with disabilities not attending school in the primary school age groups are relatively higher than those of lower secondary school age groups (see Figure 2-12).

Map 2-1: Number of out-of-school children aged 5-12 years by district, 2011


Map 2-2: Percentage of out-of-school children aged 5-12 years by district, 2011


[^13]Table 2-7: Out-of-school children aged 5-12 years in VDCs and municipalities*

| No. of children not attending school (5-12 years) | Number of VDCs/ municipalities | Total population (5-12 years) | $\%$ of total population (5-12 years) | \% of country's total OOSC (5-12 years) |
| :---: | :---: | :---: | :---: | :---: |
| 0 | 19 | 1,273 | 0.0\% | 0.0\% |
| 1-200 | 2,806 | 2,508,484 | 46.7\% | 27.1\% |
| 201-400 | 706 | 1,195,863 | 22.3\% | 26.1\% |
| 401-600 | 256 | 560,290 | 10.4\% | 16.1\% |
| 601-800 | 142 | 376,376 | 7.0\% | 12.9\% |
| 801-1,000 | 59 | 205,892 | 3.8\% | 6.9\% |
| 1,001-1,200 | 26 | 142,627 | 2.7\% | 3.7\% |
| 1,201-1,400 | 16 | 78,653 | 1.5\% | 2.7\% |
| 1,401-1,600 | 6 | 65,098 | 1.2\% | 1.2\% |
| Above 1,600 | 10 | 239,707 | 4.5\% | 3.4\% |
|  | 4,046 | 5,374,263 | 100\% | 100\% |

Source: Census 2011

* Data are inclusive of children in VDCs, municipalities and institutions.

While about 56.5 per cent of CWSN aged five years are not attending school, the highest proportion of out-of-school children in the lower secondary school age group are in the age of 10 years ( 24.3 per cent). Based on the available data, about 30.6 per cent of CWSN are not attending school.

Data in Table 2-12 show that CWSN in the category of 'multiple disabilities' had the highest out-of-school rate, followed by the disability categories 'mental', 'intellectual' and 'voice and speech'.

## Categories of out-of-school children by school exposure

This section discusses the categories of out-ofschool children by school exposure for various levels of disaggregation, based on an analysis of MICS 2014 data.

Figure 2-13 shows the proportions of out-ofschool children by primary and lower secondary school age and level of school exposure. The data indicate that 1.3 per cent of out-of-school children of primary school age have dropped out of school completely and 92.4 per cent are expected to enter school. Hence, the vast majority of out-of-school children of primary school age are late entrants. At the lower secondary school age, about 32.7 per cent of out-of-school children have dropped out
completely, while 44.3 per cent are expected to never enter school.

There are significant gender differences in school exposure at lower secondary school age, when 52.2 per cent of out-of-school girls are expected to never enter school, compared to only 32.7 per cent of the boys (see Figure 2-14). This means that the gender-wise out-of-school rates at lower secondary school age - when considered on its own - would disguise the fact that many more of the out-of-school girls will never enter school.

Data in Table 2-13 show that primary school age out-of-school children in urban and rural areas constitute 20.3 per cent and 23.7 per cent of the total out-of-school population, respectively. In the lower secondary school age group, 70.7 per cent of the total out-of-school children were school dropouts. In the rural areas, this was only 30.7 per cent. This shows that children are more likely to be enrolled in schools in urban areas (likely because of the greater availability of schools in relatively close proximity), but retaining them in schools is the biggest challenge.

In contrast, the bigger challenge in rural areas is that they never enter school - with as many as 45.8 per cent of the out-of-school children expected to never enter school, compared to 16.3 per cent of out-of-school children of lower secondary school age in urban areas (see Figure

Table 2-8: Top five districts and VDCs* with highest number and percentage of out-of-school children in primary and lower secondary school age groups

|  | Districts with highest \% of OOSC |  | Districts with highest number of OOSC |  |
| :---: | :---: | :---: | :---: | :---: |
| Age group | District | \% 00sc | District | No. of 00SC |
| 5-9 years | Rautahat | 19.6\% | Rautahat | 20,366 |
|  | Sarlahi | 17.1\% | Sarlahi | 18,656 |
|  | Mahottari | 16.1\% | Dhanusha | 15,218 |
|  | Dhanusha | 15.3\% | Mahottari | 14,509 |
|  | Bara | 13.9\% | Bara | 13,822 |
| 10-12 years | Rautahat | 30.2\% | Rautahat | 19,718 |
|  | Sarlahi | 25.6\% | Sarlahi | 18,288 |
|  | Dhanusha | 23.1\% | Dhanusha | 16,559 |
|  | Mahottari | 24.8\% | Mahottari | 14,620 |
|  | Bara | 19.0\% | Bara | 11,578 |
|  | VDCs with highest \% of OOSC |  | VDCs with highest number of OOSC |  |
|  | VDC | \% 00sC | VDC | No. of OOSC |
| 5-9 years | Katkuiya | 78.2\% | Rajpur Farhadawa | 1,900 |
|  | Akolawa | 75.4\% | Sakhuwa Dhamaura | 1,277 |
|  | Bhediyahi | 72.2\% | Narsinghatappu | 1,207 |
|  | Laxmanpur | 71.4\% | Parsa Dewadh | 1,156 |
|  | Bairiya | 70.2\% | Dhamaura | 1,028 |
| 10-12 years | Katkuiya | 73.5\% | Rajpur Farhadawa | 977 |
|  | Laxmanpur | 71.7\% | Sakhuwa Dhamaura | 607 |
|  | Jayanagar | 66.4\% | Dharampur | 584 |
|  | Gobar Gada | 66.1\% | Parsa Dewadh | 577 |
|  | Akolawa | 64.8\% | Khariyani | 554 |

Source: Census 2011
*Municipalities and institutions were excluded
Table 2-9: Caste/ethnic groups with the highest rates of out-of-school children

| Caste/ethnic group | $\begin{aligned} & \text { \% OOSC } \\ & \text { (5-9 years) } \end{aligned}$ | $\begin{gathered} \text { \% OOSC } \\ \text { (10-12 years) } \end{gathered}$ | $\begin{gathered} \% \text { OOSC } \\ \text { (5-12 years) } \end{gathered}$ | Dalit caste (yes/no) |
| :---: | :---: | :---: | :---: | :---: |
| Dom | 61.0\% | 53.7\% | 58.4\% | Yes |
| Musahar | 52.7\% | 48.9\% | 51.3\% | Yes |
| Dolpo* | 55.0\% | 35.9\% | 48.1\% | No |
| Natuwa* | 50.1\% | 44.9\% | 48.1\% | No |
| Dhunia* | 49.1\% | 38.2\% | 45.0\% | No |
| Halkhor | 48.2\% | 38.8\% | 44.7\% | No |
| Bin* | 47.5\% | 39.7\% | 44.4\% | No |
| Nuniya* | 41.3\% | 33.5\% | 38.3\% | No |
| Raute* | 44.7\% | 26.4\% | 38.1\% | No |
| Dhankar/Kharikar* | 42.0\% | 30.0\% | 37.1\% | No |
| Mallaha* | 40.5\% | 31.5\% | 37.1\% | No |
| Musalman* | 40.0\% | 31.8\% | 36.8\% | No |
| Kori | 39.2\% | 29.1\% | 35.3\% | Yes |
| Dusadh/Pasawan/Pasi | 38.3\% | 29.9\% | 35.0\% | Yes |
| Khatwe | 35.8\% | 27.7\% | 32.6\% | Yes |
| Chamar/Harijan/Ram | 35.7\% | 26.5\% | 32.1\% | Yes |
| Tatma/Tatwa | 34.5\% | 25.7\% | 31.0\% | Yes |
| Pattharkatta/Kushwadiya | 32.7\% | 25.9\% | 30.1\% | Yes |

Source: Census 2011

* Non-Dalit caste

Figure 2-12: CWSN who are out of school in primary and lower secondary school age


Source: Census, 2011 (analysis of 15\% data)

2-15). Of primary school age out-of-school children in rural areas, 7.1 per cent are expected to never enter schools, compared to just 0.7 percent in urban areas.

Table 2-14 shows the percentage of out-of-school children by school exposure and region based on MICS 2014 data. The Central Development Region has a far higher proportion of out-of-school children who are expected to never enter school than other regions of both primary and lower secondary school age: 16.1 per cent and 67.3 per cent, respectively. It also has the highest out-ofschool rates for both age ranges.

Table 2-15 provides a striking contrast between children in the wealthiest and poorest quintiles. In the wealthiest quintile, the majority of out-ofschool children of lower secondary school age (61 per cent) are expected to still enter school. In contrast, the majority of out-of-school children of lower secondary school age in the poorest quintile have either dropped out ( 54.5 per cent), or are expected to never enter (33.3 per cent).

Furthermore, in the wealthiest quintile, only around 0.2 per cent of lower secondary school age children have dropped out, and none are expected to never enter. In the poorest quintile, 2.3 per cent of lower secondary school age children have dropped out and 1.4 per cent are expected to never enter. This further confirms
that there are large differences between the poorest and wealthiest quintiles of the likelihood of being - and remaining - out of school, in particular at the lower secondary school age.

Data in Table 2-16 shows that the mother's level of education is very relevant to a child's school going status. Children of lower secondary school age whose mothers have only completed primary education or less have not only a much higher out-of-school rate, but they are also far less likely to enter school in the future. For the relatively small proportion of out-of-school children in this age range whose mothers have completed secondary education or higher, around half are expected to enter school in the future.

### 2.5. Children under Dimensions 4 and 5

Dimensions 4 and 5 focus on children enrolled in primary and lower secondary schools who are at risk of dropping out. There are many different factors that put children at risk of dropping out from school. This section looks at some of these factors based on the available data, namely lack of pre-primary experience, engagement in child labour, being affected by the 2015 earthquakes and having special education needs. It also looks at the internal efficiency of the education system in terms of dropout, promotion and survival rates.

Table 2-10: Proportion of total population and out-of-school children aged 5-12 years by caste/ ethnic group and gender

| Caste/ethnic group | \% of male OOSC to total male population | \% of female OOSC to total female population | Percentage point difference in OOSC rate between female and male | \% of OOSC to total population |
| :---: | :---: | :---: | :---: | :---: |
| Dom | 53.0\% | 64.2\% | 11.2 | 58.4\% |
| Musahar | 48.0\% | 54.8\% | 6.8 | 51.3\% |
| Dolpo | 43.2\% | 52.9\% | 9.7 | 48.1\% |
| Natuwa | 45.5\% | 50.9\% | 5.4 | 48.1\% |
| Dhunia | 40.9\% | 49.2\% | 8.3 | 45.0\% |
| Halkhor | 42.3\% | 47.4\% | 5.1 | 44.7\% |
| Bin | 39.9\% | 49.1\% | 9.2 | 44.4\% |
| Nuniya | 33.6\% | 43.5\% | 9.9 | 38.3\% |
| Raute | 31.9\% | 44.0\% | 12.1 | 38.1\% |
| Dhankar/Kharikar | 35.9\% | 38.4\% | 2.5 | 37.1\% |
| Mallaha | 32.6\% | 41.7\% | 9.1 | 37.1\% |
| Musalman | 33.9\% | 39.9\% | 6.0 | 36.8\% |
| Kori | 31.9\% | 39.0\% | 7.1 | 35.3\% |
| Dusadh/Pasawan/Pasi | 31.9\% | 38.3\% | 6.4 | 35.0\% |
| Khatwe | 27.6\% | 37.7\% | 10.1 | 32.6\% |
| Chamar/Harijan/Ram | 29.1\% | 35.3\% | 6.2 | 32.1\% |
| Tatma/Tatwa | 27.3\% | 34.8\% | 7.5 | 31.0\% |
| Pattharkatta/Kushwadiya | 30.4\% | 29.7\% | -0.8 | 30.1\% |

Source: Census 2011
Table 2-11: Proportion of CWSN in primary and lower secondary school age

|  | Age (years) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Not CWSN | 97.5\% | 97.5\% | 97.5\% | 97.4\% | 97.4\% | 97.3\% | 97.3\% | 97.3\% | 97.4\% |
| Not stated | 1.7\% | 1.6\% | 1.5\% | 1.6\% | 1.4\% | 1.5\% | 1.5\% | 1.4\% | 1.5\% |
| CWSN | 0.8\% | 0.9\% | 1.0\% | 1.1\% | 1.2\% | 1.2\% | 1.2\% | 1.3\% | 1.1\% |
| Total | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% |

Source: Census, 2011 (analysis of 15\% data)

Reasons for leaving school and not attending The NLSS 2011 report provides reasons for leaving school by children and youth (aged 5-24 years), as shown in Figure 2-16. While poor academic progress was the reason for 24.5 per cent to leave school, 21.5 per cent responded that they left school because they had to help at home.

Other key reasons include marriage (16.8 per cent), disinterest of parents ( 6.8 per cent), unable to meet the expenses for education ( 6.1 per cent), and started working ( 5.2 per cent). Apart from poor academic progress, most of the reasons identified are beyond the control of the respondents.

Table 2-12: Proportion of CWSN of total CWSN aged 5-12 years not attending school by disability

| Disability | Age (years) |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Physical | 49.2\% | 32.8\% | 24.7\% | 18.6\% | 14.2\% | 16.2\% | 9.8\% | 13.8\% | 18.2\% |
| Blind/low vision | 50.0\% | 30.8\% | 13.5\% | 17.2\% | 15.2\% | 14.6\% | 6.5\% | 10.0\% | 13.9\% |
| Deaf/hearing problems | 49.4\% | 31.3\% | 21.7\% | 9.0\% | 10.2\% | 8.5\% | 9.2\% | 4.8\% | 13.2\% |
| Deaf-blind | 33.3\% | 30.8\% | 0.0\% | 13.6\% | 21.7\% | 23.1\% | 11.1\% | 30.0\% | 18.6\% |
| Voice and speech | 64.9\% | 53.2\% | 42.2\% | 37.1\% | 32.8\% | 28.5\% | 26.3\% | 27.3\% | 33.2\% |
| Mental | 74.2\% | 62.2\% | 41.7\% | 40.4\% | 34.5\% | 52.7\% | 50.0\% | 53.0\% | 47.1\% |
| Intellectual | 66.7\% | 56.7\% | 40.9\% | 32.6\% | 40.8\% | 41.7\% | 36.8\% | 43.6\% | 38.0\% |
| Multiple | 77.6\% | 70.2\% | 64.1\% | 50.5\% | 62.2\% | 59.0\% | 61.3\% | 65.3\% | 52.5\% |

Source: Census, 2011 (based on analysis of 15 per cent of unit level data)

Table 2-13: Percentage of out-of-school children by school exposure and location

| Categories of OOSC (\%) | Urban |  |  |  | Rural |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Dropped out (\% of OOSC) | P (D2) | L.S (D3) | P (D2) | LS (D3) |  |
| Expected to enter by age 17 (\% of OOSC) | 1.3 | 70.7 | 1.3 | 30.7 |  |
| Expected to never enter (\% of OOSC) | 98.0 | 13.0 | 91.6 | 23.4 |  |
| Total out-of-school children (\%) | 0.7 | 16.3 | 7.1 | 45.8 |  |

P - Primary school age, LS - Lower secondary school age, D2- Dimension 2, D3 - Dimension 3
Source: MICS 2014

NLSS 2011 also identified the reasons for never attending school among children and youth (aged 5-24 years), as shown in Figure 2-17. In contrast to the children leaving school, lack of parents' interest (26.1 per cent) was cited as the major reason for never attending school. While 22.1 per cent responded that they had never attended school as they had to help at home, other responses included not willing to attend (15.7 per cent), too young ( 15.7 per cent) and too expensive (6.3 per cent).

## Children without any ECD/pre-primary experience

Participation in ECD programmes and preprimary education is a crucial factor contributing to children's ability to succeed in school. It prepares children for primary school and helps them to acclimatize to a school environment. Participation in high quality ECD and pre-primary programmes has been found to have large and enduring effects on child well-being, and significantly reduces the risk of dropout. International research on the effect of attendance in high quality pre-primary programmes has found that it has significant benefits for future
school performance, classroom attention, effort, discipline and classroom participation (e.g., Reynolds, Temple \& White, 2009). There is wide consensus that the early childhood years are the most cost-effective period to invest in, both for individual benefits and returns to society (e.g., Heckman, 2006).

The 2009 School Sector Reform Plan specified that no more than 29 per cent of Grade 1 students should be without ECD/PPC experience by 2015 (UNICEF, 2011b). Data in Table 2-17 show that around 40 per cent of newly enrolled children in Grade 1 in 2013-2014 had no ECD/PPC experience, putting it at 11 percentage points short of the target. The Hill and Mountain eco belts have the highest proportion of children without any ECD or PPC experience, while the Terai eco belt fares best according to this data, as it has the lowest proportion of children without any ECD/PPC experience.

At the same time, the MICS 2014 data show that three quarters ( 74.2 per cent) of children attending Grade 1 attended preschool in the previous year - a proxy measure for school readiness. Children

Figure 2-13: Percentage of out-of-school children of primary and lower secondary school age by school exposure


Source: MICS 2014

Figure 2-14: Percentage of out-of-school children of primary and lower secondary school age by school exposure and gender


Source: MICS 2014
from the richest families are more likely to have had preschool experience compared to the other wealth quintiles. There is a 22.2 percentage point gap in the rate for the richest and poorest families, a sign that the inequality in participation in education already starts in preschool (see Figure 2-18).

## Internal efficiency

This section looks at the internal efficiency of the education system in terms of dropout, promotion, repetition and survival rates. Weaknesses in internal efficiency are signalled by a lack of progression from one grade to another due to either repetition or dropout.

Figure 2-15: Percentage of out-of-school children of primary and lower secondary school age by school exposure and location


Source: MICS 2014

Figure 2-19 illustrates the declining trend in dropout rates in Nepal. The dropout rate from school year 2010-2011 to 2011-2012 was 5.4 per cent at the primary level and 6.5 per cent at the lower secondary level. This was reduced to 4.2 per cent and 5.3 per cent, respectively, from the school year 2012-2013 to 2013-2014.

Figure 2-20 shows the dropout trend from Grade 1 to 8 in 2014, illustrating that dropout is highest in Grades 1 and 8, while increasing steeply after Grade 5. The high dropout in Grade 1 - around 6 per cent for boys and close to 7 per cent for girls is alarming, as a significant proportion of children are dropping out even before they reach Grade 2.

It is interesting to note that the dropout rate for girls is higher than boys in Grade 1, but lower in subsequent grades except for Grade 8. The high dropout rate in Grade 1 can also be linked to the lack of school readiness with only 40 per cent of children entering Grade 1 with ECD/PPC experience. Dropout rates for both genders are also higher from Grade 6 to 8 as compared to other grades.

The dropout rate increases gradually for girls from Grade 5 to 8, while there is a significant jump for boys from Grade 5 to 6 and then remains fairly constant up to Grade 8. The total dropout rate for girls is lower than boys both at the primary level
(4.1 per cent for girls compared to 4.3 per cent for boys) and at the lower secondary level ( 5 per cent for girls and 5.6 per cent for boys), indicating that once girls enrol in school their retention is slightly better than that of boys.

Figure 2-21 shows that the promotion rate in Grade 1 is very low in comparison to other grades, which could be linked to a lack of ECD/PPC experience as indicated above. There is a slight increase in the promotion rate from Grade 2 to 5, followed by a slight decline until Grade 8. There is not much difference in promotion rates between girls and boys.

Figure 2-22 provides an overview of repetition rates by grade. Repetition is alarmingly high in Grade 1, and generally high across all grades for both girls and boys (with no significant differences between the two). An analysis of repetition rates across South Asian countries based on UIS data (UIS, 2015) revealed that Nepal has the highest repetition rates in South Asia at both the primary and lower secondary education levels in 2015. ${ }^{15}$ Repetition is widely considered to be one of the most important dropout risk factors, ${ }^{16}$ and it also significantly increases the cost of education. The high repetition rates are therefore a serious cause for concern and is further discussed in Chapters 3 and 4.

[^14]Table 2-14: Percentage of out-of-school children of primary and lower secondary school age by school exposure and development region

| Categories of OOSC (\%) | Eastern |  | Central |  | Western |  | Mid-Western |  | Far-Western |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} P \\ (\mathrm{D} 2) \end{gathered}$ | $\begin{gathered} \text { LS } \\ \text { (D3) } \end{gathered}$ | $\begin{gathered} P \\ (D 2) \end{gathered}$ | $\begin{aligned} & \text { LS } \\ & \text { (D3) } \end{aligned}$ | $\begin{gathered} P \\ \text { (D2) } \end{gathered}$ | $\begin{aligned} & \text { LS } \\ & \text { (D3) } \end{aligned}$ | P (D2) | $\begin{aligned} & \text { LS } \\ & \text { (D3) } \end{aligned}$ | $\begin{aligned} & \text { P } \\ & (\mathrm{D} 2) \end{aligned}$ | $\begin{aligned} & \text { LS } \\ & \text { (D3) } \end{aligned}$ |
| Dropped out (\% of OOSC) | 0.9 | 31.5 | 0.8 | 18.0 | 0.8 | 63.3 | 2.2 | 54.3 | 2.2 | 34.8 |
| Expected to enter by age 17 (\% of OOSC) | 89.9 | 32.7 | 83.0 | 14.8 | 99.2 | 16.4 | 96.3 | 10.5 | 97.6 | 21.5 |
| Expected to never enter (\% of OOSC) | 9.2 | 35.9 | 16.1 | 67.3 | 0.0 | 20.3 | 1.5 | 35.2 | 0.2 | 43.7 |
| Total out-of-school children | 20.8 | 6.2 | 28.0 | 6.7 | 16.5 | 2.8 | 24.6 | 4.4 | 20.8 | 2.3 |

P - Primary school age, LS - Lower secondary school age, D2 - Dimension 2, D3 - Dimension 3
Source: MICS 2014

Table 2-15: Percentage of out-of-school children of primary and lower secondary school age by school exposure and wealth quintile

| Categories of OOSC (\%) | Poorest |  |  | Richest |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Dropped out (\% of OOSC) | P (D2) | L.S (D3) | P (D2) | L.S (D3) |
| Expected to enter by age 17 (\% of OOSC) | 3.1 | 54.5 | 0.3 | 39.0 |
| Expected to never enter (\% of OOSC) | 94.9 | 12.2 | 99.7 | 61.0 |
| Total out-of-school children | 2.0 | 33.3 | 0.0 | 0.0 |

P - Primary school age, LS - Lower secondary school age, D1- Dimension 2, D3 - Dimension 3
Source: MICS 2014

Table 2-16: Percentage of out-of-school children of primary and lower secondary school age by school exposure and mothers' level of education

| Categories of OOSC (\%) | None |  | Primary |  | Secondary |  | Higher |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | P (D2) | LS (D3) | P (D2) | LS (D3) | $\begin{gathered} P \\ (\mathrm{D} 2) \end{gathered}$ | LS (D3) | P (D2) | LS |
| Dropped out (\% of OOSC) | 1.7 | 31.4 | 0.6 | 55.2 | 0.8 | 48.4 | 0.2 | 14.6 |
| Expected to enter by age 17 (\% of OOSC) | 89.9 | 23.5 | 96.3 | 12.5 | 99.2 | 51.6 | 99.8 | 47.3 |
| Expected to never enter (\% of OOSC) | 8.5 | 45.0 | 3.0 | 32.3 | 0.0 | 0.0 | 0.0 | 38.1 |
| Total out-of-school children | 25.4 | 6.9 | 21.1 | 2.3 | 20.2 | 0.4 | 20.2 | 1.1 |

P - Primary school age, LS - Lower secondary school age, D2- Dimension 2, D3 - Dimension 3
Source: MICS 2014

The FLASH Report of DoE shows that 9.1 per cent of students in primary schools and 4.6 per cent of students in lower secondary schools repeated grades in the academic year 2013-2014.

About 86.8 per cent of children who entered Grade 1 reached Grade 5, but only 74.6 per cent survived up to Grade 8. It is important to note that with the exception of Grade 1, the risk of dropping out is higher in lower secondary grades (see Table 2-18).

Having qualified, well-trained teachers is recognized as a key factor in improving the quality of education, as well as reducing repetition and dropout rates. Teacher training in modern, learnercentred teaching techniques is essential for creating an enjoyable and effective learning environment in schools. Data from FLASH 2014 show that about 6 per cent of teachers in primary classes and 20 per cent of teachers in lower secondary classes are only partially trained or untrained (see

Table 2-19). This is an important supply aspect to be addressed, as children may be dropping out due to the poor quality of education as a result of untrained or insufficiently trained teachers.

## Underage and overage children in primary school

Research has found that being overage is a key dropout risk factor (e.g., Hammond et al., 2007). Participation in education at the correct age and grade is important as curricula, learning materials and educational activities are designed to be age appropriate. Overage students, particularly those two or more years overage, are more likely to repeat grades, to drop out of school and, likely, to have lower learning outcomes. Having underage, appropriate-age and overage students in one class also creates pedagogic challenges as all students are subject to the same curriculum regardless of their agerelated cognitive development and learning readiness. The South Asia OOSCI Regional Study (UNICEF ROSA, 2014) quoting various studies noted that children who are younger than the official school age tend to benefit less from educational activities given that their school readiness is lower, resulting in worse learning outcomes and a higher risk of dropping out.

Both MICS 2014 and FLASH 2013-2014 data indicate that a large proportion of children in school are overage in Nepal. According to FLASH 2013-2014 data, 40 per cent of children in Grade 1 were aged 6 or above and around 18 per cent aged 7 or above. Similarly, MICS 2014 data indicate that almost one fifth of seven-yearolds and around 11 per cent of eight-year-olds attending school were new entrants to Grade 1.

Many children are also underage with 5 per cent of children in Grade 1 being 4 years of age, according to FLASH 2013-2014 data.
Underage children in Grade 1 - and children without ECD/PPC experience - are at risk of being inadequately prepared for primary education. This could be an important cause of the high Grade 1 repetition and dropout rate, as previously indicated.

Data from MICS 2014 show that a significant proportion of children of lower secondary school age were studying in primary classes.
Figure 2-23 shows that the percentage of boys is higher than that of girls in the lower secondary
school age group, with 71.8 per cent of boys and 70.5 per cent of girls aged 10 (lower secondary entry age) attending primary classes. Repetition and late entry into schools can be highlighted as a major reason for dropping out.

Data in Figure 2-24 show that the percentage of overage children in primary classes is higher in rural areas than in urban areas.

Figure 2-25 shows that the Far-Western Development Region has the highest percentage of overage children in primary classes. The trend is similar in other regions while the Far-Western Development Region has about 10 percentage points more than other regions.

The education level of mothers has a significant association with the issue of overage children (see Figure 2-26). The children of mothers with no education constitute the highest proportion across all age groups, followed by the children of mothers with only primary level education.

There are more children from poor families who are overage attending primary school than their richest counterparts. Across all age groups the proportion of poor children is higher among the overage children attending primary classes than the children from the richest families (see Figure 2-27).

## Children engaged in child labour

Child labour is another important cause of school dropout or of children not enrolling in school at all. Child labour is in contravention of many national laws and international covenants, including the Convention on the Rights of the Child. Children who work will find it hard to make the most of schooling opportunities, and some will be denied their right to schooling altogether. Even when a child combines school and work, working conditions may affect the likelihood of a child continuing his/her education for example, by affecting health, causing fatigue, making a child lose focus and value school less (UNICEF ROSA, 2014).

Child labour takes a large variety of forms and its highly dynamic nature contributes to the complexity of the phenomenon. An International Labour Organization report (ILO, 2009) noted that the following forms of child labour are common in South Asia:

- Child domestic labour
- Children in hazardous child work

Figure 2-16: Reasons for leaving school among children and youths aged 5-24 years


Source: NLSS 2011

Figure 2-17: Reasons for never attending school among children and youths aged 5-24 years


[^15]Table 2-17: Children without ECD/PPC experience, 2013-2014

| Eco-belt | New entrants in Grade 1 |  |  | New entrants in Grade 1 without ECD/PPC experience |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Girls | Boys | Total | Girls | \% | Boys | \% | Total | \% |
| Mountain | 42,736 | 40,146 | 82,884 | 21,622 | 51\% | 20,073 | 50\% | 41,695 | 50\% |
| Hill | 163,374 | 161,130 | 324,506 | 82,159 | 50\% | 81,808 | 51\% | 163,967 | 51\% |
| Valley | 24,414 | 26,763 | 51,176 | 10,942 | 45\% | 11,405 | 43\% | 22,347 | 44\% |
| Terai | 233,879 | 227,624 | 461,503 | 70,960 | 30\% | 72,963 | 32\% | 143,923 | 31\% |
| Total | 464,403 | 455,663 | 920,069 | 185,683 | 40\% | 186,249 | 41\% | 371,932 | 40\% |

Source: FLASH Report 2014

Table 2-18: Survival rates of children in primary and lower secondary school, 2013-2014

|  | Survival rate |  |
| :--- | :---: | :---: |
|  | Grade 1 to 5 (\%) | Grade 1 to 8 (\%) |
| Boys | 86.5 | 73.3 |
| Girls | 87.5 | 76.0 |
| Total | 86.8 | 74.6 |

Source: FLASH Report 2014

- Children in export oriented industries, much of it home based
- Child trafficking and migration (both internally and across borders)
- Child bonded labour, particularly in agriculture
- Child labour in the informal economy

The 18th International Conference of Labour Statisticians (ICLS) in 2008 adopted the firstever set of global standards for translating the international legal standards on child labour into statistical terms. The child labour measure used in the Global Out-of-school Children Initiative is based on the measurement guidelines contained in the 18th ICLS resolution, and restricts the scope to children up to and including 14 years of age, as it is the most common upper age limit for basic schooling.

Data from the Annual Household Survey (collected during 2012-2013), shown in Table 2-20, provides an overview of the employment status of children in Nepal. Employment according to the survey refers to paid employment, working in the family business or farm, and contributing to family income without pay for more than or equal to one hour during the last seven days. According to the Annual Household Survey data, 8.3 per cent of children aged 5 to 9 years and 38 per cent of children aged 10 to 14 years are employed. For
the whole age group (5 to 14 years), one in four children ( 24.8 per cent) is engaged in child labour (i.e., employed).

The data also indicate that working children are much more likely to be out of school, in particular in the age range 10 to 14 years, with 13.2 per cent of working children out of school, compared to just 4.8 per cent of non-working children. It is also important to note that children who are in school but engaged in child labour are at higher risk of dropping out.

Children in rural areas are much more likely to be employed ( 26.9 per cent) compared with children in urban areas (10 per cent), with almost a quarter ( 23.8 per cent) of children in rural areas in school and employed.

The Nepal MICS 2014 data also show that 37.4 per cent of children aged 5-17 years are involved in economic activities/child labour, with the proportion being slightly higher for girls ( 38.3 per cent) than boys ( 36.5 per cent). The prevalence of child labour is highest for children in the poorest wealth quintile at 60.8 per cent. In relation to mother's education, children whose mothers do not have an education have the highest child labour rate at 44 per cent, while the rate of those whose mothers have primary
education is 35.5 per cent. The lowest rate of 8.6 per cent is for children whose mothers have higher education, indicating the inter-generational effect of female education.

Children affected by the 2015 earthquake Assessing the physical and infrastructural impact of the 7.8-magnitude earthquake on 25 April 2015 and its aftershocks is easier than assessing their impact on children and their ability to participate and learn in school. The Post Disaster Needs Assessment (PDNA) Report for the Education Sector by the Ministry of Education shows that 25,134 classrooms were fully destroyed and 22,097 partially damaged in 8,242 community (public) schools. Private schools also suffered with 956 classrooms fully destroyed and 3,983 classrooms partially damaged. Other damages include 4,416 toilets and water, sanitation and hygiene facilities, 1,791 compound walls and damages caused to ECD centres, furniture, libraries, laboratories, computers and other equipment.

The earthquake and its aftershocks led to the closure of schools and colleges for more than a month in the intensively affected districts, which interrupted the education of more than 1 million children for a significant period of time at a time when the academic year had just started (MoE, 2015). The academic calendar includes 220 school days per year, with 190 days for teaching-learning and the rest for examinations, extracurricular activities and other non-teaching functions.

Following the earthquake, MoE and DoE highlighted that the number of days lost as a result of school closure would be recovered through cuts in summer vacation and annual festival holidays. But it was also acknowledged that even as schooling resumed it would take some time before regular teaching-learning restarts. Most of the schools in the highly affected districts did not hold full-day classes for a one month or longer even as temporary learning centres were set up.

The PDNA report further shows that the disaster had a severely negative impact on the learning environment as many children reportedly lost motivation and confidence to study because their learning habits had been disrupted. Children in Grades 8 and 10 who needed to take the district and national level board examinations were particularly worried about passing their examination. Internal displacement due to the earthquake, with only some families moving back to their villages, also increases the risk of dropout. The PDNA report noted that "it is, therefore, likely that the affected schools might experience a decline in the children's learning outcomes in the short to medium term. There could be effects on the enrolment, attendance and internal efficiency of the system, leading to an increase in the number of out-of-school children".

The report also warned of possible increase in the numbers of children with disabilities or significant injuries for whom the temporary or transitional learning centres constructed to replace damaged classrooms could be less accessible. The demand for additional labour, both at home and in the labour market, could also lead to children, particularly those in the lower secondary and higher grades, to miss school and eventually drop out.

Table 2-21 shows internal efficiency indicators for the Most Affected Districts, Major Affected Districts and Minor Affected Districts, comparing them to the national average. ${ }^{17}$ These pre-disaster indicators give an indication of existing educationrelated vulnerabilities, which could be exacerbated as a result of the earthquake, and require special attention. Cells highlighted in red indicate where the performance is below the national average. Internal efficiency performance is lowest in Grade 1 for the Major Affected Districts, and in Grade 8 for the Most Affected Districts. The repetition rate in Grade 8 is higher than the national average across all affected districts.

[^16]Figure 2-18: Percentage of Grade 1 children who attended preschool in the previous year by wealth quintile


Source: Nepal MICS 2014

According to the PDNA report, the "total recovery and reconstruction needs for the education sector for the next five years (Fiscal Years 2016-2020) using the principle of building back better is estimated at NPR41,477.6 million (US\$414.8 million), of which the majority ( 91 per cent) is needed for the recovery and reconstruction of the school subsector".

## Children with special needs in school

 Based on FLASH Report 2014, a total of 47,882 children with disabilities were enrolled in primary school and 16,465 in lower secondary school, constituting around 1 per cent of total enrolment (see Table 2-22). This very low percentage is a cause for concern. As indicated previously, around 5.1 per cent of children aged 0 to 14 years have a moderate or severe disability, and around 0.7 per cent have a severe disability worldwide, based on the WHO Global Burden of Disease study (WHO/ World Bank, 2011). These rates are generally higher in low income countries. It appears that both Census 2011 and more recent school data on children with disabilities are only considering more severe disabilities. If moderate disabilities were included, the percentage should be much higher than 1 per cent. This indicates that the majority of children with disabilities in Nepal are probably not identified, neither in Census 2011 nor in school reporting. It should be noted thatthe Post Disaster Needs Assessment Report for the Education Sector also warned of possible increase in the numbers of children with physical impairments due to injuries following the April 2015 earthquake and its aftershocks.

An analysis of the NLSS 2010-2011 data shows that the education participation of children aged 5 to 14 years who have disabilities is much lower than those without disabilities. The gap is more pronounced in rural areas than in urban areas. A gender gap also exists in the access ${ }^{18}$ to schooling of girls and boys with disabilities. Boys with disabilities are more likely to be in school compared to girls with disabilities. The gender gap is particularly pronounced in rural areas where the school participation rate of boys with disabilities is 79.7 per cent compared to 69.1 per cent for girls with disabilities, indicating that girls with disabilities living in rural areas are more likely to be excluded from education and highlighting the multiple barriers these children face (see Figure 2-28).

### 2.6. Analytical summary

This chapter analysed the profiles of out-ofschool children through the Five Dimensions of Exclusion framework, where Dimension 1

[^17]Figure 2-19: Dropout rates of children during the school years 2010-2014


Source: FLASH Report 2014

Figure 2-20: Dropout trend in primary and secondary level by gender and grade, 2013-2014


Source: FLASH Report 2014
consists of children of pre-primary school age who are not in pre-primary or primary education; Dimension 2 consists of children of primary school age who are not in primary or secondary education; Dimension 3 consists of children of lower secondary school age who are not in primary or secondary education; Dimension 4
consists of children who are in primary education but at risk of dropping out; and Dimension 5 consists of children who are in lower secondary education but at risk of dropping out.

Nepal has achieved significant improvement in general education despite the political and economic issues faced by the country. Leveraging

Figure 2-21: Percentage of children promoted in primary and lower secondary level by grade, 2013-2014


Source: FLASH Report 2014
Figure 2-22: Repetition rates for girls and boys by grade, 2013-2014


Source: FLASH Report 2014
on the current progress, it is important to move forward and ensure that all children in the country are enrolled and retained in the school system. For this to happen, it is crucial to have data on excluded children in the different dimensions of exclusion.

The data sources used in this report are from administrative and household data sources. The main household data sources used for the analysis were Census 2011 and MICS 2014. The administrative data source used was the FLASH Reports of the Department of Education. Both administrative and household survey data were used for developing profiles for all dimensions.

According to Census 2011, about 17.9 per cent of primary school age children and 9 per cent of lower secondary school age children were not attending school in Nepal. Combining both age groups, around 14.3 per cent of children were out of school according to Census 2011. According to MICS 2014, about 23.2 per cent of primary school age children and 5 per cent of lower secondary school age children were out of school in Nepal. Combining both age groups, around 16.1 per cent of children were out of school according to MICS 2014. This shows an increase in the primary school age group, a reduction in lower secondary school age group

Figure 2-23: Overage children attending primary classes by age and gender


Source: MICS 2014
Figure 2-24: Overage children attending primary classes by age and location


Source: MICS 2014
and an overall increase in the proportion of out-of-school children since 2011.The numbers and percentage of out-of-school children of primary and lower secondary school age based on different sources are given in Table 2-23.

Among the Development Regions, the Central Development Region had the highest share (46.5 per cent) of out-of-school children in the country, based on Census 2011 data. It also had the highest out-of-school rate of 19 per cent among development regions, considerably higher than the second highest out-of-school rate of 13.8 per cent for the Eastern Development Region. Among the
eco belts, the Terai eco belt had by far the highest share of out-of-school children, home to 68.5 per cent of the out-of-school population of Nepal. It also had the highest out-of-school rate of 18.8 per cent.

Census data also revealed that some of the districts with low population density had some of the highest rates of out-of-school children, such as Bajhang, Humla, Mugu and Dolpa. There were also districts where both the number and percentage of out-ofschool children were very high, such as Banke, Kapilabastu, Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusha, Siraha and Saptari.

Figure 2-25: Overage children attending primary classes by age and region


Source: MICS 2014

Figure 2-26: Overage children attending primary classes by age and mothers' education level


Source: MICS 2014

There were some at the VDC level where the majority of children were out of school when the census was taken. For example, in Katkuiya (in Banke District), 78.2 per cent of primary school age children and 73.5 per cent of lower secondary school age children were out of school. Other VDCs with very high primary and lower secondary out-of-school rates include Akolawa (in Rautahat) and Laxmanpur (in

Banke District). It is notable that the VDCs with the highest out-of-school rates (the top five for primary school age and the top five for lower secondary school age) are all in the Terai.

A far higher proportion of children from Dalit and other low castes were not attending school compared to the national average. There are 18 castes in Nepal with more than 30 per cent of

Table 2-19: Training status of teachers by primary and lower secondary level, 2013-2014

| Training status | Primary |  |  | Lower secondary |  |  | Basic |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| Trained | 94.1 | 94.6 | 94.4 | 79.6 | 81.0 | 80.6 | 91.9 | 91.1 | 91.4 |
| Partially trained | 2.5 | 3.2 | 2.9 | 3.3 | 4.7 | 4.4 | 2.7 | 3.6 | 3.2 |
| Untrained | 3.3 | 2.1 | 2.6 | 17.1 | 14.3 | 15.1 | 5.5 | 5.3 | 5.4 |

Source: FLASH Report 2014
children in primary and lower secondary school age not attending school. The average out-ofschool rates of many low castes were above 30 per cent whereas the average out-of-school rates for many upper castes were below the national average of 14.3 per cent. Gender differences are also very prominent across the caste/ethnic groups. In most of the caste/ethnic groups, especially for Dalits and lower castes, more girls than boys were out of school.

The analysis of 15 per cent of unit level data of Census 2011 data showed that identified CWSN constitute 1.1 per cent of children in the primary and lower secondary school age group, out of whom 30.6 per cent were not attending school. The enrolment data according to the FLASH Report showed that only about 1 per cent of the total enrolment is CWSN. Census 2011 appears to consider mainly children with more severe disabilities. Thus, including children with more moderate disabilities could significantly increase the rate, noting that the average global rate of children with disabilities based on the WHO Global Burden of Disease study (WHO/World Bank, 2011) is around 5.1 per cent - a rate that is five times higher than in Nepal.

Children at risk of dropping out (Dimension 4 and 5) were analysed by looking at internal efficiency indicators such as dropout and repetition rates, and through profiles of children in school who are at risk of dropping out. MICS 2014 data showed that 1.3 per cent of out-of-school children of primary school age had dropped out of school and 6.4 per cent were expected to never enter school. The vast majority, 92.4 per cent, were expected to enter school in the future. These figures confirm that most primary school age out-of-school children are late entrants to school.

For the lower secondary school age group, about 32.7 per cent of out-of-school children had dropped out while 44.3 per cent were expected to never enter school. Almost a quarter ( 23 per cent) were still expected to enter school. Of greater concern, however, was the extremely large proportion of children starting school late between the ages of 6 and 8 .

Although the overall dropout rates in the country are declining, the higher dropout rates in Grades 1 and 8 are alarming. FLASH Report data showed that 6 per cent of teachers in primary classes and 20 per cent of teachers in lower secondary classes were only partially trained or untrained; the poor quality of education resulting from untrained or insufficiently trained teachers could be a significant contributor to the high dropout rates. Moreover, a high proportion of children was dropping out even before they reached Grade 2. This also could be linked to the lack of school preparedness, with only 40 per cent of children entering Grade 1 with ECD/PPC experience.

MICS analysis showed that about 70.7 per cent of out-of-school children in urban areas were school dropouts against 30.7 per cent in rural areas. While only a very minute percentage of out-of-school children from urban areas in primary school age were expected to never enter schools, 7.1 per cent of primary school age out-of-school children in rural areas were expected to never enter school.

The Central Development Region (16.1 per cent) and Eastern Development Region (9.2 per cent) had the highest proportion of primary school age out-of-school children. The Western Development Region ( 63.3 per cent) had the highest proportion of school dropouts, followed by the Mid-Western Development Region (54.3 per cent) in the lower secondary school age group.

Figure 2-27: Overage children attending primary classes by age and household wealth


Source: MICS 2014

While none of the out-of-school children in the primary and lower secondary school age groups from the richest quintiles were expected to never enter schools, 2 per cent of children in primary school age and 33.3 per cent children in lower secondary school age from the poorest quintile were expected to never enter schools. MICS data also revealed that out-of-school children whose mothers have secondary or higher education had better chances to be enrolled in school in comparison to out-of-school children whose mothers have primary education or below.

Data from MICS 2014 revealed that about 71.8 per cent of boys and 70.5 per cent girls aged 10 (lower secondary entry age) were attending primary classes. Further analysis showed that the percentage of overage children in primary classes was higher in rural areas than in urban areas. Among the development regions, the Far-Western Development Region had the highest percentage of overage children in primary classes. Mothers' level of education also plays a significant role as mothers of the majority of the overage children were uneducated or studied only up to primary levels. Poverty also plays a significant role as a major proportion of overage children belonged to the poorest wealth quintile.

Data from the Annual Household Survey (collected during 2012-2013) indicated that working children are much more likely to be out
of school, in particular in the age range 10 to 14 years, with 13.2 per cent of working children out of school, compared to just 4.8 per cent of nonworking children. It is also important to note that children who are in school but engaged in child labour are at higher risk of dropping out.

The 2015 earthquakes were another significant dropout risk factor. The earthquakes forced more than 1 million children out of school for a significant period at the beginning of the school year. Damage to school infrastructure was extensive, with over 50,000 classrooms damaged or destroyed. Total recovery and reconstruction needs for the education sector for the next five years (2016-2020), using the principle of building back better, are estimated at NPR41,477.6 million (US $\$ 414.8$ million), of which the majority (91 per cent) is needed for the recovery and reconstruction of the school subsector. The Post Disaster Needs Assessment Report following the earthquakes also noted that even with the resumption of classes, internal displacement, loss of learning time and other factors, such as reduced motivation and confidence, continue to increase dropout risk for children in earthquakeaffected areas and therefore could lead to higher numbers of out-of-school children.

Table 2-24 summarizes the profiles of out-ofschool children and children at risk of dropping out in Nepal.

Figure 2-28: Differences in access to education of children aged 5-14 years with and without disability by gender and location


Source: NLSS 2011
Table 2-20: Employment status of children aged 5 to 14 years by gender, location and literacy

| Category | Children not employed (\%) |  |  | Children employed (\%) |  |  | Total (\%) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Not in school and not employed | In school and not employed | Total \% of children not employed | Not in school and employed | In school and employed | Total \% of children employed |  |
| Gender |  |  |  |  |  |  |  |
| Male | 4.4 | 76.4 | 80.8 | 2.1 | 17.2 | 19.3 | 100 |
| Female | 4.1 | 65.1 | 69.2 | 4.3 | 26.4 | 30.7 | 100 |
| Urban/ Rural |  |  |  |  |  |  |  |
| Urban | 1.7 | 88.2 | 89.9 | 2.2 | 7.8 | 10.0 | 100 |
| Rural | 4.7 | 68.2 | 72.9 | 3.3 | 23.8 | 26.9 | 100 |
| Literacy |  |  |  |  |  |  |  |
| Literate | 1.1 | 70.9 | 72.0 | 1.6 | 26.4 | 28.0 | 100 |
| Illiterate | 15.3 | 71.1 | 86.4 | 8.8 | 4.8 | 13.6 | 100 |
| Age group (years) |  |  |  |  |  |  |  |
| 5 to 9 | 6.8 | 84.8 | 91.6 | 0.8 | 7.5 | 8.3 | 100 |
| 10 to 14 | 3.0 | 59.0 | 62.0 | 5.0 | 33.0 | 38.0 | 100 |
| Nepal | 4.3 | 71.0 | 75.3 | 3.2 | 21.6 | 24.8 | 100 |

Source: Annual Household Survey, 2012-2013
Table 2-21: Internal efficiency indicators for affected districts in the April 2015 earthquake in comparison to the national average

|  | Grade 1 |  |  | Grade 8 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Dropout rate | Promotion rate | Repetition rate | Dropout rate | Promotion rate | Repetition rate |
| National | 6.5 | 78.4 | 15.2 | 6 | 89.5 | 4.5 |
| Most Affected Districts | 5.7 | 79.4 | 14.9 | 6.9 | 87.9 | 5.2 |
| Major Affected Districts | 7.2 | 76.8 | 16.0 | 5.8 | 89.3 | 5 |
| Minor Affected Districts | 7.1 | 78.8 | 14.1 | 5.8 | 88.1 | 6.2 |

[^18]Table 2-22: Children with special needs attending school, 2013-2014

|  | Level | Children with special needs attending school |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Physical (affecting mobility) | Intellectually impaired | Hearing impaired | Visually impaired | Low vision | Hearing and visually impaired | Vocal and speech related | Total |
| $\begin{aligned} & \text { 근 } \\ & \stackrel{y}{3} \\ & \frac{3}{2} \end{aligned}$ | Girls | 31.0\% | 26.9\% | 15.4\% | 2.0\% | 9.4\% | 2.1\% | 13.2\% | 100\% |
|  | Boys | 31.8\% | 26.6\% | 14.9\% | 1.8\% | 8.6\% | 2.0\% | 14.2\% | 100\% |
|  | Total | 31.4\% | 26.8\% | 15.1\% | 1.9\% | 9.0\% | 2.0\% | 13.7\% | 100\% |
|  | \% of total enrolment | 0.35 | 0.3 | 0.17 | 0.02 | 0.1 | 0.02 | 0.15 | 1.1 |
| $\begin{aligned} & \text { 즈 } \\ & \text { 끄 } \\ & 0 \\ & 0 \\ & 0 \\ & n \\ & \vdots \\ & 0 \\ & 0 \end{aligned}$ | Girls | 40.2\% | 16.9\% | 13.7\% | 2.4\% | 16.3\% | 1.9\% | 8.6\% | 100\% |
|  | Boys | 40.1\% | 16.7\% | 14.9\% | 2.1\% | 14.1\% | 1.7\% | 10.4\% | 100\% |
|  | Total | 40.2\% | 16.8\% | 14.3\% | 2.3\% | 15.1\% | 1.8\% | 9.5\% | 100\% |
|  | \% of total enrolment | 0.36 | 0.15 | 0.13 | 0.02 | 0.14 | 0.02 | 0.09 | 0.9 |

Source: FLASH Report 2014
Note: DoE uses the Washington Group on Disability Statistics Questions on Functioning to collect data on children with disabilities enrolled in school.

Table 2-23: Percentage and number of out-of-school children of primary and lower secondary school age, various sources

| Source | Primary (5-9 years) |  | Lower secondary <br> (10-12 years) |  | Total <br> (5-12 years) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Out-of-school children of primary school age as percentage of total school age population | Number of out-of-school children of primary school age (millions) | Out-of-school children of lower secondary school age as percentage of total school age population | Number of out-of-school children of lower secondary school age (millions) | Total percentage of out-of-school children out of total population | Total number of out-ofschool children of primary and lower secondary school age (millions) |
| $\begin{aligned} & \text { Census } \\ & 2011 \end{aligned}$ | 17.9\% | 0.57 | 9.0\% | 0.20 | 14.3\% | 0.77 |
| MICS 2014 | 23.2\% | 0.74 | 5.0\% | 0.10 | 16.1\% | 0.84 |

Table 2-24: Profiles and characteristics of out-of-school children and children at risk of dropping out


[^19]
## Box 1: Results from a multivariate analysis on children aged 5 to 16 years

"In Nepal, children aged 5-16 years are more likely to be out of school if they are from the poorest wealth quintiles, have a disability, come from a low caste or speak an ethnic-minority language. For children in the 10-16 age group, being married increases the odds of being out of school the most."

Results from a multivariate analysis ${ }^{\star}$ carried out for the whole of Nepal using Nepal Living Standards Survey (NLSS) 2011 data on children aged 5 to $\mathbf{1 6}$ years, and then replicated for rural and urban dwellers separately, show that:

- For the whole of Nepal, the factors that increase the odds of being out of school the most are being poor, being disabled, being from a low caste and speaking Maithili or Bhojpuri at home rather than Nepali.
- For rural areas, the same factors as for the whole of Nepal increase the odds of a child being out of school.
- For urban areas, the factors that increase the odds of being out of school the most are being poor, being disabled, living in the Central or Eastern Development Regions, and speaking Bhojpuri at home rather than Nepali.

When restricting the age group to children aged $\mathbf{1 0}$ to $\mathbf{1 6}$ years, the analysis shows that:

- For the whole of Nepal, the factors that increase the odds of being out of school the most are being married, being poor, being disabled, being from a low caste and coming from the Central or Western Development Regions of Nepal.

The data used for the analysis of the 5-16 age group consist of a sample of 8,677 Nepali children, corresponding to grades of schooling 1 to 12 , taken from the NLSS 2011 data. From that sample, 821 were out of school ( 9.5 per cent) and 7,856 ( 90.5 per cent) were in school. The data are disaggregated by location to explore differences between urban and rural dwellers in the multivariate analysis: in the sample, there were 175 out-of-school urban children ( 21 per cent) and 646 out-of-school rural children ( 79 per cent) (see Figure B2).

Figure B2: Distribution of sampled out-of-school children aged $5-16$ years by rural-urban area


Note: The numbers in Figures B1 and B2 are from the NLSS sample only and do not represent the distribution of OOSC nationally. The distribution of out-of-school children within each subgroup of the sample was not calibrated for this analysis to reflect the actual distribution of out-of-school children nationally.

The data used for the analysis of the 10-16 age group consisted of a sample of 5,244 Nepali children, corresponding to grades of schooling 6 to 12, taken from the NLSS 2011 data. From that sample, 513 were out of school ( 9.8 per cent) and 4,731 ( 90.2 per cent) were in school. The data are disaggregated by marital status to explore differences between married and unmarried adolescents in the multivariate analysis: in the sample, there were 78 'ever married' children and 5,166 'never married' children; amongst the 'ever married' adolescents, 74.4 per cent were out of school ( 58 out of 78 ), whereas amongst the 'never married' adolescents, 8.8 per cent were out of school ( 455 out of 5,166 ) (see Figure B3).

[^20]Figure B3: Percentage of sampled out-of-school children aged 10-16 years by marital status


Figure B4: Distribution of sampled out-of-school children aged 10-16 years by marital status


Note: The numbers in Figures B3 and B4 are from the NLSS sample only and do not represent the distribution of out-of-school children nationally. The distribution of out-of-school children within each subgroup of the sample was not calibrated for this analysis to reflect the actual distribution of out-of-school children nationally.

The multivariate analysis on the age group 5-16 years was carried out to identify the main determinants of school exclusion amongst the 10 available independent variables selected, with 'being out of school (OOS)' used as the dependent variable for modelling. The 10 independent variables used for the analysis were:

- Location variable 1: urban or rural
- Location variable 2: ecological belt (Mountain, Hill, Terai)
- Location variable 3: development region (Far-Western, Mid-Western, West, Central, East)
- Gender: male or female
- Age: from age 5 to 16 years
- Caste: high, middle, low
- Religion: Hindu, Buddhist, Muslim, other
- Language: Nepali, Maithili, Bhojpuri, Tharu, Tamang, Newar, other
- Disability: any disability, no disability
- Wealth: wealth quintiles

The multivariate analysis on the age group 10-16 years was carried out in a similar fashion, adding one last independent variable: marital status, taking values 'ever married' or'never married'.

The method used for both was a logistic regression model of the dependent variable 'being OOS', which included the above 10 variables ( 11 variables for age group 10-16 years). ${ }^{\beta}$ For the age group $5-16$ years, three separate models were used: a national model which included all data; and an urban and a rural specific model, using only data from children living in urban and rural areas, respectively. For the age group 10-16 years, only the national model was used to keep enough data points to allow for a meaningful analysis of the impact of marital status on being out of school.

However, the distribution of out-of-school children within each subgroup of the sample was not calibrated for this analysis to reflect the actual distribution of out-of-school children nationally. As a result, the absolute numbers (the percentage increase in odds of being out of school for a particular subgroup, like urban children speaking Maithili at home) cannot be used. Figures B5-B7 should, therefore, be used with caution as they only give a visual representation of the relative impact of the independent variables on 'being OOS': the actual magnitude of the percentage increase in odds of being out of school should not be considered and are omitted from the graphs.

[^21]Figure B5: Percentage increase in odds of being out of school for age group 5-16 years, All Nepal


Note: Q1 - poorest wealth quintile; Q2 - second poorest wealth quintile; Q3 - middle wealth quintile.

Comparing both models (rural vs urban) and controlling for all other variables, it would seem that being poor, being disabled and speaking Bhojpuri at home rather than Nepali increase the odds of being out of school more in urban areas than in rural areas. It is also interesting to note that being from the Central Development Region increases the odds of being out of school in urban areas only, and being from the Eastern Development Region increases the odds of being out of school in urban areas whereas that explanatory variable is not statistically significant in the rural model.

Drawing conclusions from this analysis, it is clear that poverty (being in the lowest two wealth quintiles) is the most significant factor increasing the odds of being out of school, whether considering the whole of Nepal, rural areas only, or urban areas only. Being disabled, from a low caste and speaking Maithili or Bhojpuri at home rather than Nepali are also highly significant factors that increase the odds of being out of school in rural areas, urban areas and Nepal taken as a whole.

The results when restricting the age group to 10-16 years and including the extra independent variable on marital status are shown in Figure B8.

Figure B6: Percentage increase in odds of being out of school for age group 5-16 years, Rural


Top 7 explanatory variables

Figure B7: Percentage increase in odds of being out of school for age group 5-16 years, Urban


Top 7 explanatory variables

Note: Q1 - poorest wealth quintile; Q2 - second poorest wealth quintile; Q3 - middle wealth quintile

Figure B8: Percentage increase in odds of being out of school for age group 10-16 years, All Nepal


Note 1: Q1 - poorest wealth quintile; Q2 - second poorest wealth quintile.
Note 2: Due to the absence of calibration weighting, absolute numbers of percentage increase cannot be used and are not given; Figure B8 only shows relative impacts of independent variables included in the model on 'being OOS'.

This last model reveals a very interesting and important fact: being'ever married' is actually the variable shown to have the most significant impact on 'being OOS', all other variables being controlled for. It increases the odds of being out of school amongst adolescents aged 10-16 years much more than poverty, being disabled, being from a low caste, or coming from the Central or Western Development Regions of Nepal, which came out as the other top explanatory variables. According to MICS 2014, 48.5 per cent of women were married/in union before the age of 18, indicating a very high prevalence of child marriage. Once married, young girls often do not continue their education.

In reality of course, children face multiple deprivations, with the different independent variables used in the analysis overlapping and reinforcing each other, leading to children not going to school. For example, children could be from the poorest families, have a disability and come from a low caste, increasing their odds of being out of school.

## Recommendations

The results of the multivariate analysis highlight the need for targeted interventions to address factors that are the most significant determinants of school exclusion, bearing in mind the possibility of overlap among these factors (see Chapter 4).

There is also a need to carry out a more comprehensive multivariate analysis on the different variables or factors that keep children out of school, even to the district level. In the context of Nepal, grouping districts that are similar in their socio-economic, ethnic, caste and spoken language structure, for example, would yield more meaningful and precise results. Other education outcomes should also be modelled to look deeper into factors of exclusion and their effect on the different dimensions of out-of-school children: children who never entered, dropouts and children who enter late into school.

The analysis should also be replicated by education level (primary, lower secondary, secondary), and other types of variables should be included when relevant to the age and local context, if data are available. Other variables that could be considered are: distance to school, availability of a lower secondary and secondary school, prevalence of stunting locally, whether the child has prior ECD experience or not, availability of functioning water and sanitation facilities in school, whether the child is working or not, and whether a child has migrated or not.

The advantage of undertaking a comprehensive multivariate analysis, taking into account the variables discussed here, is that it is replicable and can provide quantitative elements to better capture the determinants of school exclusion, providing data-based evidence for sector planning, policy development and focused interventions, whether at national, regional or district level.


## Chapter 3

## Barriers and existing policies

DESPITE the policies to expand participation of children in education and targeted interventions for marginalized groups, the previous chapter shows that a substantial number of children in Nepal are still being excluded from education, especially those from vulnerable groups. Enrolling in school is also not a guarantee that children complete a full cycle of basic education, as indicated by the high dropout rates, particularly in Grades 1 and 8.

This chapter discusses the barriers to education for children in Nepal, the magnitude of children affected by each barrier, and the extent to which existing policies address these barriers. It should also be noted that while the discussion examines these barriers separately, in reality, many of them overlap, highlighting the complexity of the problem.

### 3.1. Low income level

## Introduction

Poverty is the most significant barrier to education in most countries (Epstein, 2010). Even if education is free, indirect costs of education (such as transport, uniforms and stationery) can make school unaffordable to poor families. According to the UNDP Human Development Report (UNDP, Human Development Report, 2014), Nepal, with a Human Development Index of 0.463, is placed at 157 th position among the 187 countries assessed.

The National Living Standards Survey 2011 data show that about 41.8 per cent of Nepal's population live below the poverty line, most of whom live in rural areas and are engaged in agricultural activities (ILO \& CBS, 2008). Nepal's population is predominantly rural, with almost 84 per cent living in about 4,000 Village Development Committee areas. Poverty and unemployment in rural areas are driving many to urban areas, contributing to the rapid urbanization in the country.

Research by Scheuermann (2013) identified household poverty as the dominant reason for low access to schooling by children in Nepal. Furthermore, the research concluded that poverty is the single major barrier to equity in education. Poverty-stricken households sometimes prefer that their children contribute to household income rather than to go to school, which is a significant financial burden for them (Scheuermann, 2013). Acharya (2007) argued that there is a clear correlation between educational and economic status.
Moreover, poverty in Nepal is closely linked to social exclusion - that is, caste-based discrimination, the disadvantaged position of women and girls, disadvantages due to disability, and disadvantages linked to ethnicity and language (Acharya, 2007).

A UNICEF report highlighted that about one third of Nepal's children live in poverty. According to the report, the most important determinants of poverty are household size, educational status of the household head, ethnicity/caste, residency and dependency ratio (UNICEF, 2011).

Moreover, NLSS data indicate that there is a clear association between geographical location and levels of income. The population in the Hill and Terai eco belts are poorer than the other eco belts in the country. It is probably not coincidental that the majority of children not attending school also belong to these ecological belts.

## Profiles of children

The NLSS II (2004) and III (2011) surveys indicate that children from the poorest households are much more likely to be out of school. For example, according to NLSS III (2011) data, the lower secondary net attendance rate for the richest quintile was 48.3 per cent, three times higher than the rate for the poorest quintile, which was 15.3 per cent.

NLSS (2011) data show that among those aged 6-24 years who never attended school, 30 per
cent of the parents of these children did not want them to study and 7.3 per cent found education to be expensive. With respect to children in the poorest quintile, the parents of 29.1 per cent of these children did not want them to study, and 8.6 per cent found education expensive.

Likewise, the 2014 MICS data indicate that the lower secondary out-of-school rate for children in the poorest quintile with 4.2 per cent is seven times higher than that of children in the wealthiest quintile with 0.6 per cent. Overall, more than half ( 58.3 per cent) of out-of-school children in the primary school age group belong to the poorest and second poorest quintiles, while in the lower secondary school age group, more than 67.1 per cent of the children belong to the same wealth quintiles.

AHS 2012-2013 also indicates that education exclusion is linked to poverty in Nepal. The survey shows that among the population above 5 years of age 42.8 per cent of children in the poorest consumption quintile and 35.7 per cent of children in the second poorest consumption quintile never attended school, compared to 17.3 per cent in the wealthiest consumption quintile.

To summarize, the data from different household surveys consistently indicate that a high proportion of the children who are out of school in the country are those from the poorest wealth quintiles. Children from poor families are likely to be excluded in particular at the pre-primary level, which is not free. It is important therefore to ensure that policies and strategies address this group of children to ensure they are not excluded from education.

## Existing policies

The Government of Nepal acknowledges the importance of free primary education, and has enacted legislations and implemented policies with an aim to ensure that education is accessible to all children in the country. The Nepal Education Act of 1971 ensured free primary education and scholarships for eligible students in lower secondary and secondary levels (MoE, Nepal Education Act, 1971). The Interim Constitution of 2007 ensured the right to free education for all citizens up to secondary level (GoN, Interim Constitution, 2007).

The government's plan to ensure free and compulsory education was initiated with the Eighth Development Plan in 1992 by the National

Planning Commission (NPC). The plan proposed that the feasibility of introducing compulsory primary education would be studied and a pilot project would be initiated in partnership with the Village Development Committees and municipalities (NPC, Eighth Plan, 1992). The Ninth Plan in 1997 called for making primary education easily accessible and launched programmes for gradually making primary education compulsory (NPC, Ninth Plan, 1997).

The Tenth Plan in 2002 promoted teaching in the mother tongue for increasing the participation of children from various linguistic groups and ethnic communities, and offered to take steps to gradually make free primary education compulsory. For ensuring the participation of marginalized sections of society, scholarships for children from disadvantaged communities, indigenous groups, girls, children with special needs and children from economically weaker sections were planned (NPC, Tenth Plan, 2002). In addition, textbooks until Grade 5 were provided free to all students.

Under the 2009 School Sector Reform Plan, the schooling cycles were reformed as basic and secondary education covering Grade 1-8 and Grade 9-12, respectively (MoE, 2009). Under the 2015 Constitution, the right to free education up to the secondary level was established. In addition, it established the right to free higher education for the physically impaired and citizens who are financially poor.

With the changed political scenario in 2007, the Three Year Interim Plan emphasized setting up a network from the central to VDC level to distribute scholarships, lunch and edible oil to eligible students (NPC, Interim Plan, 2007). The 2009 SSRP indicated that free basic education will include free admission, textbooks, tuition and examinations (MoE, School Sector Reform Plan 2009-2015, 2009).

There are various scholarship programmes to increase participation of marginalized groups in education. Around 3.5 million girls, Dalits, Janajatis, children with disabilities, children affected by conflict and other disadvantaged students are recipients of scholarships, midday meals and free textbooks; and in financial year 2014, about NPR1.9 billion in scholarships were distributed (ADB, 2014). Most of these scholarships were given to children at the
basic education level, though a sizeable number were also given to those at the secondary level. Their eligibility and amount received also depended on their financial status and geographic location (ERDCN, 2011). In addition, free and regular midday meals are provided to primary school students in 19 districts in the country with the purpose of encouraging regular attendance. Around 239,500 students have benefited from this initiative.

Up until 2011, the Government of Nepal provided scholarships to 50 per cent of girls in primary and secondary education. The results of the 50\% Girls Scholarship Programme showed improved enrolment rates, survival rates and GPI in primary and lower secondary levels. This paved the way for the introduction of the 100\% Girls Scholarship Programme. The provision of scholarships is a very effective strategy to encourage parents to send their children to school by reducing their economic burden. However, a study on the effectiveness of the Girls Scholarship Programme found that the amount being provided for scholarships - NPR50 to NRP500 a year as reported by scholarship holders - is not sufficient to meet the expenses for a child in an academic year (ERDCN, 2011). The vast majority of parents and female students responded that the scholarship amount was insufficient, with most indicating at least NPR800 to NPR1,000 would be needed, and parents from the lowest economic quintile indicating NPR2,000 to NPR3,000 a year.

In addition, raising awareness of available scholarships is needed. Many parents interviewed as part of the study were unaware of the girls' scholarship, in particular in the Eastern and MidWestern Development Regions and the Terai eco belt, where the majority of parents interviewed did not know about it. It is likely that scholarships often do not reach intended beneficiaries because of a lack of awareness of their existence, the eligibility criteria and the insufficiency of the amount to cover costs.

The analysis in Chapter 2 shows that there are a number of low castes (including the Dalit category) with more than 30 per cent of children in primary and lower secondary school age who are out of school. Scholarships may not cover all these children, in particular non-Dalit low castes. The provision of free textbooks reduces the financial burden for parents, but there were instances of students being asked to buy extra textbooks
themselves (CIRD, 2009). The Nepal EFA National Review Report 2001-2015 also noted incidences of parents having to pay up-front and being reimbursed later. In some instances, stipends as part of scholarships and free textbooks often arrive late into the school year or do not reach the intended beneficiaries at all (MoE, 2015).

Most of these policies can be considered as measures for ensuring an enabling environment for education in the country, addressing the issue of out-of-school children. However, the country lacks policies targeting children from povertystricken sections of society, such as scholarships specifically for children from families below the poverty line who are not Dalits. With 41.8 per cent of the population below the poverty line, according to NLSS 2011, the need for more multisectoral interventions to tackle poverty is also crucial.

Based on the findings of Census 2011, the Ministry of Education prepared a phased strategy and action plan to bring out-of-school children into basic education. Although it is a good start, with a number of interventions being listed along with the action plan, the document lacks evidence-based planning with clear-cut responsibilities for implementation. The plan proposes interventions such as reaching out to out-of-school children and providing them educational opportunities, providing entitlements and opportunities, making schools attractive and safe for children, as well as partnering with local government bodies, non-governmental and community-based organizations, private and corporate sector and media, and coordinating with other ministries and line agencies.

### 3.2. Social exclusion

## Introduction

Nepal is a very diverse country with at least 126 castes and ethnic groups as well as 123 languages spoken as mother tongue (Census 2011). Negative social and cultural norms persist in inter-caste relations, which permeate the education system. Discrimination in society, including in schools, is still persistent, especially towards Dalits and disadvantaged Janajatis despite laws against such discrimination. This also explains why children from the low castes have high out-of-school rates and low levels of learning outcomes.

Table 3-1: Out-of-school children in Dalit castes, 2011

| Caste | Total population (5-12 years) | Total OOSC <br> (5-12 years) | \% of OOSC |
| :---: | :---: | :---: | :---: |
| Badi | 8,741 | 1,209 | 13.8\% |
| Bantar/Sardar | 11,798 | 2,587 | 21.9\% |
| Chamar/Harijan/Ram | 81,327 | 26,117 | 32.1\% |
| Chidimar | 259 | 61 | 23.6\% |
| Damai/Dholi | 108,157 | 12,631 | 11.7\% |
| Dhobi | 26,541 | 7,509 | 28.3\% |
| Dom | 3,299 | 1,925 | 58.4\% |
| Dusadh/Pasawan/Pasi | 50,898 | 17,835 | 35.0\% |
| Gaine | 1,436 | 120 | 8.4\% |
| Halkhor | 989 | 442 | 44.7\% |
| Kalar | 228 | 52 | 22.8\% |
| Kami | 294,193 | 34,449 | 11.7\% |
| Khatwe | 24,478 | 7,987 | 32.6\% |
| Koiri/Kushwaha | 70,150 | 12,671 | 18.1\% |
| Kori | 2,719 | 960 | 35.3\% |
| Lohar | 25,043 | 5,219 | 20.8\% |
| Meche | 841 | 73 | 8.7\% |
| Musahar | 58,044 | 29,764 | 51.3\% |
| Pattharkatta/Kushwadiya | 685 | 206 | 30.1\% |
| Sarbaria | 1,117 | 221 | 19.8\% |
| Sarki | 84,674 | 8,794 | 10.4\% |
| Sonar | 14,791 | 2,920 | 19.7\% |
| Tatma/Tatwa | 25,825 | 8,010 | 31.0\% |

Source: Census 2011

Nepali society is characterized by a caste system, which is a stratification of people based on their social status and class. Brahmins are upper caste according to the caste hierarchy of Nepal, followed by the Chhetris and Sudras. The castes that are classified as 'Dalit' are considered as the lowest caste in the hierarchy (Acharya, 2007). Since 1963, discrimination on the basis of caste has been legally prohibited in Nepal, but it still prevails in the country. UNDP reports that census data on Dalits is not entirely accurate because many of them do not reveal their identity for fear of discrimination, as well as lack of awareness about which caste they themselves belong to, and lack of representation of Dalits among relevant staff in the Central Bureau of Statistics (UNDP, 2008). The estimates of the Dalit population based on local surveys from Dalit organizations are significantly higher than the figure derived from census data.

There are different classifications in practice for the Dalit castes in Nepal. Krishna et.al. (2009) classify the Dalit castes into Hill Dalit and Madhesi Dalit. UNICEF provides the classification as i) Dalits in the Hill areas; ii) Dalits in the Newari community; and iii) Dalits in the Terai areas (Acharya, 2007). The practice of discrimination is very evident among the Madhesi Dalits in the Terai and in the hills of the MidWestern Development Region and Far-Western Development Region of Nepal. The Terai Dalits lag behind the Hill Dalits in terms of socioeconomic indicators.

The equity strategy paper of the Government of Nepal reports that children from Dalit communities have the lowest access amongst the different caste categories to basic education, with 88 per cent access to education, whereas Brahmins (an upper caste group) have around 99 per cent

Figure 3-1: Educational attainment of adolescents aged 15-19 years by caste/ethnic or religious group, Nepal, 2011


Source: World Bank, Nepal DHS 2011 analysis from the Education Country Equality Profiles, Education Statistics (EdStats), World Bank, http://datatopics.worldbank.org/Education/wDHS/HProfiles.aspx, accessed 26 January 2016.
(MoE, 2014). However, it is important to note that there are non-Dalit caste groups that also have higher proportions of out-of-school children in the total school age population.

Castes and ethnicity often overlap with other barriers, like poverty and socio-cultural biases against girls, which exacerbate the marginalization faced by children.

## Profiles of children

According to Census 2011, the Dalit caste with the highest number of children in primary and lower secondary school age groups is Kami with a population of 0.29 million, followed by Damai/ Dholi ( 0.11 million). Other Dalit castes with a high child population include Sarki ( 0.08 million) and Chamar/Harijan/Ram (0.08 million).

Census 2011 data indicate that nationally girls are more likely than boys to be out of school. The data also reveal that these gender differences are particularly large among the most disadvantaged social groups (see Table 2-10).

As discussed in Chapter 2, more than half of the children from the Dalit castes of Dom (58.4 per cent) and Musahar ( 51.3 per cent) are out of school. Several other Dalit castes also have very
high out-of-school rates, far above the national average, such as Halkhor ( 44.7 per cent), Kori (35.3 per cent) and Dusadh/Pasawan/Pasi (35 per cent) (see Table 3-1). It is important to note that whereas out-of-school rates for some nonDalit castes are also very high, there are some Dalit castes in which the out-of-school rate is very low (e.g., 8.4 per cent for the Dalit caste Gaine), according to Census data. The non-Dalit Musalman caste actually has the highest total number of out-of-school children, constituting 14.3 per cent of the total number of out-of-school children in the country, and also has a very high out-of-school rate of 36.8 per cent.

In summary, the data indicate that many of the lower castes and in particular Dalit castes, including Dom, Musahar and Halkhor, have out-of-school rates far above the national average. However, the fact that some low and Dalit castes have quite low out-of-school rates indicates that caste is one of several factors, which may also include poverty (as discussed in section 3.1) and geographic location, highlighting the fact that out-of-school profiles cannot be simplified to a single characteristic of exclusion.

The overlap between caste/ethnicity and geographic location is clearly evident in Figure

Table 3-2: Proportion of Dalit and Janajati teachers and enrolment of Dalit and Janajati children

| Category | Percentage of teachers |  | Percentage of enrolment |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Primary | Lower secondary | Primary | Lower secondary |
| Janajati | $5.1 \%$ | $4.0 \%$ | $19.9 \%$ | $14.5 \%$ |

Source: FLASH Report 2014

3-1, which shows educational attainment, defined as completed years of education, of adolescents aged 15-19 years by caste/ethnic group. Figure 3-1, based on the Nepal Demographic and Health Survey (DHS) 2011 data, shows that Muslim and Terai Dalits have the lowest rates. The Nepal DHS 2011 data also indicate that half (51.7 per cent) of Terai Dalit adolescents aged 15-19 years have no education, the lowest in educational attainment among the ethnic and religious groupings used in DHS. The next group is Muslim children aged 15-19 years with 34.1 per cent with no education, followed by another Terai caste ( 23.5 per cent). However, only 1 per cent of Terai Brahmin/Chhetri in the same age group have no education, indicating that even in the Terai, the hierarchy among castes persists.

## Existing policies

Nepal's first Constitution in 1948 had no significant mention about the equal rights of the various castes in the country. Sub-article 4 of the Constitution of 1990 stated that "no discrimination shall be made against any citizen in the application of general laws on grounds of religion, race, gender, caste and tribe". Article 14 of the Interim Constitution enacted in 2007 stated that no one shall be discriminated on the basis of caste and for any such instance the victim will be compensated and the guilty will be punished.

The Government of Nepal has enacted various policies for addressing the issue of low castes and ethnic tribes. The Ninth Plan of the National Planning Commission in 1997 stated that scholarships would be provided to children of disadvantaged ethnic tribes. The Tenth Plan in 2002 proposed scholarships for children from disadvantaged castes and programmes of mother tongue teaching to increase participation of linguistic groups of different ethnic communities in education, and to take steps to gradually make free primary education compulsory.

The Vulnerable Communities Development Plan (VCDP) 2007 emphasized the need for government commitment to provide free education to children, and employment of bilingual women teachers from the local communities, and to provide incentives for increasing the school participation of girls and Dalit children (CIRD, 2009). The government provides scholarships to all Dalit students studying in Grade 1 to 8 for the purchase of stationery, uniforms, or both (MoE, School Sector Reform Plan 2009-2015, 2009).

The interim plan in 2007 emphasized that a network be established from the centre to the local level to distribute scholarships, lunch and edible oil to children from low castes and fill vacant positions with teachers from Dalit, Madhesi and Adibasi Janajati groups (CIRD, 2009). The overall percentages of Dalit and Janajati teachers at primary and lower secondary levels are shown in Table 3-2.

While 19.9 per cent of children in primary and 14.5 per cent children in lower secondary level are Dalits, the proportion of Dalit teachers in primary and lower secondary levels are only 5.1 per cent and 4 per cent, respectively. A similar gap exists between Janajati students and teachers at the lower secondary level, where 38.5 per cent of students enrolled are Janajati compared to 19.9 per cent of teachers.

The existing policy interventions are significant in creating an enabling environment for children from deprived communities to participate in school education. Nonetheless, scholarships may not be sufficient to make an impact to change the mindset of parents to send their children to school instead of work. The various incentives are generally targeted at children from Dalit/low castes who are enrolled in schools, but incentives are also needed to reach out to those children who are still excluded from education.

### 3.3. Disability

## Introduction

The prevailing negative attitudes of society towards children with disabilities present a major obstacle to their inclusion and participation in education (WHO, 2011). Children with disabilities in Nepal are deprived of education, basic health services, early intervention, rehabilitation and many other types of special support, which they are entitled to as citizens, as they face infrastructural barriers, social discrimination and discriminatory ill treatment in the family, and rejection from schools.

The Mid-Term Review of Nepal's School Sector Reform Plan in 2012 indicated that admission to education for children with disabilities is restricted by long distances to school, particularly in the most rural, hilly and mountainous regions, lack of mobility and parental attitudes. In addition, parents of children with disabilities are often reluctant to send them to school, believing that they lack the capacity to be educated, and also have low expectations for their children ( MoE , 2012). Schools may also resist accepting children with disabilities due to the lack of necessary facilities, physical infrastructure, materials as well as trained teachers on inclusive education. Children with disabilities are rarely enrolled in ECD/pre-primary classes, as schools perceive them as a burden and teachers require extra time and effort to manage them.

## Profiles of children

Census 2011 reported that only 1.9 per cent of the total population and around 1.1 per cent of the primary and lower secondary school age population have some kind of disability in Nepal, based on an analysis of 15 per cent of the data. ${ }^{20}$ According to NLSS data, out of those aged 6-24 years who never attended school in the past, 3.4 per cent responded that disability was the reason for not attending school. While disability was the reason for 8.3 per cent males, it was the reason for only 1.7 per cent females.

As discussed in Chapter 2, the average global rate of children with disabilities based on the WHO Global Burden of Disease study (WHO/World Bank, 2011) is around 5.1 per cent. Given that
the figures for Nepal are much lower, it appears that the majority of children with disabilities in the country remains unidentified, and hence are unlikely to be receiving the support they need to participate and learn in school.

The analysis made on the basis of 15 per cent of Census 2011 raw data shows that among the children with special needs, 30.6 per cent are not currently attending school, which is much higher than the national average. But the likelihood of being out of school very much depends on the type of disability. Around half of children with multiple disabilities ( 52.5 per cent) and mental disability (47.1 per cent) were out of school. Other types of disabilities with particularly high out-of-school rates were those with intellectual (38 per cent) and voice and speech ( 33.2 per cent) disabilities.

Plan International carried out a worldwide study in 2013 among their sponsored children, including 38,450 children below 18 years old from Nepal (Plan, 2013). Analysis of the global data set revealed that children with disabilities were 10 times more likely to be out of school compared to children without disabilities, and when they did attend school their level of schooling was below that of their peers. In this particular sample, children with physical disabilities had a particularly high out-of-school rate - around half. However, the results from Census 2011 discussed above provide a better indication of out-of-school rates by type of disability nationally.

A study by the Dynamic Institute of Research and Development (2014) commissioned by the Department of Education found that factors that hinder enrolment, retention and success of children with disabilities include:
i. Lack of publicity of the educational opportunities available to children with disabilities, i.e., special schools, integrated schools and resource classes;
ii. Lack of awareness of parents of the educational opportunities, which is a result of the previous factor;
iii. Lack of space for newcomers in the hostels of schools;
iv. Lack of transport options to get to school;
v. Lack of accessible school infrastructure for students with disabilities, as well as a lack

[^22]of facilities and support materials, such as Braille or audio books and equipment;
vi. Lack of equal treatment and behaviour of teachers towards students with disabilities;
vii. Negative peer behaviour towards students with disabilities, who are made to feel inferior;
viii. Poor condition of the hostel and food;
ix. Lack of effective approach to inclusive education, which includes the lack of differentiated teaching according to individual needs, and the lack of training of and support provided by the resource teachers;
$x$. Perceived difficulties in educating children with disabilities in higher classes.

## Existing policies

The Disabled Protection and Welfare Act of 1982 (GoN, 1982) protects the interests and rights of the disabled in the country. Section 6 of the Act upholds the right to education of children with special needs and provides for disabled people to be admitted to any educational institute to pursue education without having to pay fees, and that necessary arrangements are made to ensure that teachers teaching disabled persons have appropriate training.

The Special Education Policy of $1996{ }^{21}$ further stipulated that to place children with disabilities in mainstream education, the following arrangements should be made:
i. Collect comprehensive information on children with disabilities;
ii. Verify whether schools meet minimum physical and technical prerequisites and conditions for conducting special education programmes;
iii. Teach special education in universities and develop human resources for providing special education;
iv. Produce curricula, textbooks and other educational materials and equipment for special education to be provided free as needed;
v. Provide boarding facilities as needed;
vi. Award prizes and other recognition to commend the performance of institutions, associations and persons providing special education;
vii. Raise public awareness of disability through the common media to reduce prevailing misconceptions;
viii. Mobilize further resources through the Special Education Council.

The Basic Primary Education Plan (1991-2001) sought to promote inclusive education of children with non-severe (mild to moderate) disabilities in primary schools. To achieve this goal, the plan aimed to support primary schools to identify and assess such children, train special education teachers and provide appropriate teachinglearning materials.

The government has supported education for hearing and visually impaired children and children with intellectual disability through three separate modalities: special schools (Special Council), integrated schools (Special Council) and resource classes (SSRP classes). Although these interventions provide children with disability in rural areas with an opportunity to study, they would be required to stay in hostels as these schools are mostly not close to their homes. Living in hostels could expose them to problems such as separation from parents, lack of supervision as a result of low caretaker-student ratio (1:10), physical neglect, and opportunities for abuse and alienation from their parents (Human Rights Watch, 2011).

The Government of Nepal annually spends a sum of NPR400 million (approximately US $\$ 3.75$ million) for educating CWSN. About NPR30 million of this is currently budgeted for scholarship provisions. Presently, Braille books and materials are provided free to blind students. In addition, blind students receive assistance in writing their exams through the 'writer to write' examination. More generally, additional time is allotted to children who have difficulty writing within the normal examination time due to a disability (DoE, 2014).

### 3.4 Migration and child labour

## Introduction

Child labour is an important cause of children being out of school. It also affects children who work but continue to attend school. The duration and type of work need to be taken into account: long working hours and hazardous work activities in particular have detrimental effects on students' ability to participate and learn in class. Dropping out due to child labour is therefore not necessarily a switch from school to work, but may be a gradual process of disengagement from school.

[^23]Most working children in Nepal - both girls and boys - are involved in agricultural activities (ILO \& CBS, 2008). But there is also an invisible sector that includes unregistered migrants in the informal economy, those working as bonded labourers, children abused and exploited as child sex workers or domestic servants, and children trafficked across international borders (Acharya, 2007). According to the 2015 Trafficking in Persons Report (US Department of State, 2015), the main industries for bonded labour in Nepal are agriculture, domestic work, brick kilns and the stone-breaking industry, while forced labour also includes the embroidered textile (zari) industry.

## Profiles of children

The Nepal MICS 2014 indicates that 37.4 per cent of children aged 5-17 years are involved in economic activities/child labour, with the proportion slightly higher for girls ( 38.3 per cent) than boys ( 36.5 per cent). Of those engaged in child labour, 36.2 per cent are attending school, while 47 per cent are not, indicating a correlation between school attendance and child labour. Children from the poorest wealth quintile have the highest prevalence of child labour at 60.8 per cent. Children whose mothers do not have an education have the highest child labour rate at 44 per cent, while those whose mothers have primary education have a 35.5 per cent rate. Only 8.6 per cent of children whose mothers have higher education are engaged in economic activities.

As discussed in Chapter 2, 8.3 per cent of children aged 5 to 9 years and 38 per cent of children aged 10 to 14 years are engaged in child labour (Annual Household Survey 2014). Children who are out of school are more likely to be engaged in child labour. Children from Nepal are frequently trafficked to India and other surrounding countries to work as helpers in houses, restaurants and other informal sectors (State, 2009). Two groups of children who are particularly at risk of involvement in child labour and exclusion from education are migrant children, including seasonal migrants, and street children.

According to the 2008 Nepal Child Labour Survey, about 27 per cent of migrant child workers do not attend school, almost three quarters (73 per cent) of whom are girls (ILO \& CBS, 2008). Migrant children are defined as children aged 5 to 17 years who have moved from another village
or municipality or from another country to their current residence. About 12.1 per cent of Terai children migrated to other places, compared to 11.7 per cent of Hill children and 8.8 per cent of Mountain children. The Far-Western Development Region has the highest migration rate among the development regions. Most of the migration of children has been from rural to urban areas within Nepal, and from the Far-Western Development Region to India.

NLSS 2011 data show that a quarter ( 25.5 per cent) of those aged 6-24 years who never attended school/ college responded that they could not go to school because they had to help at home. This is another form of child labour where children are asked to perform household chores and work in agricultural fields, and are not allowed to go to school.

Street children generally consist of underprivileged and abandoned children from different parts of the country. Although there are no official data on the number of street children, it is estimated that there are around 5,000 to 6,000 street children in the country (Ryckmans, 2012). Street children are often missed in household surveys and censuses, and are thereby invisible from monitoring efforts. Special survey strategies specifically targeting street children are needed.

Some of the key reasons for children becoming street children include insecurity in the family, loss of parents, poverty, migration-induced dislocation and a combination of such factors. A study conducted among street children in Nepal found that more than half ( 58 per cent) ran away from their home or families (Ryckmans, 2012). About 16 per cent left with permission of their parents/guardians and 20 per cent of the children separated from their family due to other reasons. About 69 per cent of the children responded that their families were either very poor or poor. About 20 per cent responded that violence at home was the reason they became street children. It was also important to note that some families send their own children to work in the streets as a means of earning money.

Street children are vulnerable to sexual exploitation and drug abuse (Ghimire K. P., 2002). Many sniff Dendrite, a type of glue. It has very serious health consequences, damaging the brain, nervous system, heart, lungs, liver and kidneys,
and can sometimes even cause immediate death by cardiac arrest (Rai et al, 2002). In the words of Bijay, a 15-year-old boy living on the streets (Ryckmans, 2012, pp. 241-242):
"I left home due to family violence, but when I arrived here at first, I missed my family all the time, even though I knew they were not kind...Like me, many new little boys are still [sexually] victimized by tourists. That is why living in Thamel has both positive and negative consequences. In Thamel, I learned the English language and so now it is easy to communicate with tourists in order to beg. However, on the other hand, between the easily accessible dendrite, the street junkies and the police, I'm never able to save any money."

## Existing policies

Employing an underaged child in Nepal is a punishable offence with a penalty of a threemonth prison term according to the Child Labour Act of 1992. If the child is engaged in dangerous work, the prison term will be one year. The Act also prohibits trafficking children and doing so is punishable with 20 years in prison. The Kamaiya system, a system of bonded labour that prevailed in southern Nepal, was banned in 2002 (GoN, 1992).

Article 44 of the of the Draft Constitution of Nepal (GoN, 2015) states that no child shall be employed in factories, mines or any other hazardous work; moreover, no child shall be neglected, exploited, abused physically, mentally or sexually, or subjected to child marriage, illegal trafficking, kidnapping, or being held hostage. It further provides that any act contrary to these clauses shall be punishable by law, and children who have suffered from such an act shall have the right to be compensated by the perpetrator as provided for in law.

Bonded labour is prohibited through the Bonded Labour (Prohibition) Act of 2002, while forced child labour and transnational labour trafficking may be prosecuted under the Child Labour Act and the Foreign Employment Act. With respect to trafficking, Nepal has been a Tier 2 country since 2008 as classified by the 2015 Trafficking in Persons Report (U.S. Department of State, 2015). This indicates that the government has
not fully complied with the minimum provisions of the Trafficking Victims Protection Act, but is making significant efforts to do so with available resources. The 2015 Trafficking in Persons Report makes a number of recommendations, such as increasing law enforcement efforts and revising or drafting new legislation to bring the definition of human trafficking in line with international law (currently under the Human Trafficking and Transportation (Control) Act).

The Ministry of Women, Children and Social Welfare, with the assistance of the International Programme on the Elimination of Child Labour, has revised the National Plan of Action to include combating trafficking in women and children for sexual exploitation. In addition, the Government of Nepal has formed a number of commissions and other bodies, including the Child and Women Development Section of the National Planning Commission and the Social Welfare Council, which is responsible for monitoring social welfare activities in the country.

The government has also implemented a Flexible Schooling Programme (FSP) for children aged 8-14 years who are unable to attend school as a result of responsibilities at home or due to socio-economic problems. The formal primary education curriculum of five years is condensed into three years: Levels I, II and III. Completion of Level III is considered equivalent to Grade 5 of formal schooling (MoE, 2015).

A related programme is the Open School for Grade 6, 7 and 8 (lower secondary) offered in 25 districts (out of 75 ) in 30 schools since 2007. The lower secondary school curriculum of three years is condensed into two years and two levels. After completing Level II, students qualify for Grade 8 of formal schooling. The National Center for Educational Development also offers a condensed one-year curriculum for Open School covering Grade 9 and 10. This has been implemented since 2007 in 84 schools covering 75 districts. Upon completion of this course, students are eligible for the School Leaving Certificate examination (MoE, 2015).

While there are legal provisions for the prohibition of child labour and child trafficking, these provisions need to be better monitored and
enforced given the continuing prevalence of child labour and its impact on education exclusion.

### 3.5. Social norms and gender biases

## Introduction

According to both census and household survey data, girls are more likely to be out of school in Nepal. Cultural attitudes that consider education for girls less important than for boys are still prevalent. Girls' self-perceptions are often shaped by their traditional role in Nepalese society, which involves household duties, restricted mobility and patrilocality ${ }^{22}$ (Acharya, 2007).

In particular, the practice of child marriage for girls and the traditional view of girls as someone else's property prevent families from valuing girls' education as being equally important (Bista, 2004). This also reinforces the practice of families in giving more value to their sons' education and sending them to private schools, which are perceived to be better quality, while girls are sent to public schools or non-formal classes (MoE, 2015). Such attitudes and beliefs not only affect girls' school participation, but also has an effect on girls' perception of themselves and their role in society, and the extent to which they themselves consider education as important and relevant.

Girls in particular face the risk of sexual exploitation, with an estimated 7,000 to 12,000 children - many of them young girls - being trafficked from Nepal yearly to such destinations as Bangladesh, India and the United Arab Emirates; and it is further estimated that a significant proportion of these girls are less than 17 years old. Young girls who are poor, have dropped out from school and lack employment opportunities are particularly vulnerable to such exploitation.

## Profiles of children

Census 2011 data indicate that girls are more likely than boys to be out of school. For the primary school age group, 18.7 per cent of girls were out of school compared to 17.1 per cent of boys. The gender gap widens at the lower secondary school age group with 10.4 per cent of girls out of school compared to 7.7 per cent of boys. The gender gap also widens in favour of boys in specific caste/
ethnic groups, by wealth quintile and by urban-rural location. This shows a need to continue, as well as improve and expand, existing interventions for increasing girls' enrolment. It is also important to note that across all caste groups the number of out-of-school girls are higher in comparison to out-ofschool boys in primary and lower secondary school age groups.

The differences in out-of-school rates between girls and boys in Dalit and lower caste groups are particularly pronounced. Dalit rural women are among the most disadvantaged women in Nepal (OHCHR, 2013). According to Census 2011, only 12 per cent of Dalit women are literate. Dalit girls are especially disadvantaged and suffer disproportionally from the effects of malnutrition, infant mortality and lack of education.

DoE data show that the dropout rate for girls increases gradually from Grade 5 (3 per cent) to 8 ( 6.1 per cent), but for boys there is a big increase in dropout from Grade 5 (3.1 per cent) to Grade 6 ( 5.6 per cent), and then it remains fairly constant to Grade 8. There is currently no evidence to suggest why these differences exist, but it may be related to different kinds of responsibilities as well as working opportunities for girls and boys. For example, boys in paid employment are much more likely to have monthly rather than daily wages, and have much higher average monthly earnings than girls - around 44 per cent higher on average (ILO \& CBS, 2008). This potentially gives working boys a bigger incentive to drop out at an earlier age. Girls are much more likely to be engaged in - and spend much more time on - unpaid household work, as well as caring and child minding (ILO \& CBS, 2008). But further research would be needed to identify the causes of differences in dropout trends.

In Nepal, gender disparity in education also widens as poverty increases. Data from NLSS 2011 show that the gender gap in school enrolment is widest in the poorest and second poorest wealth quintiles and is non-existent in the richest quintile (see Figure 3-2). This clearly shows that girls from the poorest families are the most disadvantaged in accessing education.

Another important aspect relating to girls' education is the gender imbalance of teachers

[^24]Figure 3-2: Differences in school enrolment in children aged 5-14 years by gender and wealth quintile


Source: NLSS 2011
in primary and lower secondary levels. The distribution of male and female teachers according to FLASH Report 2014 is given in Table 3-3. There are more male teachers across both primary and lower secondary levels, especially at the lower secondary level where almost three quarters of the teachers are men. Given this imbalance, there is an urgent need to recruit more female teachers.

The recruitment of more female teachers is already an official government policy, along with recruiting teachers from Dalits and Janajatis. However, more efforts clearly need to be made, particularly in the lower secondary education level. Deployment of female teachers also need to be reviewed. Recruiting more female teachers is also linked to increasing girls' and women's access to education, including tertiary education. It should also be noted that more women teachers are going to private schools, likely for reasons of convenience because of location since private schools are mostly in urban areas. DoE data from 2012 indicate that 52.4 per cent of teachers in primary education and 43.4 per cent in lower secondary education in private schools are women (MoE, 2015).

The lack of separate toilet facilities for girls and boys in many schools is also a significant barrier. There also should be a sufficient ratio of toilets per pupil; the toilets need to be private and have functional water, sanitation and hygiene facilities, such as running water, soap and disposal facilities.

Child marriage is both a cause and consequence of girls dropping out of school. MICS 2014 data show that one in four girls ( 24.5 per cent) aged 15-19 years are currently married/in union. For women
aged 20-49 years, almost half ( 48.5 per cent) were married before the age of 18 . The rate is higher in rural areas (52.1 per cent) than urban areas (34.7 per cent). By geographic location, the rate is highest in the Mid-Western Development Region (67.5 per cent) and in central Terai ( 65.9 per cent).

In women aged 20-49 years, 62.7 per cent of those with no education and 57.3 per cent of those with primary education were married before 18 , compared with 16.9 per cent of those with higher education. A multivariate analysis of the NLSS 2011 data also showed that for children aged 10-16 years, marriage is one of the major factors (among 10 other variables) that lead to children being out of school (see Box 1). Girls who have dropped out of primary education or failed to make the transition to secondary schooling are more vulnerable to the social, cultural and economic forces that perpetuate child marriage.

It should be noted that keeping girls in school has been shown to deter child marriage, especially if they reach secondary education. Compared with women who have either no education or only a primary school education, the median age for marriage among girls with a secondary education is over two years higher in Bangladesh and Nigeria, three years higher in Ethiopia and Mali, and four years higher in Chad (The Office of Gordon and Sarah Brown, 2012).

## Existing policies

The preliminary policy step for ensuring girls' education was taken in 1955 when the Nepal National Education Planning Commission (NNEPC) Report recommended scholarships

Table 3-3: Distribution of male and female teachers in primary and lower secondary levels

| Level | Female | $\%$ | Male |  | $\%$ | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Primary <br> (Grade 1-5) | 78,630 | $41.9 \%$ | 109,054 | $58.1 \%$ | 187,684 | \% |
| Lower secondary <br> (Grade 6-8) | 14,434 | $27.6 \%$ | 37,914 | $72.4 \%$ | 52,348 | $100 \%$ |
| Basic (Grade 1-8) | 93,064 | $38.8 \%$ | 146,968 | $61.2 \%$ | 240,032 | $100 \%$ |

Source: FLASH Report 2014
for girls and children from disadvantaged communities. In 1971, scholarships for girls were introduced with the launch of the Equal Access for Women Education Project, which also started recruiting girls from rural areas to train them as teachers (ERDCN, 2011).

The Education For All National Plan of Action 2001-2015 included the following targets related to girls' education:

- Increasing girls' Net Enrolment Rate to 96 per cent by 2009.
- Ensuring that 50 per cent of teachers are female by 2009.
- Achievement of EFA Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- Ensuring primary education for all girls by 2015.
- Achieving 66 per cent and 75 per cent female literacy rate by 2009 and 2015, respectively.

Since then, a number of policy developments have taken place focusing on gender equality in education. In 2002, after undertaking a comprehensive gender audit of the Basic and Primary Education Programme Phase Il programme, the Ministry of Education and Sports developed a Strategic Implementation Plan for Gender Equality in Girls' Education for the period 2005-2015. Gender equality is defined in this plan as having equal opportunities with no discrimination, equal treatment, equal support and cooperation, equal investment and equal achievement. Although from an equity perspective, girls, who are already marginalized, would need more targeted investments and interventions to ensure they get the same opportunities as the boys. The 2015 EFA National Review Report highlighted a number of policies and strategies that addressed girls'
participation in school, including a policy of at least one female teacher per school, prioritizing the recruitment of female teachers, and schoollevel strategies to encourage girls to complete basic education (MoE, 2015).

A particularly successful initiative for increasing girls' participation in education was initiated in 2004 covering 14 districts. Called the 'Welcome To School' (WTS) initiative, it was launched by UNICEF in collaboration with local governments, NGOs, other UN organizations and 6,400 community groups. The initiative focused on increasing enrolment and school retention of girls, children from low caste and other disadvantaged backgrounds, although it was also very successful in increasing boys' enrolment. In addition to enrolment, it focused on improving teaching/learning environments to improve student retention.

The initiative consisted of several components, including policy development, the development of a Quality Education Resource Package for schools and communities, media advocacy, civil society monitoring and community mapping to identify out-of-school children. It also offered 125,000 scholarships and school supplies for first-time learners. The WTS initiative involved effective collaboration between partners, including community support groups and school management committees (SMCs), to fill data gaps, and identify local issues causing non-enrolment and dropout. Micro-planning tools were developed for use at the school and district level to facilitate the process of matching enrolment with required supplies, teachers and temporary classrooms. The WTS initiative went to scale in 2005 and led to an estimated increase of 21 per cent in Grade 1 enrolment in 2005 (UNICEF ROSA, 2015).

The Young Champions Initiative aimed at empowering young people, particularly girls,
to raise the demand for education is being implemented in a few districts in Nepal. In recent years, Young Champion youth volunteers have been mobilized to support an innovative Afterschool Programme, which targets disadvantaged girls and provides life skills, peer-led homework support and engagement in sports. Initial findings indicate these activities have boosted the confidence of girls not only in sports, but also in their studies.

The Government of Nepal and its partners have clearly taken significant steps in the promotion of gender equality in education. Much progress has been made in girls' school attendance and retention. Nevertheless, continued higher out-ofschool rates for girls and a significant imbalance in the female-male teacher ratio indicate that there is still much work ahead to ensure that all girls - in particular girls from disadvantaged backgrounds have equal opportunities to quality education.

### 3.6. Supply constraints: school infrastructure and staffing

## Introduction

Constraints in school infrastructure, poor quality facilities, and lack of teachers and staff are major barriers that affect the quality of education and could push children out from school. This section looks at constraints in school infrastructure, availability and quality of ECD centres, the pupilteacher ratio and the pupil-classroom ratio as well as the availability of other schooling inputs.

## School infrastructure

The National EFA Review Report (2015)
indicated that the quality of school infrastructure and resources varies greatly by geographic area. For example, schools in the Terai eco belt often lack adequate classroom space and teaching materials to accommodate the large population of students (MoE, 2015). The report also noted that most schools in the country lack adequate learning resources and do not have playgrounds, science laboratories and libraries. Clean drinking water and functioning toilets are also not readily available (MoE, 2015).

Availability and quality of school infrastructure and facilities also varies by type of school. Thapa
(2011) highlighted that, except for the relatively few schools funded by donor agencies, most of the community schools have poor infrastructural facilities (Thapa, 2011). There are many community schools where classes are held in open fields, and there are also instances of flooding in classrooms during the monsoon season. Data from 2012 in the National EFA Review Report (2015) show that about 20 per cent of community schools do not have urinal facilities and 34.8 per cent of community schools do not have separate toilet facilities for boys and girls. The absence of separate toilets in schools for girls hinders their participation, especially in secondary school as discussed in section 3.5 on gender inequality.

An issue related to school infrastructure and facilities is high repetition rates, which can cause congestion in classes, and impact available seats, pupil-teacher ratio and adequacy of school facilities. An analysis of repetition rates across South Asian countries based on UIS data (UIS, 2015) revealed that Nepal had the highest repetition rates in South Asia at both the primary and lower secondary education levels in 2015. ${ }^{23}$ Repetition rates are particularly high in Grade 1 (15.2 per cent), which can be linked to children lacking or having inadequate ECD/PPC experience prior to entering Grade 1, as well as the significant proportion of children who are overage and underage.

Another issue facing some children is long travel times to school, although the situation has improved over the past decade. Difficulty accessing schools is mainly an issue in remote and rural areas, especially in the Mid-Western and Far-Western Development Regions, and in the eastern Hills. Often children must walk long distances or through difficult terrain. Access to secondary schools is particularly difficult in parts of the country. For example, there are many villages in the Chitwan District that only have a primary school, and children have to walk several hours a day to reach secondary schools (Integrated Regional Information Networks, 2011). Such barriers become even more formidable during the monsoon period (see section 3.8 on emergencies and civil strife).

Data from NLSS reveal the proportion of households for which the nearest primary schools

[^25]Table 3-4: Percentage of households by time taken to reach the nearest primary school

| Year | $<\mathbf{3 0}$ minutes | $\mathbf{3 0 - 6 0}$ minutes | $60-120$ minutes | $\mathbf{1 2 0 - 1 8 0}$ minutes | $>180$ minutes |
| :--- | :---: | :---: | :---: | :---: | :---: |
| $1995-1996$ | 88.4 | 7.9 | 2.8 | 0.3 | 0.5 |
| $2003-2004$ | 91.4 | 6.5 | 2.0 | 0.1 | 0.1 |
| $2010-2011$ | 94.7 | 4.4 | 0.9 | 0 | 0.1 |

Source: NLSS-I, NLSS-II and NLSS-III, CBS (1996, 2004 and 2011)
is within 30 minutes of travel time, in accordance with government policy. Overall, the percentage of households living less than 30 minutes from the nearest primary school increased from 88.4 per cent in 1995-1996 to 91.4 per cent in 2003-2004, and to 94.7 per cent in 2010-2011 (see Table 3-4). There are still notable differences between rural and urban areas, however, with less than 1 per cent of households in urban areas having no primary school within 30 minutes of travel time, compared to 6.6 per cent of households in rural areas.

The percentage of households accessing the nearest primary school within 30 minutes is the lowest for the rural eastern Hills (86 per cent), followed by a similar percentage for the rural mid-western and far-western hills (87 per cent). In the same way, the richest households have a lower mean time ( 8 minutes) than the poorest households to reach primary school (18 minutes).

The training of teachers, pedagogy used and availability of teaching-learning materials also remain an issue. Teaching and learning materials are especially relevant in low-income countries with large class sizes, a high proportion of unqualified teachers, and, thus, reduced hours of contact (UNESCO, 2015). The efficiency of the distribution of textbooks and teaching-learning materials in Nepal needs to be improved, with reports that some schools either receive learning materials late into the school year or not at all.

The effective implementation of School Improvement Plans continues to be a challenge, and the mechanism for allocating district budgets to schools is not adequately aligned with these plans, further affecting the quality of school infrastructure and facilities (MoE, 2016).

## ECD centres

There has been a rapid expansion of ECD centres since 2004. There were only 5,023 ECD centres in 2004, which grew to 24,773 in

2009 and then to 35,121 as of the 2014-2015 school year (Van Ravens, 2009; FLASH Report 2014). Three types of ECD centres can be distinguished: school-based, community-based and private. DoE refers to private ECD centres as 'institutional', and makes no distinction between community-based and school-based ECDs (UNICEF, 2011b). Most of the ECD centres (85.5 per cent) are public schools.

In spite of the growth in ECD centres, around 40 per cent of the children newly enrolled in Grade 1 in the school year 2013-2014 had no pre-primary experience, as discussed in Chapter 2. This is 11 percentage points short of the 2015 target specified in the 2009 School Sector Reform Plan (UNICEF, 2011b). One issue is the cost of ECD - three- and four-year-olds from the wealthiest families are several times more likely to be enrolled in ECD compared to those from poorest families, according to DHS 2006 data (Van Ravens, 2009). A second issue is the lack of availability of ECD centres throughout the country. There is much better coverage of ECD centres in urban areas compared to rural areas. A third issue is the quality of ECD centres, particularly schoolbased and community-based centres.

Van Ravens (2009) indicated that "there is a broad consensus that in the rapid expansion of ECD services in Nepal, the quality of these services has fallen generally far below the level that is desirable" (p. 23). One indicator of quality is the child-educator or child-facilitator ratio. Currently only the number of children per ECD centre is monitored, which is an average of 29 children per ECD centre, with the DoE target being a minimum of 1:20 and a maximum of 1:25 (FLASH Report 2014). The child-educator ratio would give a better idea of the quality of ECD centres and whether there is 'over-enrolment', since there may be more than one educator and more than one class in an ECD centre (such as in private and/or large ECD centres). This is further discussed in Chapter 4.

It is also important to monitor the qualifications and training of ECD facilitators or educators. The Flash Report only provides information on the training status of teachers at the levels of primary, lower secondary and basic education, but not for ECD. But the lack of training may be a much more serious issue at ECD level. According to Van Ravens (2009), key issues are the great difficulty in finding ECD facilitators who meet the minimum requirement of having passed Grade 10 in poor districts, and the fact that many facilitators have not received any training. Remuneration for ECD teachers and facilitators also remain low, which is a concern in retaining qualified professionals.

Although EMIS is a robust data management system, the quality, accessibility and use of its data need strengthening to prevent the inclusion of inflated enrolment numbers. The schoolbased Integrated EMIS will address the need for individual student level data and should inform equity-based education indexes and targeted allocations, and record the distribution of scholarships and incentive schemes (MoE, 2016).

One of the key factors influencing the quality of education in Nepal is the lack of a practical and child-friendly approach to teaching and learning (MoE, 2015). The usefulness and relevance of what is taught in school in daily life remains a key challenge although there have been efforts to reflect local content in the curriculum.

## Existing policies

The 2009 School Sector Reform Plan called for restructuring of schools to prescribed levels - upgrading, merging and downsizing schools with fragmented grades. The SSRP proposed a 40:1 class size as the norm to estimate the number of classrooms required, and specified that classroom size should allow at least 1 square meter per student per classroom. It also specified the minimum number and maximum number of students to be permitted in a school; if the student population exceeded the maximum number, approval must be obtained from the local authority to retain such numbers. In addition, every classroom should have sufficient age-appropriate furniture and fixtures - including sufficient desks and benches for all students, a bookshelf, teacher desk, writing board, cupboard for keeping educational materials and provisions for display materials (MoE, 2009).

SSRP further specified that each school must have its own building and compound with playground (MoE, 2009). It also indicated that schools must have at least two separate toilets - one for girls and one for boys. The plan recommended that there should be at least three toilets, of which at least one should be allocated for girls in primary school (Grade 1-5), and at least five toilets, of which at least two must be allocated for girls, in lower secondary school (Grade 6-8). This was part of the overall SSRP strategy to bring the hardest-to-reach children into school, especially girls and children from marginalized groups, and improve the quality of school education (MoE, 2009).

UNICEF's advocacy has also led to significant government resources allocated for WASH facilities in schools. A 'School WASH standard' has been adopted and the construction of gender- and disability-friendly WASH infrastructure was initiated in 2014.

### 3.7. Language

## Introduction

According to Census 2011, there are 123 different languages in Nepal (CBS, 2012). Nepali, the official language, is the mother tongue for less than half ( 44.6 per cent) the population. Other major languages in the country include Maithili (11.7 per cent), Bhojpuri ( 5.8 per cent), Tharu ( 5.8 per cent) and Tamang ( 5.1 per cent). There are also a number of languages spoken by only 1 to 3 per cent of the population. When inadequately addressed, this diversity of languages acts as another barrier to children's education participation in Nepal.

## Profiles of children

The education system in Nepal is predominantly in the Nepali language. However, only 4.2 per cent of the population in the Mountain, 27.3 per cent in the Hill and 13.2 per cent in the Terai speak Nepali as their mother tongue. The need to provide mother tongue education in different languages poses significant challenges to the education system. Even after many years of schooling in Nepali, most linguistic and ethnic minorities have difficulties in expressing themselves in the official language at school. Language also, therefore, poses a significant barrier for these children who speak
a language other than Nepali at home, many of whom drop out in Grade 1 (Acharya, 2007).

Language is also associated with culture and different learning styles (Acharya, 2007). Mainstream schools lack a pluralist approach to teaching and learning, that is, teaching methods typically take a one-size-fits-all approach, and are not adapted to the different languages and cultures of students. This not only makes it difficult for children with non-Nepali language backgrounds to learn and participate in class, but they could also be discriminated against.

A major problem is that teachers often do not speak the mother tongue of students in their classroom. A related issue, as discussed in section 3.2, is that the proportion of Dalit and Janajati teachers is comparatively low in relation to the child population from these groups (see Table 3-2). Acharya (2007) indicated that the presence of Nepali-speaking teachers in the Janajati-dominated schools made many non-Nepali-speaking children uncomfortable. Most of the teachers were monolingual and very few of them were able to learn their students' mother language. Non-Nepali-speaking children, therefore, may gain mechanical language skills but often cannot fathom the intent of the lesson, because it is foreign to their language and culture.

The lack of teaching and learning aids in local languages is another constraint in teaching in the mother tongue. Additionally, the way Nepali textbooks are written and the way Nepali is taught in the classroom do not help students acquire language skills; in Nepali classes the emphasis is usually on teaching literary aspects rather than the language (Mathema, 2007).

The 2011 National Assessment of Student Achievement (NASA) indicated that Madhesi students in particular struggle with Nepali, with half (51 per cent) classified at the lowest levels (NASA, 2013). At most, they were able to write "brief, simple messages (personal letters, notes), which are related to everyday needs". Almost half of the Madhesi students were at the level at which their Nepali reading ability is limited to "simple texts containing the most common vocabulary".

For many other language groups, reading ability was also low, with a high proportion of Limbu (42 per cent), Tharu (35 per cent), Magar (30 per cent) and Gurung (28 per cent).

The 2013 NASA results likewise indicate nonNepali home language groups generally have much lower achievement than the Nepali home language group, with some exceptions (such as the Newari and Sherpa home language groups) (MoE, 2015). There is also a significant achievement gap between rural and urban areas, with students in urban areas having better results.

## Policies

The origins of mother tongue education in Nepal can be traced to the Constitution of 1990, which established the right for each community to establish schools in their own mother tongue up to the primary level. Various plans and policies created thereafter, including the School Sector Development Programme, emphasized the need to provide mother tongue education and hire teachers from the respective castes who could speak the local languages. The Constitution of 2015 established the right to mother tongue education up to the secondary level.

Moreover, the Nepal EFA National Plan of Action (2010-2015) includes an additional goal - the 7th goal - to the six EFA goals. The 7th goal that is unique to Nepal calls for "ensuring the right of indigenous people and linguistic minorities to basic and primary education through mother tongue" (MoE, 2015).

To promote the use of local languages, 21 textbooks have been developed by the Curriculum Development Centre for different languages based on the curricula it developed. The National Center for Educational Development has also developed training packages, which have been implemented through the 10-day Teacher Professional Development modules trainings. In addition, there are textbooks developed in some of the major languages for early grades (MoE \& UNESCO, 2015). A National Multi-lingual Education (MLE) Steering Committee has also been formed as the apex body for making MLE policies and guidelines.

### 3.8. Emergencies and civil strife

## Introduction

Nepal, like most countries in South Asia, is prone to disasters caused by natural hazards, like floods, landslide, drought, cold wave, disease outbreaks and earthquakes, as evidenced by the destruction from the 7.8 magnitude earthquake on 25 April 2015. In addition to death and destruction, emergencies also lead to large-scale displacements and put children at great risk. Emergencies impact the education sector through the destruction of school infrastructure and children missing out on school days (UNICEF ROSA, 2014).

The country has also been affected by civil strife, with a decade-long conflict from 1996 to 2006 having a major impact on the education sector. The promulgation of the new Constitution, which took effect on 20 September 2015, also led to widespread protests in the Terai and an economic blockade for several months leading to the prolonged closure of schools and affecting the daily lives of people.

## Profiles of children

The 2015 earthquakes in Nepal severely affected the education sector and especially infrastructure. The details of the cost of the impact are summarized in Table 3-5.

The largest damage in the education sector as a result of the disaster was suffered by the school education subsector, accounting for 88.8 per cent of the total damages and losses. A total of 8,242 community (public) schools were affected, with 25,134 classrooms fully destroyed and another 22,097 partially damaged. In addition, 4,416 toilets and WASH facilities and 1,791 compound walls were damaged. The disaster significantly reduced the availability of infrastructure in affected districts (MoE, 2015). Thousands of pupils and their teachers in affected areas have continued school in makeshift tents and other types of temporary housing functioning as temporary schools. This is testimony to the resilience and dedication of families, children and teachers in continuing education in spite of the difficult circumstances.

The PDNA report undertaken after the earthquake noted that it is likely that there will
be an increase in the numbers of out-of-school children, particularly in the most affected districts. The demand for additional help at home and in the labour market could also lead to children, particularly those in the lower secondary and higher grades, to miss out on school and eventually drop out.

The indefinite bandhs (general strike) in the Terai organized by Madhesi-based political parties dragged on for over five months from September 2015 to early 2016. This led to the closure of educational institutions in affected areas. A border blockade also led to shortages of fuel, cooking gas and basic commodities in the country, impacting the poorest families the most. Worried by the impact of this on the education sector, various development partners in education - Australian Aid, European Union, Finland, Global Partnership for Education, Japan International Cooperation Agency, Norway, UNESCO, UNICEF, World Bank and World Food Programme - issued a statement in December 2015 on the importance of education. The statement noted that "According to the Government of Nepal, the current school closure in Nepal is putting an estimated 1.6 million children at risk of not completing their primary education...". Disruption in the school attendance of these children puts them at risk of not going back to school and therefore joining the ranks of out-of-school children in Nepal.

The overall impact on enrolment, retention and learning of children as well as on the overall economy of Nepal has yet to be fully calculated, but initial reports already indicate it will set back the gains made in education as well as in the economy. As such, Nepal will be unable to meet the targets committed under Millennium Development Goal (MDG) 2 and is even likely to be threatened in its ambition of graduation from the status of Least Developed Country by 2022 (MoE, 2015).

## Existing policies

In 2014, the government endorsed a strategic plan for increasing disaster resilience for schools. Comprehensive school safety implementation guidelines have been developed for education. Under the School Sector Reform Plan, a School Safety Thematic Group has been reorganized to provide technical assistance and to oversee the

Table 3-5: Loss due to recent disaster (in Nepalese Rupee Millions)

| Subsector components | Disaster effect |  |  |  | Ownership by sector |
| :--- | :---: | :---: | :---: | :---: | :---: |
|  | Damages | Losses | Total | Public | Private |
| School (Grades 1-12) | 401.77 | 11.76 | 413.52 | 111.63 | 301.90 |

Source: Post-Disaster Needs Assessment for the Education Sector, MoE, 2015
implementation of school safety interventions, including integration of disaster risk reduction (DRR) and climate change contents into the curriculum and teacher-training modules for Grade 1-10. UNICEF, in collaboration with UNDP, also supported the government develop a multisectoral comprehensive Disaster Risk Management Plan, which covers DRR measures, disaster preparedness and response, and early recovery.

In August 2013, almost all political parties in Nepal signed a joint commitment to make schools as ‘zones of peace’ (SZOP), protecting schools from political interference. Schools in the country have developed a code of conduct to implement SZOP, allowing them to be open even during general strikes. Districts have also integrated the SZOP Framework in their Annual Strategic Implementation Plans and reinforced their commitment to safeguard children's uninterrupted right to education.

In response to the 2015 earthquake, various policies and development plans have been set out in the Post-Disaster Needs Assessment for the Education Sector (MoE, 2015). This includes a nationwide policy and implementation plan for education safety and making buildings more resilient to different kinds of disasters. In addition, it specifies that future education institutions should have better facilities and infrastructure, such as separate sanitation facilities for girls and boys, energy and communication connectivity, libraries and laboratories, and playgrounds.

### 3.9. Governance and financing bottlenecks

## Introduction

Nepal has been transformed into a federal democratic republic following the promulgation of the new Constitution in September 2015. This
will build on the already existing decentralized governance in the country started in the 1990s. Village Development Committees, municipalities and District Development Committees (DDCs) were set up as the main local administrative units for decentralized governance involved in local planning and development works. These local bodies are responsible for local governance under the Local Self Governance Act of 1999 and the Local Self Governance Regulation of 1999, among others (MoE, 2016).

However, the government's capacity to enforce statutory and legal provisions related to education, including weak local governance, remains a challenge. For example, the Government of Nepal initiated the Compulsory Education Action Plan in 2009 with an aim to provide free and compulsory education to all school age children. It was initially implemented in three districts, and planned to be implemented through the local governments at the VDC level. However, the proper implementation of this strategic plan was hindered by the absence of elected local governments at the VDC level. For effective implementation, there is a need for strong mechanisms to monitor its implementation. Although many policy documents call for making education compulsory, the Government of Nepal has yet to come up with any such directive to ensure that all children are enrolled in school (CIRD, 2009).

At the same time, the government has formulated a school education regulation for the management of community schools whereby communities have both authority as well as responsibility to develop and operate schools. School Management Committees have been set up to contribute to needs-based planning and quality assurance of education in schools (MoE, 2016). However, more efforts are needed to empower SMCs, strengthen members' capacities

Figure 3-3: Expenditure on education as percentage of GDP, Fiscal Year 2009-2010 - 2013-2014


Source: National Education Accounts, MoE, UIS and International Institute for Educational Planning, February 2016
and clearly review the roles they should play, including membership composition.

Furthermore, the Nepal EFA Review Report notes that there is no clear government system to help children lacking birth registration, children affected by HIV and AIDS, children whose parents are in jail and children displaced by internal or external conflict (MoE, 2015). Birth registration remains low in Nepal, and yet it is crucial for children to claim their basic entitlements from the government. According to MICS 2014, only 58.1 per cent of children under five have had their births registered with civil authorities; the rate is lowest among the poorest wealth quintile with only 8.4 per cent registered.

## Education finance

Total expenditure on education (all sources) as a percentage of GDP is 9.3 per cent (2014-2015), with government expenditure on education representing 4 per cent of GDP. Figure 3-3 shows that this percentage has remained relatively constant over the years, increasing just slightly from 2010. The education expenditure in Nepal meets the international benchmark of 4 to 6 per cent of GDP as specified in the global Framework for Action for Education 2030/SDG
4. Government expenditure for education as a percentage of total government expenditure was 16.1 percent in 2014-2015, which is also in line (although at the lower end of) with the international benchmark of 15 to 20 percent. However, it needs to be taken into account that the education sector suffered extensive losses and damages as a result of the earthquake. It
therefore requires an increased investment to (i) rebuild and restore educational facilities, (ii) fund educational interventions, such as addressing the needs of teachers and students in coping with the situation post-earthquake and strengthen disaster preparedness, and (iii) for the planned restructuring of the education system to increase its capacity to deal with natural disasters.

More than 80 per cent of the government's education budget is allocated to school education, and within that about 60 per cent goes to basic education, in line with the government's commitment to achieve the education MDG and EFA targets. Foreign aid has also been an important component of the total government spending in education. On average, development partners have accounted for more than 22 per cent of the total education budget although it decreased to 13 per cent in fiscal year 2015 (GoN, MoE, 2015).

The system is also still plagued with late release of funds, reporting delays, lapses in financial record keeping by the schools due to weak public financial management. Most schools carry out social and financial audits but this has not yet led to the envisioned strengthening of schools' public financial management (MoE, 2016). It is also important to take note of the role of non-state actors in the governance of education budgets and efficient allocation of resources. There are examples from other countries where NGOs/civil society organizations work together to improve the transparency of education budgets and therefore reduce corruption.

Figure 3-4: Household expenditures on education


Source: National Education Accounts, MoE, UIS and International Institute for Educational Planning, February 2016

Figure 3-4 shows the amount spent on education by households. Fees to private institutions account for a large share of household expenditures on education, followed by textbooks and supplies. Households fund around 48.4 per cent of education expenditures (with the rest funded by the public authorities) for all levels of education. The contribution of households is 55.5 per cent, 33.6 per cent and 43.6 per cent for pre-primary, primary and lower secondary level, respectively. The cost of essential indirect costs of education are substantial. Therefore, while school is free, it is likely that many poor households are unable to afford the costs of education. This reinforces the urgent need for scholarships to target poor households who do not fit other eligibility criteria for currently available scholarships.

## Donor coordination and pooled funding

 Nepal has been implementing the School Sector Reform Programme for the development of a comprehensive school sector reform since 2009. The SSRP 2009-2015 and the Twelfth and Thirteenth Interim Plans (2010-2013; 2013-2016) constituted the core of the long-term plan and were developed in collaboration with education development partners.The government at the time of writing of this study, is developing the seven-year School Sector Development Plan, based on a first phase five-year School Sector Development Programme, which is being appraised and in the process of endorsement. The programme will include budgeted activities and implementation arrangements. Implementation will be done through a Sector Wide Approach, which is based on a Joint Financial Arrangement between the government and development partners.

This joint funding modality in Nepal has led to increased funding by a consortium of education development partners collaborating with the government. According to the National Education Accounts report in fiscal year 20142015, external sources contributed to 6.1 per cent of total education expenditure, while the government through the MoE and Ministry of Federal Affairs and Local Development budgets, including District Development Committees and Village Development Committees, covered 37.7 per cent and the remainder of funds came from households and internally generated funds by education institutions.


## Chapter 4

## Recommendations

THE GOVERNMENT of Nepal is committed to providing free basic education to all citizens through its Constitution and various policy measures. Nepal is also committed to increasing secondary school enrolment in line with the Post2015 SDG Agenda. While there has been much progress in increasing school enrolment over the past decade, significant barriers to education remain to be overcome to ensure that all children enter school on time, with ECD/PPC experience, and complete a full cycle of basic education. Education benefits not just individuals, but all of society, such as through lower unemployment rates, reduced criminality, better social cohesion and economic development.

This study provides a comprehensive picture of the characteristics of out-of-school children in Nepal as well as children in school but at risk of dropping out. It is hoped that it will be used as evidence base for immediate reforms and action to end exclusion in education in Nepal, and also in view of the government's commitment to meet the Sustainable Development Goals by 2030.

This chapter provides general recommendations for consideration, followed by specific recommendations for each barrier in education, many of which overlap, identified in Chapter 3. The specific recommendations are aimed at strengthening existing interventions in the education sector of Nepal to ensure that all children are enrolled in school, regardless of characteristics such as caste, ethnicity, disability, gender, geographic location and household wealth.

This chapter also includes recommendations on strengthening the data and monitoring of out-ofschool children and children at risk of dropping out as well as areas for further research.

## General recommendations

1. Ministry of Education to collaborate with other ministries
MoE to collaborate with other ministries to implement multisectoral to implement multisectoral interventions at scale that address overlapping barriers leading to multiple deprivations. This study shows the complexity of the problem facing out-of-school children and children at risk of dropping out, and that solutions go beyond just education. For example, poverty comes out clearly as a key factor keeping children out of school, and is also a big factor pushing children into child labour and even to being trafficked. But scholarships are currently not reaching all families and children who need them most. In particular, they do not reach the poor who do not meet any scholarship criteria, and do not reach those who are eligible yet fall through the net. ${ }^{24}$

Besides harmonization of scholarship allocations with poverty as a key criterion, efforts need to be made to ensure scholarships reach those who need them most. In addition, interventions that promote employment and livelihood generation for the poorest of families and other initiatives to tackle economic barriers are needed.
2. Strengthen targeted interventions to focus on specific groups of children, schools, VDCs and municipalities
Targeted interventions focusing on specific groups of children, low-performing schools and VDCs and municipalities need to be strengthened. The analysis in this study shows that specific groups of children (e.g., Musalman, Terai Dalits, girls especially from rural areas, children with disabilities) have

[^26]higher education exclusion rates. In some VDCs and municipalities, more than half of children aged 5-12 years are out of school. This emphasizes the need for focused interventions, which also include refining the monitoring system to allow monitoring improvement of education access of these groups and areas, and instituting a needsbased allocation to provide appropriate support and resources.
3. Refocus efforts and resources, and strengthen monitoring
Refocus efforts and resources, and strengthen monitoring to translate policies
into action and positive change for the most marginalized children in Nepal. This study shows there is a wealth of policies already in place aimed at ensuring ALL children have access to quality basic education. This reflects the government's strong political commitment to education. There is also a wealth of data being collected that can be used to inform policies and interventions. However, there are data quality issues that need to be addressed, and existing data need to be better and more routinely utilized to identify gaps and interventions to inform clear plans of action and resource allocations.

## Specific recommendations

### 4.1 Low income level

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - $41.8 \%$ of population live below the poverty line (NLSS 2011) | - Free education up to secondary level | - Education not yet compulsory through legislation |
| - More than $60 \%$ of out-of-school children fall in the lowest two wealth quintiles (Census 2011) | - Scholarships for socially disadvantaged groups, girls <br> - Compulsory education action plan | - Scholarships not sufficient for meeting the indirect costs of schooling and does not cover all children from the poorest families |
| - Around 3.5 million girls, Dalits, Janajatis, children with disabilities, children affected by conflict, and other disadvantaged | - Free and regular midday meals in public primary education schools in 19 districts | - It is likely that scholarships often do not reach intended beneficiaries, in particular when parents/guardians are unaware of their existence and eligibility criteria |
| students are recipients of scholarships, midday meals and free textbooks | - MoE phased strategy and action plan to bring out-of-school children into basic education | - Although public education is technically free, there are instances of schools requesting students to buy extra textbooks or pay for textbooks to be reimbursed later |
|  |  | - Low education, literacy rates of parents, particularly mothers |

## Recommendations

- Enact legislation for compulsory education

Parliament amended the Education Act in June 2016 to ensure that all school age children attend school and parents have the responsibility to ensure that their children are enrolled and retained in school.

- Revise scholarship structure to target the most disadvantaged children
The scholarship structure should be revised to include the economic status of the household as a criterion for selection. This would require the development of a
strong government information system with data on personal income (Van Ravens, 2009). It is important that policies targeting disadvantaged children also focus specifically on poor children. This will enable children from poverty-stricken families who were previously excluded to be included under the scholarship programme, irrespective of their caste or social status.

Moreover, strategies and interventions should consider poverty in combination with other factors of disadvantage, such as poverty, disability and belonging to the Dalit caste, to ensure that the most
disadvantaged children receive additional financial incentives and support. Exclusion from education is often due to a combination of interrelated factors (such as poverty and caste), and this needs to be reflected in policies and interventions targeting disadvantaged children.

- Ensure scholarships reach intended beneficiaries
Scholarships are not always fairly distributed at the local level to those who are eligible to receive them. A communication campaign is needed to raise awareness of rights to scholarships, such as through local women's groups, as well as accountability mechanisms to follow the grant and ensure it reaches the intended beneficiaries.


## - Increase scholarship stipends

The current stipend of scholarships needs to be increased to allow families to meet education expenses, mostly indirect costs.

- Improve monitoring and sharing of information
Monitoring and information sharing to schools should be improved to ensure that no extra expenses are incurred, e.g., students being asked to buy extra textbooks.
- Link school enrolment and attendance to social protection benefits Making school enrolment and regular attendance (more than 80 per cent) as a condition for receiving benefits under social protection programmes could be considered and piloted as a strategy; and contrariwise, losing these benefits when a child stops attending school.
- Implement multisectoral interventions, including employment generation Improving participation in education of children from the poorest families cannot be addressed by only the education sector. There needs to be multisectoral interventions that could help generate employment and livelihood, including linking to employment for parents.


### 4.2 Social exclusion

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - The non-Dalit Musalman caste has the highest number of out-of-school children, accounting for $14.3 \%$ of total out-of-school children in the country <br> - Dalits castes with high proportion of children not attending school: Dom (58.4\%), Musahar (51.3\%), Halkhor (44.7\%), Kori (35.3\%), Dusadh/ Pasawan/Pasi (35\%) | - The Constitution stipulates there will be no discrimination based on religion, race, gender, caste and tribe <br> - The Vulnerable Communities Development Plan 2007 reemphasizes commitment to free education for girls and Dalits <br> - Policy to hire teachers from Dalit, Madhesi, and Janajati groups <br> - Scholarships for Dalit children in Grade 1 to 8 cover stationery, uniforms, or both | - Lack of initiatives to promote tolerance and reduce discrimination on the basis of caste <br> - While $19.9 \%$ of children in primary and $14.5 \%$ children in lower secondary education are Dalits, the proportion of Dalit teachers in primary and lower secondary levels are only $5.1 \%$ and $4 \%$, respectively |

## Recommendations

- Address the multiple causes of exclusion While many of the lower castes and in particular Dalit castes, including Dom, Musahar and Halkhor, have out-of-school rates far above the national average, it should be borne in mind that it is often a combination of factors that leads to education exclusion. At the same time,
some low and Dalit castes do not have high out-of-school rates, which highlight the complexity of the situation in Nepal. It cannot be reduced to simple profiles such as 'Dalit children', but should be linked to other interconnected factors, such as poverty, gender and geographic location.
- Ensure multisectoral interventions Given the complexity of the issue, interventions should also be multisectoral
and take into account the extra support to lower caste families whose children are not in school and therefore would need more than just scholarships.
- Strengthen implementation of recruitment of teachers from Dalits, Madhesi and Janajati groups
There is a lack of Dalit and Janajati teachers in relation to the corresponding child populations. The policy on teacher recruitment should be implemented properly. Monitoring the number of teachers recruited and deployed is important as well as providing incentives for more Dalit and lower caste children to complete higher education and eventually join the teaching workforce. Examples of recruitment strategies
for teachers are further discussed in section 4.5 on gender equality.
- Organize trainings and public campaigns to reduce discrimination
To reduce discrimination and change public perceptions of Dalits and lower castes, training and educational programmes for government officials and teachers, and public awareness campaigns should be organized (IDSN, 2013). Various media, including print and broadcasting media, as well as theatre and songs could be used to raise awareness and dispel myths. Such campaigns could be implemented in collaboration with the media, and religious, educational and cultural institutions, and other parts of civil society.


### 4.3. Disability

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - $30.6 \%$ of children with special needs are currently not attending schools (Census 2011) <br> - Children with multiple disabilities are more likely to be out of school | - The Constitution upholds the right to education of disabled persons <br> - Special Education Policy of 1996 includes provisions for the education of children with special needs <br> - Scholarships for CWSN; Braille books and materials provided free by the government <br> - Setting up of special schools, integrated schools and resource classes (SSRP classes) <br> - Special Education Policy of 1996 stipulates arrangements to be in place to allow children with disabilities to join mainstream education <br> - Disabled Protection and Welfare Act of 1982, Section 6 upholds the right to education of CWSN | - Majority of children with disabilities remain unidentified <br> - Lack of early identification system in health centres, ECD centres and early grades of primary education <br> - Lack of disabled-friendly infrastructure in many schools, including accessible toilets <br> - Lack of teachers trained on inclusive education and specialized teachers to focus on specific disabilities |

## Recommendations

- Strengthen system to identify and monitor children with disabilities
Only around 1 per cent of children with disabilities are identified by schools, which may be less than one fifth of the true number, based on the average global rate of children with disabilities of 5.1 per cent (WHO/World Bank, 2011). It is most likely that the more moderate disabilities (rather than severe disabilities) go unidentified in

Nepal, which nevertheless can significantly affect children's ability to participate and learn in class. It is important to strengthen the system to identify and monitor children with disabilities, including their participation in education.

Disability modules could be included in household surveys to capture disability prevalence more accurately. The EMIS/ FLASH Report could also be strengthened to capture better data on children with
disabilities and special needs. The methodology outlined in the following publications can be used as reference:

- UNICEF, Education Management Information Systems and Children with Disabilities, Webinar Booklet, UNICEF, New York, 2014. Available from www. inclusive-education.org/sites/default/ files/uploads/booklets/IE_Webinar_ Booklet_6.pdf.
- UNICEF and UIS (2016, forthcoming ${ }^{25}$ ), Out-of-School Children Monitoring Framework: Framework for Monitoring Children and Adolescents who are Out-of-School or At Risk of Dropping Out, UNICEF Regional Office for Europe and Central Asia, Geneva, Switzerland.
- Establish early detection of children with disabilities
Early detection of children with disabilities and developmental delays should be put in place, including a functioning referral system. Health centres and ECD centres could be an entry point for this early screening but staff should be trained.
- Develop interventions to address the different types of disabilities
It important to note that the type of disability greatly influences the likelihood of being out of school. In particular, children with multiple disabilities ( 52.5 per cent), as well as those identified as having mental (47.1 per cent), intellectual (38 per cent) and voice and speech ( 33.2 per cent) disabilities were much more likely to be out of school compared to the national average. This needs to be considered in developing interventions for children with disabilities.
- Monitor implementation of policies for inclusive education
Policies for inclusive education need to be clearly translated into actions, including monitoring of their implementation. All schools in the country should have the minimum level of infrastructure (such as ramps, lifts, accessible entrances, accessible toilets), and materials (such as Braille or audio books and educational materials for children with special needs).

It is recommended that the Ministry of Education improve the monitoring of schools and whether they are able to meet the needs of children with disabilities. This includes monitoring not only available infrastructure and facilities for children with disabilities, but also teacher capacity (e.g., how many teachers have training in inclusive education), and the extent to which children with disabilities in their schools are able to participate and learn in class.

Teacher training, both pre- and in-service, should include Inclusive Education modules. A cadre of specialized teachers trained in handling specific disabilities should also be in place to support Resource Centres. It is important to note that ability to participate and learn in class is not a function of a child's impairment, but rather the result of the interaction between a child's impairment and the school environment (see the publications listed in first bullet point for more details). It should be mandatory that there be at least one teacher trained in inclusive education in all government and private schools.

- Raise awareness to increase educational opportunities
Campaigns to raise awareness and change behaviour are also needed for CWSN to reduce discrimination, dispel myths and change public perceptions (as with caste discrimination). It is especially important that information regarding educational possibilities for CWSN reaches parents, as their lack of awareness in this regard is one of the key barriers. The Ministry of Education may initiate this campaign as a joint programme with the Ministry of Women, Children and Social Welfare.
- Carry out further research and analysis on children with disabilities
Further research on disability prevalence among children may also be needed to obtain a more comprehensive picture. A gap analysis of meeting the learning needs of children with disabilities in Nepal could also be undertaken to serve as reference to refining policies and strengthening interventions.

[^27]
### 4.4 Migration and child labour

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - $37 \%$ of children aged 5-17 years are engaged in child labour; children from poorest wealth quintile have highest prevalence: $60.8 \%$ (MICS 2014) | - Legal restrictions to employ children through the 1992 Child Labour Act <br> - Kamaiya system of bonded labour banned in 2002 | - Prevalence of child labour regardless of legal provisions to prevent it <br> - No reliable data on the number of street children in the country |
| - $8.3 \%$ of children aged $5-9$ years, and $38 \%$ of children aged 10-14 years are employed (AHS 2014) | - Flexible Schooling Programme for children engaged in child labour <br> - Establishment of various commissions and bodies to monitor and prevent child labour | - No reliable data and analysis on seasonal migrants <br> - Lack of initiatives aimed at bringing children engaged in child labour and street children back to school |

## Recommendations

- Make labour registration mandatory Make labour registration mandatory for all employers to prevent illegal employment of children. Advocate with the Ministry of Labour for timely inspection to identify child labour, including bonded labour. Seek collaboration with the Ministry of Federal Affairs and Local Development to do the same.
- Implement flexible class hours and school calendar
Flexible class hours and even calendar days could be considered in schools with support and guidance from the respective VDCs in areas where many children are engaged in economic activities, including seasonal migration, and unable to attend school, with the caveat that this should not encourage child labour. VDCs should identify the number of children engaged in child labour and, based on their concentration, identify schools in nearby areas and initiate programmes with flexible hours coupled with initiatives aimed at combatting child labour.

Teachers can be asked to volunteer for such programmes or may be offered incentives for their extra hours of work. The nature of these classes should be contextualized (e.g.,
mobile learning, open learning, distance learning) based on the age group and location of the children.

## - Expand existing Flexible Schooling

 ProgrammeThe existing Flexible Schooling Programme needs to be expanded to other districts and VDCs, especially those with a high concentration of working children. The Flexible Schooling Programme should have clear equivalency.

- Campaign against child labour and trafficking through communication for development perspective
Campaigns to raise community awareness through a communication for development (C4D) lens are needed to advocate against child labour, including bonded labour and child trafficking. These campaigns should be carried out with other ministries, agencies and NGOs engaged in this field.
- Map and carry out study on street children Regular mapping of street children would be important to identify their numbers and the areas where they are concentrated. In addition, a study on street children would ascertain whether they attend school, what issues they face and how they could be supported.


### 4.5. Social norms and gender biases

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - $18.7 \%$ of girls aged $5-9$ years were out of school compared to $17.1 \%$ of boys; for the lower secondary age group (10-12 years), $10.4 \%$ of girls were out of school compared to $7.7 \%$ of boys | - Scholarships for girls since 1971 <br> - Policy to train rural girls as teachers <br> - Specific targets in the EFA National Plan of Action 2001-2015 | - Lack of strategies or campaigns to change perceptions and attitudes towards girls and their education <br> - Around one third of schools do not have separate toilets for girls and boys |
| - Dalit rural women are among the most disadvantaged: only $12 \%$ of Dalit women are literate | - Strategic Implementation Plan for Gender Equality in Girls'Education 2005-2015 | - Only $27 \%$ of teachers in lower secondary education are females |
| - $48.5 \%$ of women aged 20-49 years were married before 18 . The rate is highest in rural areas (52.1\%), Mid-Western Development Region (67.5\%) and central Terai (65.9\%) | - Legislation against child marriage | - Child marriage still practised and widely accepted in parts of the country <br> - Low educational attainment and literacy rates of women. Mother's education is one of the most important factors influencing children's school participation, underscoring the importance of educating girls |

## Recommendations

- Campaign to change prevailing attitudes to girls' education and women's roles Campaigns to change behaviour need to be undertaken to change prevailing perceptions of and attitudes to girls' education and the role of women in society. Parents tend to be unaware of the importance of girls' education for economic development, improving family health, child development, family welfare and social progress (Bista, 2004); these are some of the key messages that would need to be communicated. Awareness should also be raised regarding the particularly important role of mothers in educating their children and reducing the likelihood of dropout of both girls and boys.
- Equip schools with separate toilets and WASH facilities
All schools should be equipped with separate toilet facilities for girls and boys, as well as other water, sanitation and hygiene facilities. WASH facilities are especially important at lower secondary and secondary grades, when girls may otherwise not attend school during menstruation and could drop out. Adequate WASH facilities include a sufficient ratio of toilets per pupil, toilets that are private and sanitary facilities, such as running water and disposal facilities. It is important to monitor the
availability of such WASH facilities in schools and continuous monitoring of whether the facilities are functioning.


## - Recruit more women teachers and

 monitor male-female teacher ratio There is a need to recruit more female teachers given the significant imbalance in the male-female teacher ratio at both the primary and lower secondary level. Incentives are needed to attract women to the teaching profession, particularly at the lower secondary level, where almost three quarters of teachers are male. It is recommended that the malefemale ratio of teachers is monitored at different administrative levels to identify provinces, districts and VDCs where there is a particular imbalance and more female teachers are needed.To recruit more female teachers, recruitment policies may need to be revised. Examples include a change of policy allowing women to have lower levels of educational attainment when entering teacher training, grants supporting women through teacher-training college, and salary incentives for working in rural areas (Watkins, 2000). In addition, local recruitment and training initiatives would be needed in areas where there are currently no or very few female teachers, as it may be very difficult to incentivize female teachers from other
areas to transfer there. Getting more women to become teachers would also mean facilitating more women to reach tertiary education.

- Offer conditional incentives to discourage child marriage, coupled with behaviour change campaigns

Offset the financial pressures on families to marry daughters at an early age through social protection and cash transfers that are conditional on girls being retained in school. Behaviour change campaigns with communities to prevent child marriage should also be carried out at the same time.

### 4.6. Supply constraints: school infrastructure and staffing

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - Uneven availability and quality of school infrastructure throughout the country, particularly in the Terai and Mountain areas <br> - Nepal has the highest repetition rates in South Asia at both the primary and lower secondary education levels, leading to inefficiency and wastage of resources | - The School Sector Reform Plan 2009 called for restructuring of schools with standards for WASH facilities, space requirements, teacher-student ratio, classroom size, among others <br> - School WASH standard (2014) <br> - Plan for nationwide policy and implementation for education safety and making buildings more resilient to different kinds of disasters, and, in general, improving the infrastructure and facilities of new schools | - About $6 \%$ of teachers in primary classes and $20 \%$ in lower secondary classes are only partially trained or untrained <br> - High prevalence of teacher absenteeism <br> - Lack of ECD/PPC facilities and lack of qualified ECD/PPC teachers and facilitators <br> - Ineffective implementation of School Improvement Plans |

## Recommendations

- Institutionalize tracking of equity gaps Institutionalize tracking of equity gaps in teacher recruitment and deployment: recruitment of female teachers, from Dalits and other minority groups, including mother tongue speakers and their geographic deployment. The system should also include monitoring of teacher attendance and absenteeism.
- Address training of unqualified teachers A large proportion of teachers are untrained or partially trained, especially in lower secondary classes. This is an urgent issue to address as it directly affects the quality of education and indirectly increases the risk of dropping out for children taught by insufficiently trained teachers.
- Increase ECD/PPD facilities and provide one year of free pre-primary education The availability of ECD/PPC facilities should to be increased, in particular in the Terai, which has the lowest proportion of children without any ECD/PPC experience, but also more generally in all areas of the country that currently have no ECD/PPC facilities. As discussed in Chapter 2, there is an alarmingly high dropout rate and repetition rate in Grade

1, which suggests that a significant proportion of children enter school insufficiently prepared. High quality ECD/PPC is important not just to prevent dropout and repetition, but also for long-term benefits. Through the Sustainable Development Goals, the government has committed to provide one-year free pre-primary education. Making this commitment a reality particularly for the poorest families is crucial.

- Implement interventions to address repetition and improve retention The high rates of repetition, particularly in the lower grades, have implications not only for children who repeat the grades and are at higher risk of dropping out but also for the efficiency of the education system. It is recommended that low achieving students are provided supplementary instruction and other interventions to keep them from repeating grades and allow them to catch up with their peers. A monitoring system that identifies children at risk of dropping out will also be important to address repetition and dropout and improve children's retention in school.
- Assess school proximity to villages and explore alternative options for schooling In regions/districts with the highest out-ofschool rates, the distance to school from
villages should be assessed to ensure there is access to school up to secondary level within reasonable proximity. Alternative options
need to be explored for areas where there is no school within reasonable proximity.


### 4.7. Language

| Magnitude | Key policy measures | Existing gaps |
| :---: | :---: | :---: |
| - Non-Nepali speakers have lower learning outcomes, e.g., Madhesi, Limbus, Tharus, Magara, Gurung | - Right to learn in mother tongue recognized in the Constitution <br> - Mother tongue education is the 7 th goal under the National EFA Action Plan 2001-2015 <br> - School Sector Development Programme highlighted the need for provision of education in mother tongue and hiring of teachers from the respective castes who speak the local languages <br> - 21 textbooks developed in different languages | - Mother tongue instruction is limited due to the lack of local language teachers <br> - Lack of awareness of parents of importance of learning in mother tongue |

## Recommendations

- Intensify efforts to recruit teachers who speak local languages
Policies are in place to provide for the use mother tongue in schooling and multilingual education but translating this into action remains a challenge. Efforts need to be intensified to hire teachers who speak the mother tongue, and encouraging children from lower castes and ethnic minority groups to complete not only basic education but also pursue higher education and join the teaching profession.
- Implement local initiatives and revise recruitment policies to increase local language teachers
Local recruitment and training initiatives and possible revisions to recruitment policies could be considered to increase the number of local language teachers in areas where local language textbooks are being used. There is also a lack of Dalit and Janajati teachers in relation to the corresponding child populations.
- Strengthen record keeping of languages teachers speak

Strengthen record keeping of the languages teachers speak in line with recruiting and deploying teachers who speak the mother tongue.

- Introduce mother tongue and multilingual education in ECD centres and pre-primary education classes
ECD is also extremely important for language development; a large proportion of children who enter Grade 1 do not speak Nepali as their mother tongue, and they will struggle if the language of instruction is Nepali. Young children can learn multiple languages with greater ease than older children or adults; early childhood is therefore a critical time to develop the foundation of the home language, which then forms the basis for learning Nepali as a second language. ECD and early learning programmes should support this language development.
- Advocate the benefits of mother tongue instruction and multilingual education Implement an advocacy campaign on the benefits of mother tongue instruction in mastering the national language and even possibly English, as well as improving learning outcomes.


### 4.8. Emergencies and civil strife

| Magnitude | Key policy measures | Existing gaps |
| :--- | :--- | :--- |
| - Over 1 million students affected by the | - SZOP national commitment, <br> adopted by schools | - Schools yet to be upgraded to cope with <br> the occurrence of natural disasters, e.g., |
| 2015 earthquake | earthquakes |  |

## Recommendations

- Build back better school facilities and infrastructure
The reconstruction and construction of new schools in the aftermath of the April 2015 earthquake presents an opportunity to build better schools, as outlined in the Post-Disaster Needs Assessment for the Education Sector. This should include better WASH facilities, and accessible infrastructure and facilities for children with disabilities. Recommendations from PDNA and lessons from the earthquake should be taken into account when rebuilding and/or renovating schools.
- Improve temporary school structures in areas where these are to be used longer than a year
Temporary school structures set up following the earthquake that are still in place need to be evaluated and improved for longer-term use and to provide proper protection against inclement weather, which is currently not
always the case. Children and school staff in disaster-affected districts need long-term certainty on next steps, including when they will be able to return to a 'safe' school building.
- Enhance disaster risk reduction plans taking into account lessons from the 2015 earthquake
Lessons from the 2015 earthquake in terms of preparedness should be taken into account to enhance disaster risk reduction plans for education.
- Analyse medium- and long-term impact of civil disturbances on education Analyse the impact of the prolonged strikes in the Terai and the unofficial blockade on education, taking into account its overall impact on the economy and poverty levels in the country.
- Reinforce implementation of schools as 'Zones of Peace'
Reinforce the implementation of schools as 'Zones of Peace' throughout the country, particularly observance of the code of conduct.


### 4.9. Governance and financing

| Magnitude | Key policy measures |
| :--- | :--- |
| - Government expenditure | -Switch to federal system following <br> on education is 4\% of GDP; <br> promulgation of new Constitution in |
| government expenditure on <br> education is $16.1 \%$ of total <br> government spending | September 2015 |
| Births of $41.9 \%$ of children Decentralized governance through the Local <br> under five are not registered, Self Governance Act and Regulation (1999) <br> a constraint for them to School Management Committees set up <br> claim entitlements from the for needs-based planning <br> state, including the right to - Joint financial agreement between <br> education government and development partners to <br> pool funds for School Sector Reform Plan |  |

[^28]
## Recommendations

- Analyse implications of federal system of governance on education sector
Nepal has officially shifted to a federal system of governance, and the implications for the governance of the education sector, including the delivery of services, budget allocations and line of authorities, need to be analysed. Development partners engaged in education can support the government with the transition and ensure the change will improve overall efficiency of the sector.
- Implement needs-based budgeting This study highlights the complexity of the problem of exclusion in education and that specific groups of vulnerable children and specific areas (e.g., Terai, specific VDCs and municipalities) have extremely high exclusion rates compared to the national average. This calls for needs-based budgeting to allocate resources to areas and groups that need them the most.
- Growth of enrolment numbers by level of education should be used to determine budget
When reviewing sectoral budget allocations within the education sector, MoE should take into account the projections where the growth of numbers of enrolment will be
by level of education. The share of preprimary education in the budget could also be increased given the strong evidence that early childhood education and development is a sound investment.
- Explore innovative financing options Explore innovative financing options for education, including partnerships with the private sector.
- Strengthen capacity of SMCs and clarify their role in education
Share widely good examples of SMC engagement leading to better outcomes for schools and children in order to help other SMCs and Parent-Teacher Associations identify and implement appropriate interventions. There needs to be more efforts to strengthen the capacity of SMC members and clearly review the roles they should play. Stricter monitoring of SMC membership composition should be put in place to ensure that membership criteria are followed (e.g., inclusion of women, representation from Dalits and marginalized groups).
- Further strengthen equity focus of sectorwide approach and sector planning Continue to strengthen sector-wide approach and sector planning with emphasis on promoting equity in education access and learning outcomes.


### 4.10. General strategies to reduce education exclusion

## - Strengthen 'Welcome to School' campaign and monitoring system of children at risk

The 'Welcome to School' campaign should be revived and strengthened to ensure that all children in the vicinity of the school areas are enrolled and retained in the school system, and complete at least the basic cycle. Coupled with this, strengthen the monitoring system for children at risk of dropping out to undertake actions to support them before they drop out.

- Extend provision of midday meals to children in vulnerable areas Midday meals are a proven, successful approach to increasing the enrolment and continued attendance of poor and disadvantaged children (e.g., UNICEF \& UIS, 2014). As discussed in Chapter 3, midday meals are provided in 19 districts, benefiting around 239,500 students. It is recommended that the criteria for provision of midday meals be reviewed to ensure that areas affected by the earthquake and VDCs with the highest proportion of out-of-school children are covered.


### 4.11. Data and monitoring

This study has highlighted data issues that are common in developing countries. In general, there is a need to improve the quality and reliability of data on education, including on out-of-school children. This would also require expanding human resources in the EMIS department and strengthening the capacity to routinely monitor and analyse the data, and improving the communication of data to the different administrative levels and schools. Specific recommendations to improve data quality and monitoring are:

1. Harmonize definitions and adopt international standards for monitoring out-of-school children

- MoE can take the lead in harmonizing the national definition of out-of-school children and dropout, which should be used by MoE/DoE and
also in household surveys. MoE/DoE should, therefore, engage more with CBS in designing questions linked to school attendance.
- Flash Reports can include figures for out-of-school children according to international standards, as defined in the OOSCI Five Dimensions of Exclusion model, calculating the number and rate of out-of-school children in Dimensions 1, 2 and 3 and children at risk of dropping out under Dimensions 4 and 5 . Levels of disaggregation for these indicators would include different administrative levels (i.e., province and district levels), gender, urban-rural, caste and ethnicity, and disabilities. The caste of Dalits and Janajatis could be further broken down if possible.
- MoE/DoE can review the way in which EMIS/ FLASH Reports record data for four-year-olds. Flash Reports currently only provide data on four-year-olds who are in ECD/PPC but do not take into account those who are enrolled in primary education. EMIS data indicate that a large number of children under five $(56,814$ children in 2013) are enrolled in Grade 1 but with no clear age breakdown.
- DoE can explore the possibility of using the CBS population data to ensure consistency in population figures. CBS has projected population figures on five-year intervals and by five-year age groupings from 2011 to 2031. DoE could then calculate in-between years and single-year age populations by using the Sprague multiplier and other tools with the support of UIS.

2. Resolve issues on age-based enrolment data to improve accuracy

- More human resources and corresponding technical capacity are needed in the EMIS department at DoE and district level to address data quality issues.
- The accuracy of enrolment data in EMIS needs to be improved by tracing the source of errors down to the respective administrative levels and schools, and ensuring that schools and relevant authorities are held accountable for providing accurate data. In particular, lower secondary school age enrolment data were found to be
inaccurate for the year 2013-2014: enrolment for this age group was around 40 per cent higher than population figures. The primary school age enrolment figure also exceeds the CBS population data for the age group. Both MICS 2014 and Census 2011 also indicate that significantly more girls are out of school, in particular in lower secondary school age, while the EMIS data show the opposite. Tracking the source of inaccurate (and possibly inflated) enrolment numbers is a matter of urgency for better education planning and ensuring that resources and teachers are fairly allocated based on reliable information.
- Accurate age-based data are also required to reliably monitor underage and overage enrolment, and enforce enrolment at the right age. Approaches to identify the source of errors include (i) regular and random school inspections to verify whether enrolment and attendance records match the actual number of children attending school at the time of inspection, (ii) verifying that these inspections are being done for all schools, such as by requesting records of inspections to be submitted to DoE, and making random checks with schools regarding the date of the last inspection to see if it matches the records, and (iii) random checks with schools to verify whether school enrolment records match EMIS data.
- DoE can improve recording of children's ages and grade level attended for better monitoring and calculation of key indicators. Currently in the EMIS/FLASH Reports, some age groups are grouped, whereby children older or younger than the primary or lower secondary school age group are lumped together making age-specific analysis difficult.

3. Improve monitoring of early childhood education and development, and preschool education, including whether ECD centres/ PPC meet minimum quality standards

- It is recommended that the 'educator to child ratio' is collected and analysed for each ECD centre as well as the number of children per ECD class, and separately for each age group for ECD centres if
relevant (i.e., if there are different ratios for different age groups in an ECD centre). This would give a better idea of the quality of ECD centres and whether there is 'overenrolment' in ECD centres, instead of the currently used 'number of children per ECD centre' in the Flash Reports. The current approach assumes there is just one class and one educator per ECD centre, while some centres (such as large and/or private ECD centres) may have multiple educators and classes.
- It is further recommended that as part of ECD quality standards, a maximum number of children per educator is defined for each age group as a criterion that ECD centres would need to meet. Additional ECD quality standards could include minimum standards for the physical environment, health and safety measures, educator/facilitator qualifications, and education programme used.
- It is recommended that a distinction be made in reporting between private, communitybased and school-based ECD centres. The latter two are currently grouped together.

4. Collect more comprehensive data on children with special needs

- Data on children with disabilities could be further improved, such as through collaboration between MoE/DoE and CBS to arrive at clear definitions and methodology to collect more comprehensive information on children with disabilities.
- Key decision makers in MoE and DoE and development partners should be encouraged to use EMIS data on children with disabilities. The FLASH Reports collect information on children with disabilities using the Washington Group questions but these are hardly used to inform policy development. The more data are used, the more they contribute to improving data quality and reliability.
- MoE/DoE could also strengthen reliability and expand data coverage of children with disabilities in the EMIS/FLASH Reports to give a more comprehensive picture. References on methodology are given in section 3.3 on children with disabilities and special education needs.

5. Improve data collection, coverage and reliability of non-formal education programmes and integrate non-formal education data into EMIS, if possible

- The non-formal education (NFE) management information system can be further strengthened to track properly the number of children accessing NFE programmes, particularly those that focus on out-of-school children and provide equivalency to formal education, e.g., FSP, Open School.
- The system should also track the number of children who complete NFE programmes and are mainstreamed into formal education as well as how they are performing (in order to provide support). Children who enrol/re-enrol in formal schools from NFE programmes should be considered to be at risk of dropping out in the first two years and provided extra academic support if possible (see Recommendation 8 on monitoring of children at risk of dropping out).

6. Improve and facilitate access to information and information exchange in education

- Public access to education data from MoE/ DoE needs to be strengthened. The FLASH Reports contain a wealth of data, but there are data requirements that are not met for monitoring and planning purposes, and are difficult for the FLASH Reports alone to meet. It is therefore recommended that a broader and more disaggregated data set be made available through the MoE/DoE website in spreadsheet format, such as disaggregation by district and VDC level for key indicators, including trends over time and enrolment data by single year of age for each grade. ${ }^{26}$
- Strengthen the feedback loop to schools and VDCs. Information should flow both ways, and there should be communication avenues for schools to report and receive feedback on various issues (such as transport difficulties faced by students). Schools report much information and receive very little information in return. Useful information for schools to receive includes information to compare and monitor their own performance - in areas
such as dropout and repetition - with respect to other schools in their area and nationally.
- It can also be very beneficial for key school staff, such as School Management Committee members, to meet with staff of other schools to exchange information and support each other. This could be done, for example, through the establishment of school networks that connect schools in close proximity to each other, and who may face similar issues. Regular school network meetings could then be used as an opportunity to disseminate important information to schools, give trainings, and for 'leading schools' - those that are successful in reducing the number of out-of-school children and in closing the equity gap - to share best practices. The Data Must Speak initiative of DOE and supported by UNICEF aims to empower schools with more information. This initiative can be scaled up with support of the education development partners.

7. Improve monitoring of out-of-school children at local level

- It is recommended that the districts and VDCs with the highest number and/or the highest percentage of out-of-school children be identified as 'Hotspot districts' and 'Hotspot VDCs'. The District Development Committees, VDCs, municipalities and schools could be made more accountable for reducing the number of out-of-school children and could be provided locally relevant guidance for ensuring all children are in school. This could be included in their five-year strategic plans and annual plans along with allocation of the necessary resources. The progress of activities by task forces at all levels would need to be periodically reviewed (several times a year) to assess progress and monitor the number of new children who were out of school and are enrolled in school.
- It is proposed that DDCs, VDCs, municipalities and schools that achieve outstanding improvements in enrolment rates are commended through awards and recognitions. Publishing out-of-school rates online by various administrative levels could also be considered, including trends over time. ${ }^{27}$

[^29]- It is recommended that the causes be investigated in VDCs with the highest out-ofschool rates, for example where the majority of children are out of school according to Census data. It is notable that many of these VDCs are close to the border with India.
- The capacity building of stakeholders, such as officials and elected VDC representatives, should include a component on monitoring and addressing the issue of out-of-school children, focusing on the specific profiles discussed in this report (including children living in poverty, children from socially excluded groups, child labourers and children with disabilities).

8. Monitor children at risk of dropping out

- The high repetition and dropout rates in basic education clearly show a high number of children at risk of dropping out of school. The EMIS/FLASH Reports could integrate monitoring of children at risk of dropping out. There are usually many warning signs before children drop out, which could be monitored by class teachers and other school staff. In particular, the 'ABC' of school disengagement could be used to identify children at risk of dropping out, namely Academic achievement (poor/failing grades), Behaviour (low attention and concentration, misconduct, victim of bullying), and Chronic absenteeism (e.g., 10 per cent or more of days missed during the current school year) (UNICEF \& UIS, 2016, forthcoming). Schools could be provided guidance on how to identify children who are most at risk of dropping out and to support them. School procedures and strategies for dealing with unexcused absenteeism are particularly important to prevent dropout. More information on integrating monitoring children at risk of dropping out is included in the OOSCI Operational Manual (UNICEF \& UIS, 2016).
- Children who enrol for the first time or reenrol in formal education after completing the equivalent NFE programme should be included under the category of children at risk of dropping out.

9. Monitor and strictly enforce school entry age

- Both MICS 2014 and EMIS 2013 data indicate
that large numbers of children in school are overage in Nepal, and there are also a significant number of underage children. Underage children in Grade 1 - and children without ECD/PPC experience - are at risk of being inadequately prepared for primary education. This could be an important cause of the high Grade 1 repetition and dropout rate, as previously indicated. Reducing overage enrolment is also important, as research has found that being overage can significantly increase the likelihood of dropping out (e.g., Hammond et al., 2007). It is recommended that the school entry age be closely monitored and strictly enforced to ensure that children enter primary school and ECD/PPC at the expected age.
- Making quality ECD/PPC available and affordable is another approach to ensuring that four-year-olds go to ECD/PPC rather than enter Grade 1. EMIS data also indicate that there are 1.2 million children in lower secondary school age (aged 10-12 years) enrolled in primary school. However, the data appear to be unreliable, as discussed in this section.


## Areas for further research

The analysis of data on out-of-school children and children at risk of dropping out in Nepal as well as the barriers to school exclusion has identified a few information gaps, which could be filled through additional research to inform the policy debate. This subsection suggests areas for further research, which could also support development of targeted interventions to reach out-of-school children and ensure children stay in school and are learning. These areas include:

- A study to look at the implications of the shift to a federal democratic system of governance on education as this will require changes in existing rules and regulatory frameworks.
- A study to examine the reasons behind gender differences in school participation and retention (repetition, dropout, promotion). The analysis in this report indicates that girls have a higher out-ofschool rate than boys, but have slightly lower dropout rates than boys. Further, DoE data
show that the dropout rate for girls increases gradually from Grade 5 to Grade 8; but for boys there is a big increase in dropout from Grade 5 to Grade 6, after which it remains fairly constant to Grade 8. There is currently no evidence to suggest why these differences exist, but it may be related to different kinds of responsibilities as well as working opportunities for girls and boys. For example, boys in paid employment are much more likely to have monthly rather than daily wages, and have a much higher average monthly earnings than girls (ILO \& CBS, 2008). This potentially gives working boys a bigger incentive to drop out at an earlier age. Girls are much more likely to be engaged in - and spend much more time on - unpaid household work, as well as caring and child minding (ILO \& CBS, 2008).
- A study looking at seasonal migration in the country and how it affects children's education. The study could look into the scale of the problem, profiles of children affected, patterns of migration, reasons for migration, and provide recommendations to address the issue.
- A needs assessment on how the learning needs of children with disabilities are being met, including recommendations.
- An analysis to identify interventions that are the most cost effective and have the highest
impact on marginalized groups in Nepal. This will enable the government and development partners to prioritize interventions.
- A review of the lessons learned from the 2015 earthquake of how prepared the education sector was and good practices in relation to education in emergency response with the aim of improving plans for emergency preparedness and disaster risk reduction strategies.
- A study on the impact of access to private schools on learning outcomes and equity in Nepal; what regulatory role government can play, and possible innovations for engaging the private sector.
- A comprehensive multivariate analysis on the different variables or factors that keep children out of school with analysis down to the district level. Other education outcomes should also be modelled to look deeper into factors of exclusion and their effect on the different dimensions of out-of-school children: children who never entered, dropouts and children who entered late into school. The analysis should also be replicated by education level (primary, lower secondary, secondary), and other types of variables should be included when relevant to the age and local context, if data are available.



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## Annex 1

## Data inventory

## FLASH Report

Data source
FLASH Report

Agencies responsible for collection and dissemination of data
Department of Education, Ministry of Education, Government of Nepal

## Data collection date (not publication date)

21 May 2014 (reference date)
Two times a year:

- Beginning of School Year Census - May 21 to July 15
- End of School Year Census - April 5 to June 15

Frequency of data collection (for example, annual, every two years)
Two times a year

Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)
Out-of-school children defined as two categories

- Never schooling children
- Ever schooling children (Dropped out children)

Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance Age | - Pre-Primary: 4 Years <br> - Primary: 5 Years |
| :--- | :--- |
| Enrolment | - Children enrolled in school |
| Dropout | - Children enrolled/attended once but currently not attending (ever schooling <br> children) |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

- All schools in the country are covered
- The population used in the calculation of enrolment rates in Flash Reports is based on the National Population Census Reports and the projected population by the Central Bureau of Statistics (CBS)

Smallest administrative area for which statistics on the out-of-school population are statistically accurate

- District/village. District-level reports available in the Flash Reports and village level need to be recalculated

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

- All schools by type: community schools (community aided, community managed and community unaided), institutional schools (private) and religious schools
- All schools by level: ECD/PPC, primary, lower secondary, secondary and higher secondary
- All schools by eco belt
- Children by gender and broad social group
- Availability of teachers and learning materials

Data availability and access (include information on type of data available and procedure to acquire the data)

- Report is prepared and released by EMIS Core-team of the Department of Education
- School-wise raw data are available for further analysis on request

Data limitations (coverage, accuracy)
There are no data with regard to availability of yearly status of school infrastructure, teaching aids

## National Population and Housing Census, 2011

## Data source

National Population and Housing Census

## Agencies responsible for collection and dissemination of data

Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal

## Data collection date (not publication date)

## 17-27 June 2011

Frequency of data collection (for example, annual, every two years)
Every 10 years (last survey conducted in 2011)
Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)
Children who are currently not attending school (time period not mentioned)
Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance age | $\bullet$ | 5 years |
| :--- | :--- | :--- |
| Enrolment | $\bullet$ | Children currently attending school |
| Attendance | $\bullet$ | Children currently attending school |
| Dropout | $\bullet$ | Not used in the survey |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

National household survey covering all households in the country

Smallest administrative area for which statistics on the out-of-school population are statistically accurate

```
Household/Village/Settlement /Tole (street)/Head of Household
```

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

- Age and Gender
- Village Development Committee, District and Development Region
- Urban, rural and eco belt

Data availability and access (include information on type of data available and procedure to acquire the data)

- Household data by indicator available from CBS Office upon request
- Data are available in SPSS format
- Detailed national and district consolidated Census Reports are made available online by CBS on http://cbs.gov.np/\#

Data limitations (coverage, accuracy)

- The report does not have any school-level information, such as attendance and dropout rates of the children
- No information on whether the children who are not going to school previously attended school


## Nepal Living Standards Survey

## Data source

Nepal Living Standards Survey, 2010-2011

## Agencies responsible for collection and dissemination of data

Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal

## Data collection date (not publication date)

- Phase 1: 21 February 2010
- Phase 2: 3 April -26 June 2010
- Phase 3: 1 July - 24 October 2010
- Phase 4: 29 October 2010 - first week of February 2011


## Frequency of data collection (for example, annual, every two years)

Seven years (previous survey was conducted in 2003). The 2011 survey is the third.
Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)

[^30]Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance age | $\bullet$3 years (education data collected for all persons above 3 years of <br> age) |  |
| :--- | :--- | :--- |
| Enrolment | $\bullet$ | Children ever attended school |
| Attendance | $\bullet$ | Children either attended in the past or are currently attending |
| Drop-out | $\bullet$Children attended school in the past and not attending during survey <br> time |  |
| Educational attainment | $\bullet \quad$ Level of education (completed grade) |  |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

- The sample size for the survey was 7,200 households in 600 Primary Sampling Units (PSUs).
- The PSUs were selected with probability proportional to size, the measure of size being the number of households in each ward.
- Twelve households were selected for the enumeration from each of the selected PSUs.

Smallest administrative area for which statistics on the out-of-school population are statistically accurate

## Eco belts

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

- Gender and Age
- Development region, Ecological Zone, Urban/ Rural
- Consumption Quintile

Data availability and access (include information on type of data available and procedure to acquire the data)

- Information by gender, age and geographic area available in the published survey report


## Data limitations (coverage, accuracy)

- The reasons for dropping out were given for population aged 6-24 years who attended school in the past but no specific information for those within the age group of 5-16 years. (Needs raw data for calculating the same)
- The main focus of the survey is living standards of families; education is a background characteristic of the household.


## Nepal Labour Force Survey (NLFS)

## Data source

Nepal Labour Force Survey (NLFS)

## Agencies responsible for collection and dissemination of data

Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal

## Data collection date (not publication date)

```
January -December 2008
```


## Frequency of data collection (for example, annual, every two years)

Ten years (previous survey conducted in 1998)
Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)

```
Currently not attending school during survey
```

Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance age | $\bullet$ | 5 years and above |
| :--- | :--- | :--- |
| Enrolment | $\bullet$ | Children ever attended school |
| Attendance | $\bullet$ | Children currently in school |
| Dropout | $\bullet$ | Children ever attended school but not attending school |
| Educational attainment | $\bullet$ | Level of education |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

- The main focus of the survey is workforce participation of family members; education is a background characteristic of the household.
- The total sample size of the survey comprised a nationally representative sample of 800 PSUs covering 16,000 households distributed over the entire country, combining both urban and rural areas.
- From each PSU, 20 households were selected.
- The data were collected over three seasons in a year i.e. Dry - January to May, Rainy - May to September, and Winter - September to January.


## Smallest administrative area for which statistics on the out-of-school population are statistically

 accurateDevelopment region

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

- Gender and Age
- Development region, Ecological Zone, Urban/ Rural

Data availability and access (include information on type of data available and procedure to acquire the data)

- Information by consolidated gender, age, developmental region, rural-urban and eco belt available in the published survey report
- The raw data are not available in the public domain and need to be procured from CBS


## Data limitations (coverage, accuracy)

- The data were collected in 2008, about seven years before the current period


## Annual Household Survey

## Data source

Annual Household Survey
Agencies responsible for collection and dissemination of data
Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal with support from United Nations Development Programme (UNDP)

Data collection date (not publication date)
December 2012 to July 2013

Frequency of data collection (for example, annual, every two years)
Every year
Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)
Children never attended any school
Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance age | $\bullet$ | 5 years and above |
| :--- | :--- | :--- |
| Enrolment | $\bullet$ | Children ever attended school |
| Attendance | $\bullet$ | Children currently in school |
| Dropout | $\bullet$ | Children ever attended school but not attending school |
| Educational attainment | $\bullet$ | Level of education |
| Literacy | No definition |  |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

- The survey covered 3,000 households in 200 PSUs.
- The 200 PSUs covered were equally distributed between urban and rural areas.
- The PSUs were selected with probability proportional to size; number of households in each ward.
- Fifteen households were selected from each of the selected PSUs using systematic sampling.

Smallest administrative area for which statistics on the out-of-school population are statistically accurate

## Development region

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

- Gender and Age
- Development region
- Ecological zone
- Urban/Rural

Data availability and access (include information on type of data available and procedure to acquire the data)
The annual household survey reports made available online by CBS through http://cbs.gov.np/wp-content/uploads/2014/09/Annual\ Household\ Survey\ 2012-13.pdf.

## Data limitations (coverage, accuracy)

The survey is a household-level sample survey and education is a background characteristic of the household.

## Multiple Indicator Cluster Survey (MICS)

## Data source

Multiple Indicator Cluster Survey (MICS)
Agencies responsible for collection and dissemination of data
Central Bureau of Statistics, National Planning Commission Secretariat, Government of Nepal with technical support from UNICEF, Nepal

## Data collection date (not publication date)

February to June 2014

Frequency of data collection (for example, annual, every two years)
$\square$
Definition of out-of-school children (for example, never attended, did not attended in last 3 months, or other definition) (include questionnaire in annex)

## Children not attending school

Definition of other education terms (enrolment rate, dropout rate, retention rate, repetition rate, transition rate)

| School Entrance age | 5 years and above |
| :--- | :--- |
| Dropout | Not mentioned in the survey |
| Literacy | Ability to read a short, simple statement |

Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

- Urban and rural areas within each region were identified as the main sampling strata and the sample was selected in two stages.
- A total of 13,000 households was sampled, out of which 12,405 were covered under the survey.


## Smallest administrative area for which statistics on the out-of-school population are statistically

 accurate```
Development region
```

Types of disaggregation possible with data (for example, by age, gender, area, wealth quintile, Socio-economic group, ethnicity, religion, type of school)

- Gender
- Development region
- Ecological zone
- Urban/Rural
- Mother's education
- Wealth index quintile

Data availability and access (include information on type of data available and procedure to acquire the data)
The survey reports are made available online by UNICEF at http://unicef.org.np/media-centre/reports-and-publications/2015/01/14/nmics-2014-key-findings-report-and-presentation.

Data limitations (coverage, accuracy)

```
-
```

Annex 2

## Data quality assessment work sheets

## FLASH Report

## Score Data source assessment criteria:

 value1. Age: When were the data collected (not published)?
(1) $\square 6$-10 years ago (2004-2008)
(2) $\square$ 3-5 years ago (2009-2011)
(3) $\quad$ Within the last 2 years (2012-present)

## 2. Frequency: How often are the data collected? (Possibility of time series data)

(1) $\square$ The data are from a one-time collection
(2) $\quad \square$ The data are from a repeated or periodic collection (For example: every 3-5 years)
(3) $\boxtimes$ The data are from an annual or semi-annual collection

## 3. Accuracy of age data: How are children's age data collected?

(1)Age data not reported
(2)Age data for children are collected from the teacher or household respondent
(3) $\quad$ Age data for children are collected from official records (birth certificate, etc.)
4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?Data access procedure is time consuming and likelihood of access is uncertain
(2) $\boxtimes$ Data access procedure is time consuming and likelihood of access is certain
(3) $\square$ Data access procedure is not time consuming and likelihood of access is certain
5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyse this data?
(1)
$\square$ Insufficient capacity
(2) $\quad$ Some capacity or possibility of training or support
(3) $\quad$ Sufficient capacity
6. Purpose: To what extent was this data source designed to collect data on education? (Consider coverage of appropriate age groups, sample design (if survey)
$\square$ Data collection not intended for generating education statistics (labour force, health, etc.)
(2)
$\square$ Data collection includes a module intended for generating education statistics (health and education)
(3) $\quad$ Data collection primarily intended for generating education statistics
7. Coverage of age data: For which ages are data on current school attendance collected?
(1)
$\square$ Primary and lower secondary age
® Pre-primary to upper secondary age
(3)
$\square$ Pre-primary to tertiary age
8. Coverage of education levels: For which levels of education are data collected?
(1)
$\square$ Primary education
囚 Primary and secondary education
(3)
$\square$ Pre-primary to tertiary education
9. Coverage of educational institution types: Are data collected on (or do they include) all types of educational institutions in the country (Example: public, private, NGO, religious, community or unregistered schools)?
(1) $\square$ Data collection excludes some important types of educational institutions
(2) $\quad \square$ Data collection includes most types of educational institutions
(3) $\quad$ Data collection includes all types of educational institutions
10. Usefulness for disaggregated data analysis: What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out-of- school children?
$\square$ National level only
(2) $\quad$ Macro administrative region (for example, state or province) and area of residence (urban/rural)
(3)
$\square$ Micro administrative region (for example, district or village)
11. Usefulness for identifying characteristics of out-of-school children: To what extent is disaggregation (sub-national analysis) possible with this data source (for example, by age, gender, area, wealth, disability, ethnicity, region, and child labour status)?
(1)
$\square \quad$ Limited disaggregation possible (for example, only by gender)
(2) $\boxtimes$ Some disaggregation possible, but some important groups are not available (for example, analysis by area of residence and wealth quintile is possible, but not ethnicity or disability)
(3) $\square$ Significant disaggregation possible, including most high priority groups (for example by disability, child labour status, etc.)
12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in English and French in the UIS Glossary (www.uis.unesco.org/Pages/ Glossary.aspx), and the UIS Global Education Digest)
(1) $\square$ Very few education terms are consistent with standard definitions
(2) $\square$ Some education terms are consistent with standard definitions
(3) $\boxtimes$ Most education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(1)
$\square$ Very few education terms are comparable with other national data sources
(2) $\quad \square$ Some education terms are comparable with other national data sources
(3) $\quad$ Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%).
(1) $\square$ Age data are recorded more than 6 months after the start month of the school year (large gap)
(2) $\boxtimes$ Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
(3) $\quad \square$ Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\square$ Sample design does not explicitly consider coverage of disadvantaged groups
(2) $\square$ Sample design considers coverage of some disadvantaged groups
(3) $\square$ Sample design considers coverage of many disadvantaged groups

Total Score

## Nepal Population and Housing Census

## Score Data source assessment criteria:

 value1. Age: When were the data collected (not published)?
(1) $\square \quad 6-10$ years ago (2004-2008)
(2) 区 3-5 years ago (2009-2011)
(3) $\quad \square$ Within the last 2 years (2012-present)
2. Frequency: How often are the data collected? (Possibility of time series data)
(1) $\square$ The data are from a one-time collection
(2) $\boxtimes$ The data are from a repeated or periodic collection (For example: every 3-5 years)
(3) $\square$ The data are from an annual or semi-annual collection

## 3. Accuracy of age data: How are children's age data collected?

(1)
$\square$ Age data not reported
(2) $\boxtimes$ Age data for children are collected from the teacher or household respondent
(3) $\square$ Age data for children are collected from official records (birth certificate, etc.)
4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?
(1) $\square$ Data access procedure is time consuming and likelihood of access is uncertain
(2) $\boxtimes$ Data access procedure is time consuming and likelihood of access is certain
(3) $\square$ Data access procedure is not time consuming and likelihood of access is certain
5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyse this data?
(1)
$\square$ Insufficient capacity
(2) $\square$ Some capacity or possibility of training or support
(3) 区 Sufficient capacity
6. Purpose: To what extent was this data source designed to collect data on education? (Consider coverage of appropriate age groups, sample design (if survey)
(1) $\square$ Data collection not intended for generating education statistics (labour force, health, etc.)
(2) $\boxtimes$ Data collection includes a module intended for generating education statistics (health and education)
(3) $\quad \square$ Data collection primarily intended for generating education statistics
7. Coverage of age data: For which ages are data on current school attendance collected?
(1) $\quad \square$ Primary and lower secondary age
(2) $\square$ Pre-primary to upper secondary age
(3) $\boxtimes$ Pre-primary to tertiary age
8. Coverage of education levels: For which levels of education are data collected?
(1) $\square$ Primary education
(2) $\square$ Primary and secondary education
(3) $\quad$ Pre-primary to tertiary education
9. Coverage of educational institution types: Are data collected on (or do they include) all types of educational institutions in the country (Example: public, private, NGO, religious, community or unregistered schools)?
(1) $\square$ Data collection excludes some important types of educational institutions
(2) $\square$ Data collection includes most types of educational institutions
(3) $\quad$ Data collection includes all types of educational institutions
10. Usefulness for disaggregated data analysis: What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out-of-school children?
(1) $\quad \square \quad$ National level only
(2) $\quad \square$ Macro administrative region (for example, state or province) and area of residence (urban/rural)
(3) $\boxtimes$ Micro administrative region (for example, district or village)
11. Usefulness for identifying characteristics of out-of-school children: To what extent is disaggregation (sub-national analysis) possible with this data source (for example, by age, gender, area, wealth, disability, ethnicity, region, and child labour status)?
(1)
$\square$ Limited disaggregation possible (for example, only by gender)
(2) $\square$ Some disaggregation possible, but some important groups are not available (for example, analysis by area of residence and wealth quintile is possible, but not ethnicity or disability)
(3)

凹 Significant disaggregation possible, including most high priority groups (for example, by disability, child labour status, etc.)
12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in English and French in the UIS Glossary (www.uis.unesco.org/Pages/ Glossary.aspx), and the UIS Global Education Digest)Very few education terms are consistent with standard definitions
(2) $\square$ Some education terms are consistent with standard definitions
(3) $\quad$ Most education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(1)
$\square$ Very few education terms are comparable with other national data sources
(2) $\square$ Some education terms are comparable with other national data sources
(3) $\quad$ Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%).
(1) $\square$ Age data are recorded more than 6 months after the start month of the school year (large gap)
(2) $\boxtimes$ Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
(3) $\square$ Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\square$ Sample design does not explicitly consider coverage of disadvantaged groups
(2) $\quad \square \quad$ Sample design considers coverage of some disadvantaged groups
(3) $\quad$ Sample design considers coverage of many disadvantaged groups

Total Score

## Nepal Living Standards Survey (NLSS)

## Score Data source assessment criteria:

 value1. Age: When were the data collected (not published)?

区 3-5 years ago (2009-2011)
$\square$ Within the last 2 years (2012-present)
2. Frequency: How often are the data collected? (Possibility of time series data)
$\square$ The data are from a one-time collection
凹 The data are from a repeated or periodic collection (For example: every 3-5 years)The data are from an annual or semi-annual collection
3. Accuracy of age data: How are children's age data collected?
$\square$ Age data not reported
(2) $\quad$ Age data for children are collected from the teacher or household respondent
(3) $\quad \square$ Age data for children are collected from official records (birth certificate, etc.)
4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?Data access procedure is time consuming and likelihood of access is uncertain
$\boxtimes$ Data access procedure is time consuming and likelihood of access is certain
$\square$ Data access procedure is not time consuming and likelihood of access is certain
5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyse this data?
(1)
$\square$ Insufficient capacity
$\square$ Some capacity or possibility of training or support
® Sufficient capacity
6. Purpose: To what extent was this data source designed to collect data on education? (Consider coverage of appropriate age groups, sample design (if survey)
(1)
$\square$ Data collection not intended for generating education statistics (labour force, health, etc.)
(2) $\quad$ Data collection includes a module intended for generating education statistics (health and education)
(3)

Data collection primarily intended for generating education statistics

## 7. Coverage of age data: For which ages are data on current school attendance collected?

$\square$ Primary and lower secondary age
(2) $\mathbb{Q}$ Pre-primary to upper secondary age
(3) $\quad \square$ Pre-primary to tertiary age
8. Coverage of education levels: For which levels of education are data collected?
(1)
$\square$ Primary education
(2)
$\square$ Primary and secondary education
(3)

囚 Pre-primary to tertiary education
9. Coverage of educational institution types: Are data collected on (or do they include) all types of educational institutions in the country (Example: public, private, NGO, religious, community or unregistered schools)?
(1) $⿴$ Data collection excludes some important types of educational institutions
(2) $\square$ Data collection includes most types of educational institutions
(3) $\square$ Data collection includes all types of educational institutions
10. Usefulness for disaggregated data analysis: What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out-of-school children?National level only
Macro administrative region (for example, state or province) and area of residence (urban/rural)
$\square$ Micro administrative region (for example, district or village)
11. Usefulness for identifying characteristics of out-of-school children: To what extent is disaggregation (sub-national analysis) possible with this data source (for example, by age, gender, area, wealth, disability, ethnicity, region, and child labour status)?
(1)
$\square \quad$ Limited disaggregation possible (for example, only by gender)
(2) $\quad$ Some disaggregation possible, but some important groups are not available (for example, analysis by area of residence and wealth quintile is possible, but not ethnicity or disability)
(3) Significant disaggregation possible, including most high priority groups (for example, by disability, child labour status, etc.)
12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in English and French in the UIS Glossary (www.uis.unesco.org/Pages/ Glossary.aspx), and the UIS Global Education Digest)
(1) $\quad \square$ Very few education terms are consistent with standard definitions
(2) $\quad$ Some education terms are consistent with standard definitions
(3) $\quad \square$ Most education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(1)
$\square$ Very few education terms are comparable with other national data sources
(2) $\quad \square$ Some education terms are comparable with other national data sources
(3) $\boldsymbol{X}$ Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%).
(1) $\square$ Age data are recorded more than 6 months after the start month of the school year (large gap)
(2) $\square$ Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
(3) $\boxtimes$ Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\square$ Sample design does not explicitly consider coverage of disadvantaged groups
(2) $\quad$ Sample design considers coverage of some disadvantaged groups
(3) $\quad \square \quad$ Sample design considers coverage of many disadvantaged groups

Total Score

## Nepal Labour Force Survey (NLFS)

## Score Data source assessment criteria:

value

1. Age: When were the data collected (not published)?
(1) $\quad 6-10$ years ago (2004-2008)
(2) $\square \quad 3-5$ years ago (2009-2011)
(3) $\quad \square$ Within the last 2 years (2012-present)
2. Frequency: How often are the data collected? (Possibility of time series data)
(1)

The data are from a one-time collection
(2) $\boxtimes$ The data are from a repeated or periodic collection (For example: every 3-5 years)
(3) $\quad \square$ The data are from an annual or semi-annual collection

## 3. Accuracy of age data: How are children's age data collected?

$\square$ Age data not reported
(2) $\boxtimes$ Age data for children are collected from the teacher or household respondent
(3) $\quad \square$ Age data for children are collected from official records (birth certificate, etc.)
4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?
(1) $\square$ Data access procedure is time consuming and likelihood of access is uncertain
(2) $\boxtimes$ Data access procedure is time consuming and likelihood of access is certain
(3) $\square$ Data access procedure is not time consuming and likelihood of access is certain
5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyse this data?
(1)
$\square$ Insufficient capacity
(2) $\square$ Some capacity or possibility of training or support
(3) 区 Sufficient capacity
6. Purpose: To what extent was this data source designed to collect data on education? (Consider coverage of appropriate age groups, sample design (if survey)
(1)
$\square$ Data collection not intended for generating education statistics (labour force, health, etc.)
(2) $\quad$ Data collection includes a module intended for generating education statistics (health and education)
(3) $\quad \square$ Data collection primarily intended for generating education statistics
7. Coverage of age data: For which ages are data on current school attendance collected?
(1) $\quad \square$ Primary and lower secondary age
(2) $ख$ Pre-primary to upper secondary age
(3) $\square$ Pre-primary to tertiary age
8. Coverage of education levels: For which levels of education are data collected?
(1) $\square$ Primary education
(2) $\boxtimes$ Primary and secondary education
(3) $\square$ Pre-primary to tertiary education
9. Coverage of educational institution types: Are data collected on (or do they include) all types of educational institutions in the country (Example: public, private, NGO, religious, community or unregistered schools)?
(1)
(2) $\boxtimes$ Data collection includes most types of educational institutions
(3) $\square$ Data collection includes all types of educational institutions
10. Usefulness for disaggregated data analysis: What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out-of-school children?
(1) $\quad \square \quad$ National level only
(2) $\mathbb{Q}$ Macro administrative region (for example, state or province) and area of residence (urban/rural)
(3) $\quad \square$ Micro administrative region (for example, district or village)
11. Usefulness for identifying characteristics of out-of-school children: To what extent is disaggregation (sub-national analysis) possible with this data source (for example, by age, gender, area, wealth, disability, ethnicity, region, and child labour status)?
(1)
$\square \quad$ Limited disaggregation possible (for example, only by gender)
(2) $\quad$ Some disaggregation possible, but some important groups are not available (for example, analysis by area of residence and wealth quintile is possible, but not ethnicity or disability)
(3)

Significant disaggregation possible, including most high priority groups (for example, by disability, child labour status, etc.)
12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in English and French in the UIS Glossary (www.uis.unesco.org/Pages/ Glossary.aspx), and the UIS Global Education Digest)Very few education terms are consistent with standard definitions
(2) $\square$ Some education terms are consistent with standard definitions
(3) $\boxtimes$ Most education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(1)Very few education terms are comparable with other national data sources
(2)Some education terms are comparable with other national data sources
(3)
® Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%)
(1)Age data are recorded more than 6 months after the start month of the school year (large gap)
(2) $\boxtimes$ Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
(3) Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\square$ Sample design does not explicitly consider coverage of disadvantaged groups
(2) $\boxtimes$ Sample design considers coverage of some disadvantaged groups
(3) $\quad \square \quad$ Sample design considers coverage of many disadvantaged groups

## Total Score

## Annual Household Survey (AHS)

## Score Data source assessment criteria:

 value$\square \quad 6-10$ years ago (2004-2008)
$\square \quad 3-5$ years ago (2009-2011)
$\square \quad$ Age data not reported
® Age data for children are collected from the teacher or household respondent
$\square$ Age data for children are collected from official records (birth certificate, etc.)
4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?Data access procedure is time consuming and likelihood of access is uncertain
$\boxtimes$ Data access procedure is time consuming and likelihood of access is certain
Data access procedure is not time consuming and likelihood of access is certain
5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyse this data?
(1)
(2)
$\square$ Insufficient capacity
$\square$ Some capacity or possibility of training or support
囚 Sufficient capacity
6. Purpose: To what extent was this data source designed to collect data on education? (Consider coverage of appropriate age groups, sample design (if survey)Data collection not intended for generating education statistics (labour force, health, etc.)
区 Data collection includes a module intended for generating education statistics (health and education)
(3)

7．Coverage of age data：For which ages are data on current school attendance collected？
（1）

Primary and lower secondary age
囚 Pre－primary to upper secondary age
$\square$ Pre－primary to tertiary age

8．Coverage of education levels：For which levels of education are data collected？
$\square \quad$ Primary education
囚 Primary and secondary education
$\square$ Pre－primary to tertiary education
9．Coverage of educational institution types：Are data collected on（or do they include）all types of educational institutions in the country（Example：public， private，NGO，religious，community or unregistered schools）？
$\square \quad$ Data collection excludes some important types of educational institutions
® Data collection includes most types of educational institutions
$\square \quad$ Data collection includes all types of educational institutions
10．Usefulness for disaggregated data analysis：What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out－of－school children？
$\square \quad$ National level only
ख Macro administrative region（for example，state or province）and area of residence （urban／rural）
$\square \quad$ Micro administrative region（for example，district or village）
11．Usefulness for identifying characteristics of out－of－school children：To what extent is disaggregation（sub－national analysis）possible with this data source（for example， by age，gender，area，wealth，disability，ethnicity，region，and child labour status）？
$\square \quad$ Limited disaggregation possible（for example，only by gender）
凹 Some disaggregation possible，but some important groups are not available（for example，analysis by area of residence and wealth quintile is possible，but not ethnicity or disability）
$\square$ Significant disaggregation possible，including most high priority groups（for example， by disability，child labour status，etc．）
12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in English and French in the UIS Glossary (www.uis.unesco.org/Pages/Glossary.aspx), and the UIS Global Education Digest)Very few education terms are consistent with standard definitions
(2) $⿴$ Some education terms are consistent with standard definitionsMost education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(1)Very few education terms are comparable with other national data sources
Some education terms are comparable with other nationa
囚 Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%)
(1) $\square$ Age data are recorded more than 6 months after the start month of the school year (large gap)
(2) $\quad \square \quad$ Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
(3) $\quad$ Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\quad \square \quad$ Sample design does not explicitly consider coverage of disadvantaged groups
(2) $\boxtimes$ Sample design considers coverage of some disadvantaged groups
(3) $\quad \square \quad$ Sample design considers coverage of many disadvantaged groups

## Total Score

## Multiple Indicator Cluster Survey（MICS）

## Score <br> Data source assessment criteria：

Value

1．Age：When were the data collected（not published）？
$\square \quad 6-10$ years ago（2004－2008）
$\square \quad 3-5$ years ago（2009－2011）
囚 Within the last 2 years（2012－present）

2．Frequency：How often are the data collected？（Possibility of time series data）
区 The data are from a one－time collection
$\square \quad$ The data are from a repeated or periodic collection（For example：every 3－5 years）
$\square \quad$ The data are from an annual or semi－annual collection

3．Accuracy of age data：How are children＇s age data collected？
$\square \quad$ Age data not reported
$\boxtimes$ Age data for children are collected from the teacher or household respondent
$\square$ Age data for children are collected from official records（birth certificate，etc．）
4．Ease of access：What is the procedure to acquire access to the dataset in standard format for analysis（raw，unit level）？
$\square \quad$ Data access procedure is time consuming and likelihood of access is uncertain
$\square \quad$ Data access procedure is time consuming and likelihood of access is certain
区 Data access procedure is not time consuming and likelihood of access is certain

5．Software expertise required for data analysis：Is there sufficient capacity in the software generally used to analyse this data？
$\square$ Insufficient capacity
$\square \quad$ Some capacity or possibility of training or support
® Sufficient capacity

6．Purpose：To what extent was this data source designed to collect data on education？ （Consider coverage of appropriate age groups，sample design（if survey）
$\square$ Data collection not intended for generating education statistics（labour force，health，etc．）
凹 Data collection includes a module intended for generating education statistics（health and education）

7．Coverage of age data：For which ages are data on current school attendance collected？

Primary and lower secondary age
囚 Pre－primary to upper secondary age
$\square$ Pre－primary to tertiary age

8．Coverage of education levels：For which levels of education are data collected？
$\square$ Primary education
$\square$ Primary and secondary education
® Pre－primary to tertiary education

9．Coverage of educational institution types：Are data collected on（or do they include）all types of educational institutions in the country（Example：public， private，NGO，religious，community or unregistered schools）？
$\square \quad$ Data collection excludes some important types of educational institutions
® Data collection includes most types of educational institutions
$\square \quad$ Data collection includes all types of educational institutions
10．Usefulness for disaggregated data analysis：What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out－of－school children？
$\square \quad$ National level only
凹 Macro administrative region（for example，state or province）and area of residence （urban／rural）
$\square$ Micro administrative region（for example，district or village）

11．Usefulness for identifying characteristics of out－of－school children：To what extent is disaggregation（sub－national analysis）possible with this data source （for example，by age，gender，area，wealth，disability，ethnicity，region，and child labour status）？
$\square \quad$ Limited disaggregation possible（for example，only by gender）
囚 Some disaggregation possible，but some important groups are not available（for example，analysis by area of residence and wealth quintile is possible，but not ethnicity or disability）
$\square$ Significant disaggregation possible，including most high priority groups（for example， by disability，child labour status，etc．）

12．Consistency of education terms：How would you rate these terms on their consistency with standard international definitions？（UIS indicator and education term definitions can be found in English and French in the UIS Glossary（www． uis．unesco．org／Pages／Glossary．aspx），and the UIS Global Education Digest）
$\square \quad$ Very few education terms are consistent with standard definitions
$\square$ Some education terms are consistent with standard definitions
囚 Most education terms are consistent with standard definitions
13. Comparability of education terms: How comparable are the definitions with other national data sources?
(2)
(2)
(3) $\quad \square \quad$ Age data are recorded during the start month of the school year (no gap)

Additional criteria relevant to household sample survey data sources
15. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?
(1) $\quad \square \quad$ Sample design does not explicitly consider coverage of disadvantaged groups
(2)
(3)
$\square \quad$ Very few education terms are comparable with other national data sourcesSome education terms are comparable with other national data sources
囚 Most education terms are comparable with other national data sources
14. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50\%)
) Age data are recorded more than 6 months after the start month of the school year (large gap)Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
$\square \quad \square$ Sample design considers coverage of some disadvantaged groups
® Sample design considers coverage of many disadvantaged groups

Total Score

## Annex 3

## Data tables

A3.1: Distribution of out-of-school children in primary and lower secondary school age by caste/ethnic group

| Caste/ethnic group | Primary (5-9 years) |  |  |  | Lower secondary (10-12 years) |  |  |  | Total (5-12 years) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total Boys | $\begin{aligned} & \text { OOSC } \\ & \text { Boys } \end{aligned}$ | Total Girls | oosc Girls | Total Boys | $\begin{aligned} & \text { OOSC } \\ & \text { Boys } \end{aligned}$ | Total Girls | OOSC Girls | Total | OOSC | \% OOSC |
| Aathpariya | 304 | 20 | 327 | 18 | 220 | 1 | 219 | 7 | 1070 | 46 | 4.3\% |
| Amat | 240 | 76 | 224 | 80 | 174 | 19 | 167 | 46 | 805 | 221 | 27.5\% |
| Badhaee | 1981 | 480 | 1885 | 493 | 1292 | 147 | 1251 | 178 | 6409 | 1298 | 20.3\% |
| Badi | 2608 | 440 | 2610 | 514 | 1771 | 112 | 1752 | 143 | 8741 | 1209 | 13.8\% |
| Bahing | 147 | 21 | 184 | 22 | 128 | 2 | 136 | 6 | 595 | 51 | 8.6\% |
| Bangali | 1534 | 287 | 1394 | 274 | 1001 | 106 | 831 | 110 | 4760 | 777 | 16.3\% |
| Bantaba | 238 | 22 | 234 | 31 | 183 | 9 | 157 | 9 | 812 | 71 | 8.7\% |
| Bantar/Sardar | 3702 | 920 | 3506 | 903 | 2379 | 342 | 2211 | 422 | 11798 | 2587 | 21.9\% |
| Baraee | 5795 | 1226 | 5517 | 1379 | 3710 | 371 | 3608 | 542 | 18630 | 3518 | 18.9\% |
| Bhote | 751 | 170 | 776 | 163 | 485 | 42 | 523 | 76 | 2535 | 451 | 17.8\% |
| Bin | 6030 | 2672 | 5839 | 2960 | 3839 | 1263 | 3735 | 1744 | 19443 | 8639 | 44.4\% |
| Bote | 682 | 92 | 671 | 94 | 479 | 28 | 456 | 29 | 2288 | 243 | 10.6\% |
| Brahman - Hill | 157851 | 10268 | 148377 | 9956 | 113205 | 1931 | 107983 | 2217 | 527416 | 24372 | 4.6\% |
| Brahman - Terai | 7395 | 934 | 6607 | 936 | 5150 | 289 | 4650 | 344 | 23802 | 2503 | 10.5\% |
| Brahmu/Baramo | 473 | 43 | 448 | 44 | 384 | 9 | 342 | 4 | 1647 | 100 | 6.1\% |
| Byasi/Sanka | 240 | 44 | 246 | 45 | 132 | 10 | 118 | 15 | 736 | 114 | 15.5\% |
| Chamar/Harijan/Ram | 25075 | 8438 | 24361 | 9218 | 16666 | 3703 | 15225 | 4758 | 81327 | 26117 | 32.1\% |
| Chamling | 347 | 44 | 352 | 47 | 253 | 11 | 253 | 5 | 1205 | 107 | 8.9\% |
| Chepang/Praja | 5417 | 1770 | 5198 | 1700 | 3373 | 529 | 3119 | 564 | 17107 | 4563 | 26.7\% |
| Chhantyal/Chhantel | 650 | 45 | 580 | 49 | 395 | 11 | 420 | 7 | 2045 | 112 | 5.5\% |
| Chhetree | 268425 | 31529 | 257475 | 32795 | 180971 | 4455 | 174094 | 6438 | 880965 | 75217 | 8.5\% |
| Chidimar | 86 | 13 | 77 | 22 | 49 | 14 | 47 | 12 | 259 | 61 | 23.6\% |
| Dalit Others | 11268 | 2293 | 11055 | 2534 | 7373 | 488 | 7050 | 673 | 36746 | 5988 | 16.3\% |
| Damai/Dholi | 32488 | 4886 | 32282 | 5192 | 22082 | 1223 | 21305 | 1330 | 108157 | 12631 | 11.7\% |
| Danuwar | 5294 | 921 | 5076 | 949 | 3654 | 267 | 3643 | 382 | 17667 | 2519 | 14.3\% |
| Darai | 936 | 71 | 906 | 57 | 700 | 30 | 676 | 21 | 3218 | 179 | 5.6\% |
| Dev | 94 | 19 | 85 | 19 | 69 | 7 | 58 | 11 | 306 | 56 | 18.3\% |
| Dhandi | 139 | 33 | 124 | 38 | 92 | 14 | 80 | 23 | 435 | 108 | 24.8\% |
| Dhankar/Kharikar | 201 | 86 | 170 | 70 | 128 | 32 | 132 | 46 | 631 | 234 | 37.1\% |
| Dhanuk | 15992 | 3993 | 15194 | 4421 | 10296 | 1565 | 10103 | 2295 | 51585 | 12274 | 23.8\% |
| Dhimal | 1208 | 91 | 1229 | 79 | 891 | 29 | 897 | 29 | 4225 | 228 | 5.4\% |
| Dhobi | 8294 | 2486 | 7896 | 2751 | 5451 | 946 | 4900 | 1326 | 26541 | 7509 | 28.3\% |
| Dhunia | 1229 | 565 | 1242 | 648 | 794 | 263 | 701 | 308 | 3966 | 1784 | 45.0\% |
| Dolpo | 312 | 160 | 301 | 177 | 162 | 45 | 181 | 78 | 956 | 460 | 48.1\% |
| Dom | 1096 | 620 | 1004 | 661 | 635 | 298 | 564 | 346 | 3299 | 1925 | 58.4\% |


| Caste/ethnic group | Primary (5-9 years) |  |  |  | Lower secondary (10-12 years) |  |  |  | Total (5-12 years) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total Boys | OOSC <br> Boys | Total Girls | OOSC Girls | Total Boys | OOSC <br> Boys | Total Girls | OOSC Girls | Total | OOSC | \%OOSC |
| Dura | 310 | 23 | 276 | 22 | 208 | 2 | 228 | 5 | 1022 | 52 | 5.1\% |
| Dusadh/Pasawan/Pasi | 15766 | 5690 | 15485 | 6269 | 10216 | 2603 | 9431 | 3273 | 50898 | 17835 | 35.0\% |
| Foreigner | 330 | 58 | 324 | 66 | 199 | 20 | 185 | 26 | 1038 | 170 | 16.4\% |
| Gaderi/Bhedhar | 1891 | 429 | 1768 | 446 | 1224 | 141 | 1135 | 192 | 6018 | 1208 | 20.1\% |
| Gaine | 433 | 45 | 399 | 47 | 317 | 17 | 287 | 11 | 1436 | 120 | 8.4\% |
| Gangai | 2266 | 434 | 2278 | 407 | 1485 | 77 | 1489 | 66 | 7518 | 984 | 13.1\% |
| Ghale | 1209 | 123 | 1203 | 136 | 860 | 32 | 901 | 45 | 4173 | 336 | 8.1\% |
| Gharti/Bhujel | 7174 | 832 | 6769 | 733 | 4997 | 202 | 4790 | 199 | 23730 | 1966 | 8.3\% |
| Gurung | 25848 | 2160 | 25123 | 2113 | 19609 | 564 | 18699 | 607 | 89279 | 5444 | 6.1\% |
| Hajam/Thakur | 8280 | 1941 | 8014 | 2147 | 5442 | 706 | 4981 | 962 | 26717 | 5756 | 21.5\% |
| Halkhor | 341 | 159 | 279 | 140 | 188 | 65 | 181 | 78 | 989 | 442 | 44.7\% |
| Haluwai | 5383 | 1054 | 5109 | 1051 | 3700 | 341 | 3494 | 470 | 17686 | 2916 | 16.5\% |
| Hayu | 193 | 30 | 235 | 48 | 125 | 4 | 124 | 10 | 677 | 92 | 13.6\% |
| Hyolmo | 402 | 54 | 477 | 67 | 375 | 27 | 427 | 19 | 1681 | 167 | 9.9\% |
| Janajati Others | 70 | 14 | 56 | 7 | 48 | 5 | 47 | 9 | 221 | 35 | 15.8\% |
| Jhangad/Dhagar | 2347 | 540 | 2299 | 528 | 1635 | 214 | 1616 | 234 | 7897 | 1516 | 19.2\% |
| Jirel | 304 | 26 | 301 | 16 | 248 | 5 | 211 | 1 | 1064 | 48 | 4.5\% |
| Kahar | 3958 | 1091 | 3682 | 1158 | 2523 | 363 | 2337 | 476 | 12500 | 3088 | 24.7\% |
| Kalar | 77 | 24 | 66 | 19 | 41 | 6 | 44 | 3 | 228 | 52 | 22.8\% |
| Kalwar | 8920 | 1511 | 8140 | 1574 | 5761 | 466 | 5223 | 515 | 28044 | 4066 | 14.5\% |
| Kamar | 124 | 28 | 123 | 32 | 82 | 8 | 74 | 11 | 403 | 79 | 19.6\% |
| Kami | 89952 | 13966 | 87476 | 14387 | 59761 | 2716 | 57004 | 3380 | 294193 | 34449 | 11.7\% |
| Kanu | 9477 | 2572 | 8977 | 2639 | 5916 | 870 | 5426 | 1234 | 29796 | 7315 | 24.6\% |
| Kathbaniyan | 9054 | 1589 | 8382 | 1557 | 6040 | 492 | 5603 | 570 | 29079 | 4208 | 14.5\% |
| Kayastha | 2281 | 239 | 2112 | 260 | 1530 | 79 | 1512 | 86 | 7435 | 664 | 8.9\% |
| Kewat | 10740 | 2654 | 10357 | 2924 | 7184 | 1060 | 7004 | 1392 | 35285 | 8030 | 22.8\% |
| Khaling | 94 | 20 | 99 | 14 | 63 | 4 | 71 | 4 | 327 | 42 | 12.8\% |
| Khatwe | 7435 | 2397 | 7470 | 2943 | 4913 | 1017 | 4660 | 1630 | 24478 | 7987 | 32.6\% |
| Khawas | 846 | 96 | 852 | 106 | 693 | 41 | 627 | 34 | 3018 | 277 | 9.2\% |
| Kisan | 104 | 9 | 99 | 7 | 70 | 2 | 73 | 4 | 346 | 22 | 6.4\% |
| Koche | 94 | 20 | 93 | 28 | 75 | 11 | 52 | 13 | 314 | 72 | 22.9\% |
| Koiri/Kushwaha | 21559 | 4471 | 20365 | 4917 | 14683 | 1355 | 13543 | 1928 | 70150 | 12671 | 18.1\% |
| Kori | 857 | 316 | 819 | 341 | 565 | 138 | 478 | 165 | 2719 | 960 | 35.3\% |
| Kulung | 1951 | 518 | 1942 | 503 | 1144 | 67 | 1169 | 95 | 6206 | 1183 | 19.1\% |
| Kumal | 7936 | 1099 | 7734 | 1194 | 5440 | 334 | 5301 | 398 | 26411 | 3025 | 11.5\% |
| Kumhar | 4528 | 1325 | 4399 | 1502 | 2885 | 449 | 2764 | 690 | 14576 | 3966 | 27.2\% |
| Kurmi | 16859 | 4493 | 16305 | 4900 | 10749 | 1528 | 9932 | 2138 | 53845 | 13059 | 24.3\% |
| Kusunda | 18 | 1 | 17 | 2 | 14 | 1 | 10 | 1 | 59 | 5 | 8.5\% |
| Lepcha | 150 | 24 | 179 | 27 | 116 | 6 | 107 | 8 | 552 | 65 | 11.8\% |
| Lhomi | 90 | 16 | 107 | 29 | 62 | 5 | 74 | 7 | 333 | 57 | 17.1\% |
| Lhopa | 103 | 11 | 104 | 15 | 69 | 2 | 58 | 11 | 334 | 39 | 11.7\% |
| Limbu | 22741 | 2696 | 21970 | 2554 | 14849 | 515 | 14669 | 482 | 74229 | 6247 | 8.4\% |
| Lodh | 2396 | 599 | 2362 | 718 | 1603 | 191 | 1456 | 374 | 7817 | 1882 | 24.1\% |


| Caste/ethnic group | Primary (5-9 years) |  |  |  | Lower secondary (10-12 years) |  |  |  | Total (5-12 years) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total Boys | OOSC <br> Boys | Total Girls | OOSC Girls | Total Boys | $\begin{aligned} & \text { OOSC } \\ & \text { Boys } \end{aligned}$ | Total Girls | OOSC Girls | Total | OOSC | \%OOSC |
| Lohar | 7697 | 1857 | 7504 | 2089 | 5126 | 531 | 4716 | 742 | 25043 | 5219 | 20.8\% |
| Loharung | 72 | 4 | 55 | 8 | 41 | 0 | 36 | 0 | 204 | 12 | 5.9\% |
| Magar | 117026 | 14193 | 113096 | 14129 | 79875 | 2722 | 76848 | 3277 | 386845 | 34321 | 8.9\% |
| Majhi | 5306 | 852 | 5165 | 852 | 3640 | 295 | 3541 | 356 | 17652 | 2355 | 13.3\% |
| Mali | 1158 | 340 | 1119 | 337 | 729 | 124 | 648 | 135 | 3654 | 936 | 25.6\% |
| Mallaha | 13410 | 4970 | 13101 | 5754 | 8444 | 2157 | 7809 | 2968 | 42764 | 15849 | 37.1\% |
| Marwadi | 2417 | 277 | 2056 | 293 | 1641 | 117 | 1404 | 147 | 7518 | 834 | 11.1\% |
| Meche | 249 | 25 | 254 | 25 | 163 | 8 | 175 | 15 | 841 | 73 | 8.7\% |
| Mewahang Bala | 190 | 57 | 196 | 64 | 120 | 9 | 133 | 9 | 639 | 139 | 21.8\% |
| Munda | 120 | 12 | 103 | 18 | 93 | 3 | 75 | 5 | 391 | 38 | 9.7\% |
| Musahar | 18458 | 9375 | 17779 | 9731 | 11277 | 4889 | 10530 | 5769 | 58044 | 29764 | 51.3\% |
| Musalman | 94338 | 35759 | 90013 | 37991 | 59461 | 16443 | 55088 | 19935 | 298900 | 110128 | 36.8\% |
| Nachhiring | 504 | 104 | 464 | 109 | 289 | 17 | 295 | 23 | 1552 | 253 | 16.3\% |
| Natuwa | 255 | 120 | 242 | 129 | 163 | 70 | 151 | 71 | 811 | 390 | 48.1\% |
| Newar | 55353 | 3673 | 52050 | 3423 | 39844 | 1021 | 37426 | 1052 | 184673 | 9169 | 5.0\% |
| Nuniya | 5558 | 2098 | 5345 | 2401 | 3645 | 990 | 3056 | 1257 | 17604 | 6746 | 38.3\% |
| Nurang | 9 | 3 | 9 | 1 | 2 | 0 | 8 | 1 | 28 | 5 | 17.9\% |
| Pahari | 882 | 211 | 826 | 199 | 608 | 78 | 567 | 83 | 2883 | 571 | 19.8\% |
| Pattharkatta/Kushwadiya | 230 | 81 | 189 | 56 | 138 | 31 | 128 | 38 | 685 | 206 | 30.1\% |
| Punjabi/Sikh | 412 | 66 | 389 | 61 | 276 | 17 | 280 | 33 | 1357 | 177 | 13.0\% |
| Rai | 35574 | 4434 | 35263 | 4462 | 24255 | 858 | 23419 | 884 | 118511 | 10638 | 9.0\% |
| Rajbansi | 6094 | 681 | 5904 | 623 | 4236 | 143 | 4023 | 173 | 20257 | 1620 | 8.0\% |
| Rajbhar | 660 | 139 | 604 | 145 | 427 | 45 | 381 | 46 | 2072 | 375 | 18.1\% |
| Rajdhob | 986 | 207 | 923 | 223 | 571 | 38 | 604 | 96 | 3084 | 564 | 18.3\% |
| Raji | 298 | 50 | 282 | 49 | 182 | 11 | 201 | 10 | 963 | 120 | 12.5\% |
| Rajput | 2261 | 306 | 2120 | 304 | 1699 | 113 | 1432 | 106 | 7512 | 829 | 11.0\% |
| Raute | 45 | 18 | 49 | 24 | 27 | 5 | 26 | 9 | 147 | 56 | 38.1\% |
| Samgpang | 93 | 12 | 88 | 11 | 56 | 3 | 61 | 2 | 298 | 28 | 9.4\% |
| Sanyasi/Dashnami | 13905 | 1832 | 13441 | 1856 | 9412 | 397 | 9238 | 548 | 45996 | 4633 | 10.1\% |
| Sarbaria | 380 | 84 | 347 | 81 | 210 | 24 | 180 | 32 | 1117 | 221 | 19.8\% |
| Sarki | 25739 | 3591 | 24817 | 3533 | 17410 | 769 | 16708 | 901 | 84674 | 8794 | 10.4\% |
| Satar/Santhal | 3402 | 729 | 3456 | 839 | 2231 | 220 | 2098 | 219 | 11187 | 2007 | 17.9\% |
| Sherpa | 6601 | 1171 | 6334 | 1098 | 4663 | 353 | 4569 | 318 | 22167 | 2940 | 13.3\% |
| Sonar | 4651 | 1024 | 4396 | 1056 | 2961 | 379 | 2783 | 461 | 14791 | 2920 | 19.7\% |
| Sudhi | 6153 | 1063 | 5611 | 1097 | 4106 | 344 | 3941 | 513 | 19811 | 3017 | 15.2\% |
| Sunuwar | 3442 | 674 | 3323 | 647 | 2377 | 209 | 2334 | 235 | 11476 | 1765 | 15.4\% |
| Tajpuriya | 1024 | 171 | 1015 | 145 | 690 | 32 | 671 | 28 | 3400 | 376 | 11.1\% |
| Tamang | 92796 | 14882 | 91397 | 15116 | 65776 | 3986 | 63569 | 4436 | 313538 | 38420 | 12.3\% |
| Tatma/Tatwa | 7975 | 2553 | 7693 | 2848 | 5163 | 1040 | 4994 | 1569 | 25825 | 8010 | 31.0\% |
| Teli | 25911 | 5250 | 23966 | 5355 | 17041 | 1576 | 15708 | 2141 | 82626 | 14322 | 17.3\% |
| Terai Others | 7096 | 1824 | 6707 | 1960 | 4650 | 692 | 4385 | 956 | 22838 | 5432 | 23.8\% |
| Thakali | 484 | 22 | 476 | 32 | 354 | 13 | 341 | 18 | 1655 | 85 | 5.1\% |
| Thakuri | 27179 | 3230 | 25950 | 3240 | 17869 | 424 | 17066 | 569 | 88064 | 7463 | 8.5\% |


| Caste/ethnic group | Primary (5-9 years) |  |  |  | Lower secondary (10-12 years) |  |  |  | Total (5-12 years) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total Boys | OOSC Boys | Total Girls | OOSC Girls | Total Boys | OOSC Boys | Total Girls | $\begin{aligned} & \text { OOSC } \\ & \text { Girls } \end{aligned}$ | Total | 00SC | \% OOSC |
| Thami | 1968 | 340 | 1881 | 297 | 1282 | 95 | 1225 | 83 | 6356 | 815 | 12.8\% |
| Tharu | 94788 | 11619 | 91899 | 12061 | 70958 | 2954 | 67858 | 3166 | 325503 | 29800 | 9.2\% |
| Thulung | 207 | 46 | 174 | 37 | 128 | 7 | 121 | 4 | 630 | 94 | 14.9\% |
| Topkegola | 92 | 25 | 104 | 26 | 51 | 1 | 68 | 4 | 315 | 56 | 17.8\% |
| Undefined Others | 796 | 169 | 737 | 160 | 596 | 78 | 539 | 69 | 2668 | 476 | 17.8\% |
| Walung | 63 | 13 | 65 | 9 | 41 | 6 | 33 | 2 | 202 | 30 | 14.9\% |
| Yadav | 75622 | 18602 | 70762 | 20761 | 49264 | 6106 | 45838 | 9910 | 241486 | 55379 | 22.9\% |
| Yakkha | 1444 | 286 | 1455 | 317 | 957 | 95 | 948 | 101 | 4804 | 799 | 16.6\% |
| Yamphu | 390 | 67 | 411 | 67 | 300 | 6 | 253 | 10 | 1354 | 150 | 11.1\% |
| Total | 1635176 | 280366 | 1569683 | 294081 | 1111791 | 85906 | 1057613 | 109935 | 5374263 | 770288 | 14.3\% |

Source: Census 2011

## A3.2: Share of out-of-school children by development region

| Development Region | $\mathbf{5 - 9}$ years | $\mathbf{1 0 - 1 2}$ years | Total |
| :--- | :--- | :--- | :--- |
| Central Development Region | $43.8 \%$ | $54.6 \%$ | $46.5 \%$ |
| Eastern Development Region | $20.7 \%$ | $20.0 \%$ | $20.5 \%$ |
| Far-Western Development Region | $10.3 \%$ | $5.2 \%$ | $9.0 \%$ |
| Mid-Western Development Region | $13.4 \%$ | $8.9 \%$ | $12.3 \%$ |
| Western Development Region | $11.9 \%$ | $11.4 \%$ | $11.7 \%$ |
|  | $100 \%$ | $100 \%$ | $100 \%$ |

## A3.3: Classification of out-of-school children by development region and eco belt

| Development region and eco belt | Total population (5-12 years) | OOSC (5-12 years) | 00SC \% |
| :---: | :---: | :---: | :---: |
| Central Development Region | 1885584 | 358257 | 19.0\% |
| Hill | 379472 | 42073 | 11.1\% |
| Mountain | 100513 | 9917 | 9.9\% |
| Terai | 1066617 | 290891 | 27.3\% |
| Valley | 338982 | 15376 | 4.5\% |
| Eastern Development Region | 1147209 | 157790 | 13.8\% |
| Hill | 319093 | 29681 | 9.3\% |
| Mountain | 81385 | 9966 | 12.2\% |
| Terai | 746731 | 118143 | 15.8\% |
| Far-Western Development Region | 575468 | 69355 | 12.1\% |
| Hill | 204597 | 29145 | 14.2\% |
| Mountain | 112294 | 16184 | 14.4\% |
| Terai | 258577 | 24026 | 9.3\% |
| Mid-Western Development Region | 792623 | 94415 | 11.9\% |
| Hill | 398458 | 46982 | 11.8\% |
| Mountain | 89206 | 12997 | 14.6\% |
| Terai | 304959 | 34436 | 11.3\% |
| Western Development Region | 973379 | 90471 | 9.3\% |
| Hill | 539704 | 30095 | 5.6\% |
| Mountain | 2477 | 173 | 7.0\% |
| Terai | 431198 | 60203 | 14.0\% |
| Total | 5374263 | 770288 | 14.3\% |

## A3.4: Classification of out-of-school children by development region and district

| Development region and district | Total population (5-12 years) | $\begin{aligned} & \text { OOSC } \\ & \text { (5-12 years) } \end{aligned}$ | 00SC \% |
| :---: | :---: | :---: | :---: |
| Central Development Region | 1885584 | 358257 | 19.0\% |
| Bara | 161368 | 40191 | 24.9\% |
| Bhaktapur | 42300 | 1793 | 4.2\% |
| Chitwan | 98841 | 5863 | 5.9\% |
| Dhading | 66847 | 6270 | 9.4\% |
| Dhanusha | 171035 | 47589 | 27.8\% |
| Dolakha | 36463 | 2790 | 7.7\% |
| Kathmandu | 233290 | 10395 | 4.5\% |
| Kavrepalanchok | 68653 | 4859 | 7.1\% |
| Lalitpur | 63392 | 3188 | 5.0\% |
| Mahottari | 149178 | 45307 | 30.4\% |
| Makwanpur | 83688 | 10657 | 12.7\% |
| Nuwakot | 51927 | 6380 | 12.3\% |
| Parsa | 136575 | 31669 | 23.2\% |
| Ramechhap | 40803 | 4061 | 10.0\% |
| Rasuwa | 8723 | 899 | 10.3\% |
| Rautahat | 169003 | 62385 | 36.9\% |
| Sarlahi | 180617 | 57887 | 32.0\% |
| Sindhuli | 67554 | 9846 | 14.6\% |
| Sindhupalchok | 55327 | 6228 | 11.3\% |
| Eastern Development Region | 1147209 | 157790 | 13.8\% |
| Bhojpur | 35922 | 3904 | 10.9\% |
| Dhankuta | 29727 | 1859 | 6.3\% |
| Ilam | 51349 | 3689 | 7.2\% |
| Jhapa | 139607 | 10657 | 7.6\% |
| Khotang | 44737 | 4885 | 10.9\% |
| Morang | 172718 | 18666 | 10.8\% |
| Okhaldhunga | 30155 | 3043 | 10.1\% |
| Panchthar | 38911 | 3747 | 9.6\% |
| Sankhuwasabha | 33195 | 3873 | 11.7\% |
| Saptari | 141259 | 30748 | 21.8\% |
| Siraha | 147534 | 36521 | 24.8\% |
| Solukhumbu | 21172 | 3091 | 14.6\% |
| Sunsari | 145613 | 21551 | 14.8\% |
| Taplejung | 27018 | 3002 | 11.1\% |
| Terhathum | 19720 | 1831 | 9.3\% |
| Udayapur | 68572 | 6723 | 9.8\% |
| Far-Western Development Region | 575468 | 69355 | 12.1\% |
| Achham | 64103 | 11116 | 17.3\% |
| Baitadi | 57162 | 7189 | 12.6\% |


| Development region and district | Total population (5-12 years) | $\begin{aligned} & \text { OOSC } \\ & \text { (5-12 years) } \end{aligned}$ | 00SC \% |
| :---: | :---: | :---: | :---: |
| Bajhang | 49359 | 8680 | 17.6\% |
| Bajura | 33132 | 4351 | 13.1\% |
| Dadeldhura | 32829 | 3296 | 10.0\% |
| Darchula | 29803 | 3153 | 10.6\% |
| Doti | 50503 | 7544 | 14.9\% |
| Kailali | 162192 | 16461 | 10.1\% |
| Kanchanpur | 96385 | 7565 | 7.8\% |
| Mid-Western Development Region | 792623 | 94415 | 11.9\% |
| Banke | 104489 | 19845 | 19.0\% |
| Bardiya | 84318 | 5601 | 6.6\% |
| Dailekh | 62559 | 7917 | 12.7\% |
| Dang | 116152 | 8990 | 7.7\% |
| Dolpa | 8103 | 1287 | 15.9\% |
| Humla | 10814 | 1842 | 17.0\% |
| Jajarkot | 42804 | 6235 | 14.6\% |
| Jumla | 24611 | 3265 | 13.3\% |
| Kalikot | 33353 | 4640 | 13.9\% |
| Mugu | 12325 | 1963 | 15.9\% |
| Pyuthan | 56125 | 5453 | 9.7\% |
| Rolpa | 52684 | 7963 | 15.1\% |
| Rukum | 50248 | 6192 | 12.3\% |
| Salyan | 56829 | 6761 | 11.9\% |
| Surkhet | 77209 | 6461 | 8.4\% |
| Western Development Region | 973379 | 90471 | 9.3\% |
| Arghakhanchi | 42352 | 2484 | 5.9\% |
| Baglung | 55031 | 4581 | 8.3\% |
| Gorkha | 50615 | 3756 | 7.4\% |
| Gulmi | 59775 | 3487 | 5.8\% |
| Kapilbastu | 128583 | 27688 | 21.5\% |
| Kaski | 81711 | 3283 | 4.0\% |
| Lamjung | 30621 | 1338 | 4.4\% |
| Manang | 786 | 43 | 5.5\% |
| Mustang | 1691 | 130 | 7.7\% |
| Myagdi | 22135 | 1291 | 5.8\% |
| Nawalparasi | 126012 | 9151 | 7.3\% |
| Palpa | 51574 | 2422 | 4.7\% |
| Parbat | 27703 | 1486 | 5.4\% |
| Rupandehi | 176603 | 23364 | 13.2\% |
| Syangja | 54714 | 2229 | 4.1\% |
| Tanahu | 63473 | 3738 | 5.9\% |
| Total | 253013 | 39751 | 15.7\% |

## A3.5: Distribution of out-of-school children by district and Village Development Committee (VDC)

| District and VDC | 5-9 years |  | 10-12 years |  | Total(5-12 years) | oosc | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oose | Total | oosc |  |  |  |
| Achham | 39715 | 9481 | 24388 | 1635 | 64103 | 11116 | 17.3\% |
| Babala [1] | 405 | 72 | 251 | 4 | 656 | 76 | 11.6\% |
| Baijinath [2] | 141 | 17 | 125 | 1 | 266 | 18 | 6.8\% |
| Bannatoli [3] | 425 | 60 | 281 | 15 | 706 | 75 | 10.6\% |
| Baradadivi [4] | 698 | 130 | 424 | 12 | 1122 | 142 | 12.7\% |
| Basti [5] | 569 | 211 | 367 | 55 | 936 | 266 | 28.4\% |
| Batulasen [6] | 640 | 217 | 423 | 26 | 1063 | 243 | 22.9\% |
| Bayala [7] | 636 | 141 | 356 | 30 | 992 | 171 | 17.2\% |
| Bhagyaswori [8] | 133 | 16 | 102 | 1 | 235 | 17 | 7.2\% |
| Bhairabsthan [9] | 680 | 201 | 412 | 26 | 1092 | 227 | 20.8\% |
| Bhatakatiya [10] | 740 | 183 | 447 | 37 | 1187 | 220 | 18.5\% |
| Bhuli [11] | 462 | 54 | 254 | 12 | 716 | 66 | 9.2\% |
| Binayak [12] | 884 | 161 | 523 | 33 | 1407 | 194 | 13.8\% |
| Bindhyawasini [13] | 513 | 111 | 313 | 15 | 826 | 126 | 15.3\% |
| Birpath [14] | 450 | 77 | 257 | 8 | 707 | 85 | 12.0\% |
| Budhakot [15] | 478 | 78 | 290 | 17 | 768 | 95 | 12.4\% |
| Chalsa [16] | 364 | 33 | 237 | 11 | 601 | 44 | 7.3\% |
| Chandika (Bayalpata) [17] | 281 | 19 | 196 | 3 | 477 | 22 | 4.6\% |
| Chaphamandau [18] | 205 | 42 | 120 | 7 | 325 | 49 | 15.1\% |
| Darna [19] | 681 | 117 | 379 | 7 | 1060 | 124 | 11.7\% |
| Devisthan [20] | 348 | 31 | 193 | 3 | 541 | 34 | 6.3\% |
| Dhakari [21] | 663 | 164 | 376 | 28 | 1039 | 192 | 18.5\% |
| Dhaku [22] | 259 | 62 | 153 | 8 | 412 | 70 | 17.0\% |
| Dhamali [23] | 596 | 186 | 374 | 31 | 970 | 217 | 22.4\% |
| Dhodasain [24] | 734 | 203 | 452 | 37 | 1186 | 240 | 20.2\% |
| Dhudharukot [25] | 457 | 69 | 303 | 8 | 760 | 77 | 10.1\% |
| Dhungachalna [26] | 942 | 185 | 528 | 41 | 1470 | 226 | 15.4\% |
| Duni [27] | 395 | 99 | 220 | 24 | 615 | 123 | 20.0\% |
| Gajara [28] | 210 | 11 | 156 | 1 | 366 | 12 | 3.3\% |
| Hatikot [29] | 294 | 31 | 200 | 5 | 494 | 36 | 7.3\% |
| Hichma [30] | 835 | 234 | 508 | 65 | 1343 | 299 | 22.3\% |
| Institutional [999] | 94 | 5 | 76 | 3 | 170 | 8 | 4.7\% |
| Jalapadevi [31] | 391 | 78 | 268 | 15 | 659 | 93 | 14.1\% |
| Janalibandali [32] | 530 | 95 | 337 | 14 | 867 | 109 | 12.6\% |
| Janalikot [33] | 239 | 52 | 166 | 7 | 405 | 59 | 14.6\% |
| Jupu [34] | 415 | 75 | 265 | 9 | 680 | 84 | 12.4\% |
| Kalagau [35] | 409 | 42 | 270 | 3 | 679 | 45 | 6.6\% |
| Kalekanda [36] | 615 | 204 | 334 | 25 | 949 | 229 | 24.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kalika [37] | 423 | 69 | 330 | 2 | 753 | 71 | 9.4\% |
| Kalikasthan [38] | 538 | 123 | 350 | 13 | 888 | 136 | 15.3\% |
| Khaptad [39] | 249 | 86 | 164 | 15 | 413 | 101 | 24.5\% |
| Khodasadevi [40] | 649 | 130 | 392 | 7 | 1041 | 137 | 13.2\% |
| Kuika [41] | 633 | 80 | 396 | 5 | 1029 | 85 | 8.3\% |
| Kuntibandali [42] | 535 | 337 | 293 | 62 | 828 | 399 | 48.2\% |
| Kushkot [43] | 814 | 164 | 447 | 19 | 1261 | 183 | 14.5\% |
| Layati [44] | 451 | 153 | 309 | 68 | 760 | 221 | 29.1\% |
| Lungra [45] | 592 | 191 | 391 | 26 | 983 | 217 | 22.1\% |
| Malatikot [46] | 374 | 184 | 250 | 31 | 624 | 215 | 34.5\% |
| Mangalsen [47] | 1551 | 309 | 996 | 67 | 2547 | 376 | 14.8\% |
| Marku [48] | 350 | 51 | 217 | 8 | 567 | 59 | 10.4\% |
| Mashtanamdali [49] | 275 | 37 | 161 | 8 | 436 | 45 | 10.3\% |
| Mastamandau [50] | 425 | 44 | 294 | 8 | 719 | 52 | 7.2\% |
| Nada [51] | 439 | 147 | 270 | 15 | 709 | 162 | 22.8\% |
| Nandegada [52] | 596 | 183 | 395 | 19 | 991 | 202 | 20.4\% |
| Nawathana [53] | 265 | 26 | 197 | 3 | 462 | 29 | 6.3\% |
| Oligau [54] | 447 | 22 | 269 | 2 | 716 | 24 | 3.4\% |
| Patalkot [55] | 424 | 79 | 252 | 24 | 676 | 103 | 15.2\% |
| Payal [56] | 779 | 171 | 508 | 10 | 1287 | 181 | 14.1\% |
| Pulletala [57] | 525 | 116 | 292 | 15 | 817 | 131 | 16.0\% |
| Rahaph [58] | 781 | 241 | 426 | 48 | 1207 | 289 | 23.9\% |
| Ramarosan [59] | 976 | 158 | 513 | 23 | 1489 | 181 | 12.2\% |
| Raniban [60] | 419 | 208 | 282 | 47 | 701 | 255 | 36.4\% |
| Ridikot [61] | 223 | 16 | 147 | 2 | 370 | 18 | 4.9\% |
| Risidaha [62] | 705 | 139 | 423 | 22 | 1128 | 161 | 14.3\% |
| Santada [63] | 421 | 70 | 265 | 6 | 686 | 76 | 11.1\% |
| Sera [64] | 424 | 136 | 260 | 35 | 684 | 171 | 25.0\% |
| Siddheswor [65] | 480 | 75 | 380 | 12 | 860 | 87 | 10.1\% |
| Siudi [66] | 823 | 248 | 462 | 49 | 1285 | 297 | 23.1\% |
| Soukat [67] | 1122 | 465 | 572 | 90 | 1694 | 555 | 32.8\% |
| Sutar [68] | 552 | 92 | 331 | 11 | 883 | 103 | 11.7\% |
| Thanti [69] | 443 | 52 | 275 | 11 | 718 | 63 | 8.8\% |
| Timilsain [70] | 295 | 65 | 189 | 1 | 484 | 66 | 13.6\% |
| Toli [71] | 629 | 139 | 392 | 23 | 1021 | 162 | 15.9\% |
| Tosi [72] | 327 | 55 | 199 | 14 | 526 | 69 | 13.1\% |
| Turmakhad [73] | 602 | 255 | 366 | 55 | 968 | 310 | 32.0\% |
| Walant [74] | 683 | 232 | 438 | 43 | 1121 | 275 | 24.5\% |
| Warla [75] | 665 | 367 | 359 | 69 | 1024 | 436 | 42.6\% |
| Arghakhanchi | 24998 | 2024 | 17354 | 460 | 42352 | 2484 | 5.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Adguri [1] | 472 | 52 | 332 | 8 | 804 | 60 | 7.5\% |
| Argha [2] | 628 | 36 | 382 | 11 | 1010 | 47 | 4.7\% |
| Arghatos [3] | 451 | 21 | 325 | 4 | 776 | 25 | 3.2\% |
| Asurkot [4] | 311 | 36 | 209 | 13 | 520 | 49 | 9.4\% |
| Balkot [5] | 552 | 25 | 414 | 9 | 966 | 34 | 3.5\% |
| Bangi [6] | 492 | 27 | 373 | 6 | 865 | 33 | 3.8\% |
| Bhagawati [8] | 404 | 30 | 325 | 5 | 729 | 35 | 4.8\% |
| Chhatraganj [9] | 287 | 14 | 237 | 3 | 524 | 17 | 3.2\% |
| Chidika [10] | 440 | 17 | 312 | 3 | 752 | 20 | 2.7\% |
| Dhakawang [11] | 912 | 48 | 618 | 19 | 1530 | 67 | 4.4\% |
| Dhanchaur [12] | 487 | 36 | 312 | 4 | 799 | 40 | 5.0\% |
| Dharapani [13] | 669 | 43 | 490 | 6 | 1159 | 49 | 4.2\% |
| Dhatiwang [14] | 220 | 12 | 142 | 3 | 362 | 15 | 4.1\% |
| Dhikura [15] | 514 | 23 | 378 | 3 | 892 | 26 | 2.9\% |
| Dibharna [16] | 781 | 32 | 541 | 8 | 1322 | 40 | 3.0\% |
| Gokhunga [17] | 523 | 17 | 364 | 5 | 887 | 22 | 2.5\% |
| Hansapur [18] | 1113 | 46 | 687 | 18 | 1800 | 64 | 3.6\% |
| Institutional [999] | 10 | 1 | 10 | 1 | 20 | 2 | 10.0\% |
| Jaluke [20] | 981 | 102 | 630 | 28 | 1611 | 130 | 8.1\% |
| Jukena [19] | 874 | 113 | 560 | 25 | 1434 | 138 | 9.6\% |
| Keemdada [21] | 350 | 40 | 230 | 10 | 580 | 50 | 8.6\% |
| Kerunga [22] | 462 | 35 | 357 | 8 | 819 | 43 | 5.3\% |
| Khana [23] | 567 | 55 | 394 | 4 | 961 | 59 | 6.1\% |
| Khanchikot [24] | 384 | 25 | 265 | 9 | 649 | 34 | 5.2\% |
| Khandaha [25] | 410 | 16 | 300 | 9 | 710 | 25 | 3.5\% |
| Khidim [26] | 400 | 48 | 304 | 8 | 704 | 56 | 8.0\% |
| Khilji [27] | 437 | 21 | 272 | 2 | 709 | 23 | 3.2\% |
| Maidan [28] | 582 | 37 | 403 | 9 | 985 | 46 | 4.7\% |
| Mareng [29] | 434 | 10 | 318 | 0 | 752 | 10 | 1.3\% |
| Narpani [30] | 431 | 22 | 309 | 5 | 740 | 27 | 3.6\% |
| Nuwakot [31] | 755 | 49 | 574 | 10 | 1329 | 59 | 4.4\% |
| Pali [32] | 550 | 72 | 444 | 21 | 994 | 93 | 9.4\% |
| Panena [34] | 275 | 13 | 221 | 3 | 496 | 16 | 3.2\% |
| Patauti [33] | 420 | 50 | 315 | 7 | 735 | 57 | 7.8\% |
| Pokharathok [35] | 479 | 53 | 364 | 14 | 843 | 67 | 7.9\% |
| Sandhikharka [36] | 1786 | 157 | 1119 | 46 | 2905 | 203 | 7.0\% |
| Siddhara [37] | 1293 | 181 | 839 | 37 | 2132 | 218 | 10.2\% |
| Simalpani [38] | 838 | 91 | 594 | 18 | 1432 | 109 | 7.6\% |
| Sitapur [39] | 486 | 43 | 360 | 10 | 846 | 53 | 6.3\% |
| Subarnakhal [40] | 358 | 44 | 265 | 8 | 623 | 52 | 8.3\% |
| Thada [41] | 1185 | 136 | 777 | 23 | 1962 | 159 | 8.1\% |
| Thulapokhara [42] | 443 | 41 | 310 | 6 | 753 | 47 | 6.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Wangla [7] | 552 | 54 | 379 | 11 | 931 | 65 | 7.0\% |
| Baglung | 32586 | 3737 | 22445 | 844 | 55031 | 4581 | 8.3\% |
| Akhikarichaur [1] | 903 | 168 | 615 | 35 | 1518 | 203 | 13.4\% |
| Amalachaur [2] | 493 | 31 | 343 | 12 | 836 | 43 | 5.1\% |
| Amarbhumi [3] | 285 | 13 | 209 | 6 | 494 | 19 | 3.8\% |
| Argal [4] | 270 | 29 | 189 | 2 | 459 | 31 | 6.8\% |
| Arjewa [5] | 215 | 13 | 164 | 4 | 379 | 17 | 4.5\% |
| Baglung Municipality [31] | 3273 | 120 | 2240 | 40 | 5513 | 160 | 2.9\% |
| Batakachaur [6] | 504 | 47 | 348 | 11 | 852 | 58 | 6.8\% |
| Bhakunde [7] | 277 | 13 | 201 | 5 | 478 | 18 | 3.8\% |
| Bhimpokhara [8] | 353 | 46 | 288 | 14 | 641 | 60 | 9.4\% |
| Bhinggithe [9] | 841 | 58 | 550 | 10 | 1391 | 68 | 4.9\% |
| Bihunkot [10] | 718 | 48 | 552 | 5 | 1270 | 53 | 4.2\% |
| Binamare [11] | 277 | 23 | 204 | 7 | 481 | 30 | 6.2\% |
| Boharagaun [12] | 778 | 122 | 571 | 19 | 1349 | 141 | 10.5\% |
| Bongadovan [13] | 684 | 99 | 482 | 21 | 1166 | 120 | 10.3\% |
| Bowang [14] | 1047 | 577 | 728 | 207 | 1775 | 784 | 44.2\% |
| Burtiwang [15] | 1224 | 142 | 766 | 25 | 1990 | 167 | 8.4\% |
| Chhisti [16] | 554 | 110 | 405 | 19 | 959 | 129 | 13.5\% |
| Dagatundada [17] | 737 | 131 | 452 | 9 | 1189 | 140 | 11.8\% |
| Damek [18] | 659 | 46 | 454 | 3 | 1113 | 49 | 4.4\% |
| Darling [19] | 957 | 151 | 571 | 19 | 1528 | 170 | 11.1\% |
| Devisthan [20] | 1015 | 144 | 714 | 23 | 1729 | 167 | 9.7\% |
| Dhamja [21] | 246 | 19 | 177 | 1 | 423 | 20 | 4.7\% |
| Dhudhilabhati [22] | 497 | 65 | 301 | 9 | 798 | 74 | 9.3\% |
| Dhullu Gaidi [23] | 449 | 35 | 339 | 9 | 788 | 44 | 5.6\% |
| Dhullubaskot [24] | 456 | 46 | 280 | 0 | 736 | 46 | 6.3\% |
| Gwalichaur [25] | 591 | 24 | 391 | 14 | 982 | 38 | 3.9\% |
| Harichaur [26] | 602 | 27 | 449 | 5 | 1051 | 32 | 3.0\% |
| Hatiya [27] | 879 | 36 | 582 | 13 | 1461 | 49 | 3.4\% |
| Heel [28] | 336 | 23 | 229 | 1 | 565 | 24 | 4.2\% |
| Hugdisheer [29] | 504 | 51 | 392 | 2 | 896 | 53 | 5.9\% |
| Institutional [999] | 268 | 4 | 219 | 0 | 487 | 4 | 0.8\% |
| Jaljala [30] | 565 | 33 | 387 | 9 | 952 | 42 | 4.4\% |
| Kandebas [32] | 308 | 9 | 213 | 2 | 521 | 11 | 2.1\% |
| Khunga [33] | 451 | 52 | 351 | 6 | 802 | 58 | 7.2\% |
| Khungkhani [56] | 299 | 45 | 168 | 6 | 467 | 51 | 10.9\% |
| Kusmishera [34] | 362 | 18 | 237 | 7 | 599 | 25 | 4.2\% |
| Lekhani [35] | 281 | 7 | 160 | 2 | 441 | 9 | 2.0\% |
| Malika [36] | 251 | 28 | 168 | 9 | 419 | 37 | 8.8\% |
| Malma [37] | 529 | 44 | 347 | 7 | 876 | 51 | 5.8\% |
| Narayansthan [38] | 329 | 12 | 196 | 5 | 525 | 17 | 3.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | 00SC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Narethanti [39] | 394 | 16 | 276 | 2 | 670 | 18 | 2.7\% |
| Nisi [40] | 1074 | 386 | 684 | 119 | 1758 | 505 | 28.7\% |
| Paiyunpata [41] | 562 | 24 | 411 | 7 | 973 | 31 | 3.2\% |
| Paiyunthanthap [42] | 409 | 11 | 296 | 2 | 705 | 13 | 1.8\% |
| Palakot [43] | 394 | 22 | 276 | 1 | 670 | 23 | 3.4\% |
| Pandavkhani [44] | 265 | 33 | 157 | 5 | 422 | 38 | 9.0\% |
| Rajkut [45] | 403 | 50 | 250 | 6 | 653 | 56 | 8.6\% |
| Ranasinkiteni [46] | 391 | 63 | 235 | 12 | 626 | 75 | 12.0\% |
| Rangkhani [47] | 397 | 29 | 292 | 6 | 689 | 35 | 5.1\% |
| Rayadanda [48] | 272 | 30 | 188 | 7 | 460 | 37 | 8.0\% |
| Resh [49] | 537 | 34 | 370 | 9 | 907 | 43 | 4.7\% |
| Righa [50] | 395 | 78 | 281 | 5 | 676 | 83 | 12.3\% |
| Salyan [51] | 200 | 27 | 174 | 2 | 374 | 29 | 7.8\% |
| Sarkuwa [52] | 250 | 10 | 214 | 6 | 464 | 16 | 3.4\% |
| Singana [53] | 306 | 15 | 212 | 3 | 518 | 18 | 3.5\% |
| Sisakhani [54] | 255 | 34 | 172 | 6 | 427 | 40 | 9.4\% |
| Sukhaura [55] | 144 | 5 | 100 | 1 | 244 | 6 | 2.5\% |
| Taman [57] | 342 | 38 | 248 | 10 | 590 | 48 | 8.1\% |
| Tangram [58] | 399 | 37 | 326 | 8 | 725 | 45 | 6.2\% |
| Tara [59] | 532 | 41 | 359 | 12 | 891 | 53 | 5.9\% |
| Tityang [60] | 398 | 45 | 292 | 12 | 690 | 57 | 8.3\% |
| Baitadi | 34603 | 6417 | 22559 | 772 | 57162 | 7189 | 12.6\% |
| Amchaur [1] | 732 | 260 | 477 | 39 | 1209 | 299 | 24.7\% |
| Basantapur [2] | 327 | 34 | 221 | 4 | 548 | 38 | 6.9\% |
| Basuling [3] | 483 | 64 | 301 | 5 | 784 | 69 | 8.8\% |
| Bhatana [4] | 640 | 177 | 356 | 18 | 996 | 195 | 19.6\% |
| Bhumeswor [5] | 463 | 20 | 265 | 2 | 728 | 22 | 3.0\% |
| Bijayapur [6] | 586 | 159 | 385 | 25 | 971 | 184 | 18.9\% |
| Bisalpur [7] | 703 | 210 | 412 | 32 | 1115 | 242 | 21.7\% |
| Bumiraj [8] | 666 | 210 | 400 | 26 | 1066 | 236 | 22.1\% |
| Chaukham [9] | 409 | 130 | 250 | 22 | 659 | 152 | 23.1\% |
| Dasharathchanda Municipality [10] | 1827 | 149 | 1337 | 23 | 3164 | 172 | 5.4\% |
| Dehimandau [11] | 565 | 123 | 403 | 15 | 968 | 138 | 14.3\% |
| Deulek [12] | 336 | 18 | 221 | 2 | 557 | 20 | 3.6\% |
| Dhikarim/Rim [13] | 581 | 165 | 342 | 6 | 923 | 171 | 18.5\% |
| Dhikasintad/Sitad [14] | 658 | 71 | 421 | 10 | 1079 | 81 | 7.5\% |
| Dhungad [15] | 322 | 48 | 226 | 16 | 548 | 64 | 11.7\% |
| Dilasaini [16] | 750 | 115 | 486 | 19 | 1236 | 134 | 10.8\% |
| Durga Bhabani [17] | 332 | 62 | 225 | 3 | 557 | 65 | 11.7\% |
| Durgasthan [18] | 527 | 113 | 379 | 10 | 906 | 123 | 13.6\% |
| Gajari [19] | 580 | 97 | 391 | 14 | 971 | 111 | 11.4\% |
| Giregada [20] | 415 | 97 | 271 | 8 | 686 | 105 | 15.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Gokuleswor [21] | 554 | 45 | 337 | 2 | 891 | 47 | 5.3\% |
| Gujar [22] | 370 | 23 | 246 | 4 | 616 | 27 | 4.4\% |
| Gurukhola [23] | 610 | 98 | 439 | 6 | 1049 | 104 | 9.9\% |
| Gwallek [24] | 557 | 60 | 325 | 7 | 882 | 67 | 7.6\% |
| Hat [25] | 307 | 27 | 179 | 5 | 486 | 32 | 6.6\% |
| Hatairaj [26] | 142 | 17 | 105 | 3 | 247 | 20 | 8.1\% |
| Institutional [999] | 2 | 0 | 4 | 0 | 6 | 0 | 0.0\% |
| Kailpal [27] | 381 | 58 | 280 | 6 | 661 | 64 | 9.7\% |
| Kataujpani [28] | 586 | 98 | 381 | 10 | 967 | 108 | 11.2\% |
| Kotila [29] | 542 | 87 | 304 | 3 | 846 | 90 | 10.6\% |
| Kotpetara [30] | 884 | 262 | 635 | 19 | 1519 | 281 | 18.5\% |
| Kulau [31] | 443 | 88 | 274 | 6 | 717 | 94 | 13.1\% |
| Kuwakot [32] | 829 | 279 | 506 | 23 | 1335 | 302 | 22.6\% |
| Mahadevsthan [33] | 487 | 56 | 279 | 8 | 766 | 64 | 8.4\% |
| Mahakali [34] | 516 | 84 | 311 | 24 | 827 | 108 | 13.1\% |
| Maharudra [35] | 615 | 127 | 396 | 12 | 1011 | 139 | 13.7\% |
| Malladehi [36] | 585 | 136 | 340 | 13 | 925 | 149 | 16.1\% |
| Mathairaj [37] | 439 | 35 | 258 | 7 | 697 | 42 | 6.0\% |
| Maunali [38] | 423 | 109 | 304 | 8 | 727 | 117 | 16.1\% |
| Melauli [39] | 699 | 151 | 419 | 15 | 1118 | 166 | 14.8\% |
| Nagarjun [40] | 256 | 7 | 181 | 0 | 437 | 7 | 1.6\% |
| Nwadeu [41] | 652 | 110 | 397 | 18 | 1049 | 128 | 12.2\% |
| Nwali [42] | 365 | 93 | 234 | 15 | 599 | 108 | 18.0\% |
| Pancheswor [43] | 605 | 75 | 380 | 11 | 985 | 86 | 8.7\% |
| Patan [44] | 579 | 75 | 434 | 8 | 1013 | 83 | 8.2\% |
| Raudidewal [45] | 469 | 23 | 331 | 11 | 800 | 34 | 4.3\% |
| Rauleswor [46] | 572 | 106 | 395 | 16 | 967 | 122 | 12.6\% |
| Rudreswor [47] | 516 | 75 | 344 | 6 | 860 | 81 | 9.4\% |
| Sakar [48] | 428 | 24 | 281 | 5 | 709 | 29 | 4.1\% |
| Salena [49] | 470 | 114 | 315 | 11 | 785 | 125 | 15.9\% |
| Sarmali [50] | 1127 | 231 | 740 | 33 | 1867 | 264 | 14.1\% |
| Shankarpur [51] | 308 | 42 | 197 | 1 | 505 | 43 | 8.5\% |
| Shibanath [52] | 813 | 206 | 601 | 19 | 1414 | 225 | 15.9\% |
| Shikharpur [53] | 885 | 179 | 513 | 24 | 1398 | 203 | 14.5\% |
| Shivaling [54] | 538 | 149 | 366 | 24 | 904 | 173 | 19.1\% |
| Siddhapur [55] | 328 | 33 | 241 | 3 | 569 | 36 | 6.3\% |
| Siddheswor [56] | 701 | 122 | 462 | 6 | 1163 | 128 | 11.0\% |
| Sigash [57] | 590 | 159 | 361 | 26 | 951 | 185 | 19.5\% |
| Silanga [58] | 329 | 45 | 220 | 3 | 549 | 48 | 8.7\% |
| Sree Kedar [59] | 235 | 52 | 161 | 2 | 396 | 54 | 13.6\% |
| Sreekot [60] | 463 | 64 | 322 | 11 | 785 | 75 | 9.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Talladehi [61] | 422 | 81 | 260 | 6 | 682 | 87 | 12.8\% |
| Thalakanda [62] | 403 | 60 | 291 | 14 | 694 | 74 | 10.7\% |
| Udayadeb [63] | 676 | 130 | 441 | 19 | 1117 | 149 | 13.3\% |
| Bajhang | 30738 | 7406 | 18621 | 1274 | 49359 | 8680 | 17.6\% |
| Banjh [1] | 776 | 176 | 478 | 18 | 1254 | 194 | 15.5\% |
| Bhairabanath [2] | 779 | 154 | 495 | 33 | 1274 | 187 | 14.7\% |
| Bhamchaur [3] | 896 | 140 | 446 | 24 | 1342 | 164 | 12.2\% |
| Bhatekhola [4] | 644 | 116 | 344 | 8 | 988 | 124 | 12.6\% |
| Byasi [5] | 578 | 197 | 406 | 44 | 984 | 241 | 24.5\% |
| Chainpur [6] | 961 | 197 | 623 | 42 | 1584 | 239 | 15.1\% |
| Chaudhari [7] | 511 | 69 | 343 | 8 | 854 | 77 | 9.0\% |
| Dahabagar [8] | 995 | 342 | 538 | 29 | 1533 | 371 | 24.2\% |
| Dangaji [9] | 735 | 182 | 378 | 45 | 1113 | 227 | 20.4\% |
| Datola [10] | 478 | 133 | 293 | 27 | 771 | 160 | 20.8\% |
| Daulichaur [11] | 957 | 312 | 506 | 91 | 1463 | 403 | 27.5\% |
| Deulekh [12] | 665 | 154 | 403 | 35 | 1068 | 189 | 17.7\% |
| Deulikot [13] | 1124 | 293 | 663 | 41 | 1787 | 334 | 18.7\% |
| Dhamena [14] | 433 | 149 | 264 | 18 | 697 | 167 | 24.0\% |
| Gadaraya [15] | 504 | 109 | 299 | 9 | 803 | 118 | 14.7\% |
| Hemantabada [16] | 479 | 76 | 342 | 9 | 821 | 85 | 10.4\% |
| Kadel [17] | 725 | 161 | 501 | 29 | 1226 | 190 | 15.5\% |
| Kailash [18] | 307 | 54 | 185 | 3 | 492 | 57 | 11.6\% |
| Kalukheti [19] | 373 | 93 | 240 | 5 | 613 | 98 | 16.0\% |
| Kanda [20] | 377 | 221 | 215 | 74 | 592 | 295 | 49.8\% |
| Kaphalaseri [21] | 1016 | 304 | 610 | 40 | 1626 | 344 | 21.2\% |
| Khiratadi [22] | 1251 | 238 | 793 | 31 | 2044 | 269 | 13.2\% |
| Koiralakot [23] | 583 | 84 | 341 | 16 | 924 | 100 | 10.8\% |
| Kot Bhairab [24] | 488 | 87 | 341 | 15 | 829 | 102 | 12.3\% |
| Kotdewal [25] | 553 | 91 | 308 | 15 | 861 | 106 | 12.3\% |
| Lamatola [26] | 258 | 45 | 154 | 1 | 412 | 46 | 11.2\% |
| Lekgau [27] | 780 | 259 | 444 | 20 | 1224 | 279 | 22.8\% |
| Luyanta [28] | 422 | 136 | 296 | 11 | 718 | 147 | 20.5\% |
| Majhigau [29] | 627 | 116 | 413 | 17 | 1040 | 133 | 12.8\% |
| Malumela [30] | 356 | 104 | 252 | 8 | 608 | 112 | 18.4\% |
| Masta [31] | 476 | 55 | 239 | 10 | 715 | 65 | 9.1\% |
| Matela [32] | 408 | 59 | 285 | 16 | 693 | 75 | 10.8\% |
| Maulali [33] | 527 | 134 | 372 | 36 | 899 | 170 | 18.9\% |
| Melbisauni [34] | 563 | 57 | 308 | 11 | 871 | 68 | 7.8\% |
| Parakatne [35] | 647 | 115 | 393 | 10 | 1040 | 125 | 12.0\% |
| Patadewal [36] | 449 | 78 | 280 | 7 | 729 | 85 | 11.7\% |
| Pauwagadhi [37] | 286 | 72 | 178 | 7 | 464 | 79 | 17.0\% |
| Pipalkot [38] | 752 | 174 | 440 | 27 | 1192 | 201 | 16.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Rayal [39] | 981 | 293 | 626 | 53 | 1607 | 346 | 21.5\% |
| Rilu [40] | 923 | 331 | 491 | 71 | 1414 | 402 | 28.4\% |
| Rithapata [41] | 416 | 105 | 278 | 25 | 694 | 130 | 18.7\% |
| Sainpasela [42] | 1036 | 322 | 594 | 40 | 1630 | 362 | 22.2\% |
| Subeda [43] | 667 | 122 | 450 | 9 | 1117 | 131 | 11.7\% |
| Sunikot [44] | 379 | 72 | 189 | 9 | 568 | 81 | 14.3\% |
| Sunkuda [45] | 1152 | 230 | 711 | 44 | 1863 | 274 | 14.7\% |
| Surma [46] | 629 | 320 | 344 | 113 | 973 | 433 | 44.5\% |
| Syandi [47] | 816 | 75 | 529 | 20 | 1345 | 95 | 7.1\% |
| Bajura | 20662 | 3881 | 12470 | 470 | 33132 | 4351 | 13.1\% |
| Atichaur [1] | 664 | 72 | 376 | 11 | 1040 | 83 | 8.0\% |
| Baddhu [2] | 722 | 170 | 483 | 20 | 1205 | 190 | 15.8\% |
| Bai [3] | 494 | 101 | 322 | 19 | 816 | 120 | 14.7\% |
| Barhabis [4] | 1349 | 250 | 820 | 27 | 2169 | 277 | 12.8\% |
| Bichhaiya [5] | 398 | 94 | 246 | 23 | 644 | 117 | 18.2\% |
| Bramhatola [6] | 996 | 210 | 665 | 19 | 1661 | 229 | 13.8\% |
| Budhiganga [7] | 572 | 53 | 365 | 4 | 937 | 57 | 6.1\% |
| Chhatara [8] | 564 | 49 | 311 | 3 | 875 | 52 | 5.9\% |
| Dahakot [9] | 669 | 139 | 382 | 21 | 1051 | 160 | 15.2\% |
| Dogadi [10] | 551 | 182 | 373 | 30 | 924 | 212 | 22.9\% |
| Gotree [11] | 944 | 156 | 543 | 21 | 1487 | 177 | 11.9\% |
| Gudukhati [12] | 784 | 229 | 481 | 26 | 1265 | 255 | 20.2\% |
| Institutional [999] | 39 | 0 | 39 | 0 | 78 | 0 | 0.0\% |
| Jagannath [13] | 523 | 119 | 315 | 10 | 838 | 129 | 15.4\% |
| Jayabageswori [14] | 412 | 91 | 246 | 18 | 658 | 109 | 16.6\% |
| Jugada [15] | 789 | 119 | 502 | 10 | 1291 | 129 | 10.0\% |
| Jukot [16] | 442 | 64 | 289 | 3 | 731 | 67 | 9.2\% |
| Kailashmandau [17] | 1544 | 310 | 906 | 35 | 2450 | 345 | 14.1\% |
| Kanda [18] | 497 | 266 | 327 | 47 | 824 | 313 | 38.0\% |
| Kolti [19] | 1114 | 251 | 575 | 29 | 1689 | 280 | 16.6\% |
| Kotila [20] | 449 | 65 | 272 | 3 | 721 | 68 | 9.4\% |
| Kuldeumadau [21] | 1082 | 142 | 717 | 17 | 1799 | 159 | 8.8\% |
| Manakot [22] | 481 | 48 | 295 | 5 | 776 | 53 | 6.8\% |
| Martadi [23] | 1308 | 115 | 802 | 11 | 2110 | 126 | 6.0\% |
| Pandusain [24] | 969 | 243 | 585 | 18 | 1554 | 261 | 16.8\% |
| Rugin [25] | 434 | 55 | 241 | 10 | 675 | 65 | 9.6\% |
| Sappata [26] | 1027 | 189 | 526 | 21 | 1553 | 210 | 13.5\% |
| Tolidewal [27] | 845 | 99 | 466 | 9 | 1311 | 108 | 8.2\% |
| Banke | 62597 | 13712 | 41892 | 6133 | 104489 | 19845 | 19.0\% |
| Bageswari [1] | 1324 | 114 | 984 | 18 | 2308 | 132 | 5.7\% |
| Baijapur [5] | 1713 | 234 | 1226 | 59 | 2939 | 293 | 10.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bankatawa [2] | 2226 | 159 | 1557 | 39 | 3783 | 198 | 5.2\% |
| Bankatti [3] | 983 | 235 | 621 | 107 | 1604 | 342 | 21.3\% |
| Basudevpur [4] | 967 | 202 | 613 | 70 | 1580 | 272 | 17.2\% |
| Belahari [6] | 757 | 270 | 507 | 185 | 1264 | 455 | 36.0\% |
| Belbhar [7] | 702 | 227 | 434 | 89 | 1136 | 316 | 27.8\% |
| Betahani [8] | 1120 | 292 | 683 | 168 | 1803 | 460 | 25.5\% |
| Bhabaniyapur [9] | 620 | 252 | 402 | 114 | 1022 | 366 | 35.8\% |
| Binauna [10] | 953 | 136 | 661 | 8 | 1614 | 144 | 8.9\% |
| Chisapani [11] | 823 | 37 | 622 | 13 | 1445 | 50 | 3.5\% |
| Ganapur [12] | 871 | 212 | 510 | 87 | 1381 | 299 | 21.7\% |
| Gangapur [13] | 837 | 340 | 528 | 161 | 1365 | 501 | 36.7\% |
| Hirminiya [14] | 1282 | 802 | 893 | 451 | 2175 | 1253 | 57.6\% |
| Holiya [15] | 849 | 382 | 528 | 208 | 1377 | 590 | 42.8\% |
| Indrapur [16] | 1176 | 252 | 696 | 84 | 1872 | 336 | 17.9\% |
| Institutional [999] | 195 | 11 | 235 | 2 | 430 | 13 | 3.0\% |
| Jaispur [17] | 1019 | 284 | 613 | 159 | 1632 | 443 | 27.1\% |
| Kachanapur [20] | 1118 | 192 | 769 | 36 | 1887 | 228 | 12.1\% |
| Kalaphanta [18] | 756 | 415 | 474 | 212 | 1230 | 627 | 51.0\% |
| Kamdi [19] | 1313 | 221 | 976 | 121 | 2289 | 342 | 14.9\% |
| Katkuiya [21] | 876 | 685 | 559 | 411 | 1435 | 1096 | 76.4\% |
| Khajurakhurda [22] | 799 | 204 | 521 | 72 | 1320 | 276 | 20.9\% |
| Khaskarkando [23] | 1043 | 136 | 691 | 48 | 1734 | 184 | 10.6\% |
| Khaskusma [24] | 674 | 102 | 452 | 34 | 1126 | 136 | 12.1\% |
| Kohalpur [25] | 4314 | 279 | 2935 | 87 | 7249 | 366 | 5.0\% |
| Laxmanpur [26] | 816 | 583 | 537 | 385 | 1353 | 968 | 71.5\% |
| Mahadevpuri [27] | 1143 | 84 | 823 | 14 | 1966 | 98 | 5.0\% |
| Manikapur [28] | 1740 | 255 | 1036 | 106 | 2776 | 361 | 13.0\% |
| Matehiya [29] | 1152 | 484 | 725 | 264 | 1877 | 748 | 39.9\% |
| Narainapur [30] | 627 | 304 | 543 | 250 | 1170 | 554 | 47.4\% |
| Naubasta [31] | 2533 | 158 | 1743 | 27 | 4276 | 185 | 4.3\% |
| Nepalgunj Municipality [32] | 7470 | 1042 | 5199 | 393 | 12669 | 1435 | 11.3\% |
| Paraspur [33] | 836 | 175 | 477 | 60 | 1313 | 235 | 17.9\% |
| Phattepur [34] | 2321 | 614 | 1541 | 190 | 3862 | 804 | 20.8\% |
| Piprahawa [35] | 819 | 369 | 511 | 217 | 1330 | 586 | 44.1\% |
| Puraina [36] | 911 | 308 | 504 | 134 | 1415 | 442 | 31.2\% |
| Puraini [37] | 547 | 143 | 490 | 91 | 1037 | 234 | 22.6\% |
| Radhapur [38] | 322 | 32 | 270 | 11 | 592 | 43 | 7.3\% |
| Rajhena [39] | 3486 | 326 | 2299 | 95 | 5785 | 421 | 7.3\% |
| Raniyapur [40] | 988 | 390 | 645 | 157 | 1633 | 547 | 33.5\% |
| Saigaun [41] | 973 | 403 | 624 | 199 | 1597 | 602 | 37.7\% |
| Samserganj [42] | 1080 | 234 | 692 | 78 | 1772 | 312 | 17.6\% |
| Sitapur [43] | 1010 | 43 | 681 | 13 | 1691 | 56 | 3.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sonpur [44] | 1119 | 304 | 792 | 114 | 1911 | 418 | 21.9\% |
| Titihiriya [45] | 1145 | 63 | 701 | 14 | 1846 | 77 | 4.2\% |
| Udayapur [47] | 548 | 176 | 314 | 74 | 862 | 250 | 29.0\% |
| Udharapur [46] | 1701 | 547 | 1055 | 204 | 2756 | 751 | 27.2\% |
| Bara | 100280 | 28613 | 61088 | 11578 | 161368 | 40191 | 24.9\% |
| Amab [4] | 758 | 190 | 458 | 42 | 1216 | 232 | 19.1\% |
| Amarpatti [1] | 652 | 224 | 329 | 73 | 981 | 297 | 30.3\% |
| Amlekhganj [2] | 739 | 182 | 521 | 112 | 1260 | 294 | 23.3\% |
| Amritgang [3] | 1310 | 277 | 841 | 131 | 2151 | 408 | 19.0\% |
| Babuain [5] | 478 | 86 | 310 | 31 | 788 | 117 | 14.8\% |
| Bachhanpurwa [6] | 691 | 179 | 423 | 70 | 1114 | 249 | 22.4\% |
| Badaki Fulbariya [7] | 1173 | 464 | 604 | 210 | 1777 | 674 | 37.9\% |
| Bagahi [8] | 646 | 227 | 362 | 83 | 1008 | 310 | 30.8\% |
| Baghawan [11] | 769 | 279 | 462 | 131 | 1231 | 410 | 33.3\% |
| Bahuari [9] | 662 | 142 | 460 | 73 | 1122 | 215 | 19.2\% |
| Balirampur [10] | 1133 | 464 | 707 | 204 | 1840 | 668 | 36.3\% |
| Banjariya [12] | 870 | 441 | 550 | 227 | 1420 | 668 | 47.0\% |
| Barainiya [13] | 817 | 234 | 424 | 78 | 1241 | 312 | 25.1\% |
| Bariyarpur [14] | 1779 | 468 | 999 | 237 | 2778 | 705 | 25.4\% |
| Basatpur [15] | 1173 | 380 | 722 | 150 | 1895 | 530 | 28.0\% |
| Batara [16] | 581 | 184 | 324 | 51 | 905 | 235 | 26.0\% |
| Beldari [17] | 886 | 454 | 411 | 99 | 1297 | 553 | 42.6\% |
| Benauli [18] | 818 | 212 | 494 | 94 | 1312 | 306 | 23.3\% |
| Bhagwanpur [19] | 879 | 530 | 539 | 287 | 1418 | 817 | 57.6\% |
| Bhaluhi Bharbaliya [20] | 962 | 149 | 638 | 63 | 1600 | 212 | 13.3\% |
| Bharatganj Sigaul [21] | 672 | 85 | 460 | 31 | 1132 | 116 | 10.2\% |
| Bhatauda [22] | 945 | 300 | 550 | 67 | 1495 | 367 | 24.5\% |
| Bhodaha [23] | 979 | 353 | 655 | 145 | 1634 | 498 | 30.5\% |
| Bishrampur [24] | 1059 | 238 | 478 | 98 | 1537 | 336 | 21.9\% |
| Bishunpur [25] | 723 | 144 | 407 | 44 | 1130 | 188 | 16.6\% |
| Bishunpurwa [26] | 700 | 216 | 438 | 81 | 1138 | 297 | 26.1\% |
| Buniyad [27] | 921 | 165 | 488 | 67 | 1409 | 232 | 16.5\% |
| Chhata Pipra [28] | 1052 | 211 | 623 | 88 | 1675 | 299 | 17.9\% |
| Chhatawa [29] | 925 | 319 | 559 | 164 | 1484 | 483 | 32.5\% |
| Dahiyar [30] | 986 | 79 | 632 | 34 | 1618 | 113 | 7.0\% |
| Dewapur [31] | 844 | 247 | 410 | 75 | 1254 | 322 | 25.7\% |
| Dharma Nagar [32] | 818 | 232 | 486 | 62 | 1304 | 294 | 22.5\% |
| Dohari [33] | 766 | 171 | 459 | 62 | 1225 | 233 | 19.0\% |
| Dumarwana [34] | 2634 | 273 | 1760 | 93 | 4394 | 366 | 8.3\% |
| Fattepur [35] | 1059 | 340 | 911 | 193 | 1970 | 533 | 27.1\% |
| Gadhahal [36] | 424 | 52 | 310 | 20 | 734 | 72 | 9.8\% |
| Ganj Bhawanipur [37] | 896 | 188 | 573 | 82 | 1469 | 270 | 18.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Golaganj [38] | 869 | 536 | 489 | 186 | 1358 | 722 | 53.2\% |
| Haraiya [39] | 1264 | 205 | 785 | 95 | 2049 | 300 | 14.6\% |
| Hardiya [40] | 809 | 187 | 469 | 127 | 1278 | 314 | 24.6\% |
| Hariharpur [41] | 860 | 249 | 529 | 98 | 1389 | 347 | 25.0\% |
| Inarwamal [42] | 1279 | 787 | 772 | 325 | 2051 | 1112 | 54.2\% |
| Inarwasira [43] | 1705 | 496 | 1028 | 145 | 2733 | 641 | 23.5\% |
| Institutional [999] | 30 | 0 | 20 | 0 | 50 | 0 | 0.0\% |
| Itiyahi [44] | 1024 | 369 | 568 | 157 | 1592 | 526 | 33.0\% |
| Jhitakaiya (Dakshin) [45] | 1422 | 632 | 824 | 295 | 2246 | 927 | 41.3\% |
| Jhitakaiya (Uttar) [46] | 999 | 120 | 592 | 60 | 1591 | 180 | 11.3\% |
| Jitpur Bhawanipur [47] | 3089 | 821 | 1915 | 376 | 5004 | 1197 | 23.9\% |
| Kabahigoth [48] | 1065 | 539 | 609 | 283 | 1674 | 822 | 49.1\% |
| Kabahijabdi [49] | 714 | 169 | 418 | 74 | 1132 | 243 | 21.5\% |
| Kachorwa [50] | 1769 | 762 | 992 | 302 | 2761 | 1064 | 38.5\% |
| Kakadi [51] | 454 | 80 | 373 | 43 | 827 | 123 | 14.9\% |
| Kalaiya Municipality [52] | 5993 | 978 | 3845 | 307 | 9838 | 1285 | 13.1\% |
| Karaiya [53] | 690 | 191 | 500 | 122 | 1190 | 313 | 26.3\% |
| Khopawa [54] | 814 | 209 | 433 | 85 | 1247 | 294 | 23.6\% |
| Khutwajabdi [55] | 715 | 142 | 406 | 41 | 1121 | 183 | 16.3\% |
| Kolhabi [56] | 730 | 124 | 564 | 33 | 1294 | 157 | 12.1\% |
| Kudawa [57] | 705 | 428 | 421 | 160 | 1126 | 588 | 52.2\% |
| Laxmipur Kotwali [58] | 1015 | 445 | 563 | 143 | 1578 | 588 | 37.3\% |
| Lipanimal [59] | 1205 | 519 | 689 | 227 | 1894 | 746 | 39.4\% |
| Madhurijabdi [60] | 516 | 199 | 342 | 73 | 858 | 272 | 31.7\% |
| Mahendra Adarsha [61] | 825 | 299 | 452 | 89 | 1277 | 388 | 30.4\% |
| Maheshpur [62] | 1339 | 395 | 786 | 125 | 2125 | 520 | 24.5\% |
| Majhariya [63] | 717 | 224 | 449 | 135 | 1166 | 359 | 30.8\% |
| Manaharwa [64] | 1335 | 252 | 882 | 142 | 2217 | 394 | 17.8\% |
| Matiarwa [65] | 1032 | 390 | 580 | 188 | 1612 | 578 | 35.9\% |
| Motisar [66] | 807 | 117 | 409 | 27 | 1216 | 144 | 11.8\% |
| Narahi [67] | 684 | 161 | 408 | 53 | 1092 | 214 | 19.6\% |
| Nijgadh [68] | 1928 | 186 | 1532 | 83 | 3460 | 269 | 7.8\% |
| Pakadiya Chikani [69] | 852 | 274 | 480 | 117 | 1332 | 391 | 29.4\% |
| Paparpati Jabdi [70] | 468 | 151 | 313 | 76 | 781 | 227 | 29.1\% |
| Paterwa [71] | 624 | 255 | 330 | 100 | 954 | 355 | 37.2\% |
| Patharhati [72] | 718 | 182 | 440 | 67 | 1158 | 249 | 21.5\% |
| Pathera [73] | 675 | 309 | 486 | 170 | 1161 | 479 | 41.3\% |
| Pheta [74] | 1033 | 430 | 648 | 159 | 1681 | 589 | 35.0\% |
| Pipara Simara [75] | 2481 | 177 | 1774 | 79 | 4255 | 256 | 6.0\% |
| Piparabirta [76] | 708 | 268 | 335 | 65 | 1043 | 333 | 31.9\% |
| Piparpati Parchrouwa [77] | 801 | 327 | 506 | 172 | 1307 | 499 | 38.2\% |
| Pipra Basantapur [78] | 612 | 264 | 391 | 100 | 1003 | 364 | 36.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pipradhi Goth [79] | 753 | 111 | 454 | 64 | 1207 | 175 | 14.5\% |
| Prasauna [81] | 566 | 119 | 310 | 36 | 876 | 155 | 17.7\% |
| Prasauni [80] | 1180 | 194 | 765 | 89 | 1945 | 283 | 14.6\% |
| Prastoka [82] | 1770 | 665 | 916 | 190 | 2686 | 855 | 31.8\% |
| Prasurampur [83] | 1191 | 558 | 633 | 196 | 1824 | 754 | 41.3\% |
| Purainiya [84] | 1147 | 218 | 596 | 80 | 1743 | 298 | 17.1\% |
| Raghunathpur [85] | 859 | 312 | 439 | 87 | 1298 | 399 | 30.7\% |
| Rampur Tokani [86] | 1111 | 423 | 676 | 176 | 1787 | 599 | 33.5\% |
| Rampurwa [87] | 693 | 190 | 466 | 57 | 1159 | 247 | 21.3\% |
| Ratanpuri [88] | 1388 | 248 | 909 | 69 | 2297 | 317 | 13.8\% |
| Rauwahi [89] | 560 | 189 | 300 | 86 | 860 | 275 | 32.0\% |
| Sapahi [90] | 1066 | 181 | 785 | 81 | 1851 | 262 | 14.2\% |
| Shreenagar Bairiya [91] | 881 | 238 | 451 | 104 | 1332 | 342 | 25.7\% |
| Sihorwa [92] | 655 | 177 | 381 | 76 | 1036 | 253 | 24.4\% |
| Sinhasani [93] | 728 | 192 | 524 | 80 | 1252 | 272 | 21.7\% |
| Sisahaniya [94] | 517 | 218 | 278 | 114 | 795 | 332 | 41.8\% |
| Tedhakatti [95] | 772 | 378 | 434 | 169 | 1206 | 547 | 45.4\% |
| Telkuwa [96] | 871 | 151 | 435 | 45 | 1306 | 196 | 15.0\% |
| Tetariya [97] | 441 | 139 | 284 | 31 | 725 | 170 | 23.4\% |
| Uchidiha [98] | 814 | 229 | 447 | 84 | 1261 | 313 | 24.8\% |
| Umarjan [99] | 764 | 256 | 481 | 108 | 1245 | 364 | 29.2\% |
| Bardiya | 48838 | 4494 | 35480 | 1107 | 84318 | 5601 | 6.6\% |
| Badalpur [1] | 657 | 38 | 491 | 10 | 1148 | 48 | 4.2\% |
| Baganaha [2] | 1432 | 130 | 1080 | 13 | 2512 | 143 | 5.7\% |
| Baniyabhar [3] | 1959 | 141 | 1411 | 22 | 3370 | 163 | 4.8\% |
| Belawa [4] | 1894 | 143 | 1406 | 28 | 3300 | 171 | 5.2\% |
| Bhimapur [5] | 1072 | 171 | 798 | 25 | 1870 | 196 | 10.5\% |
| Daulatpur [6] | 733 | 112 | 611 | 17 | 1344 | 129 | 9.6\% |
| Deudakala [7] | 2309 | 145 | 1698 | 29 | 4007 | 174 | 4.3\% |
| Dhadhawar [8] | 2635 | 278 | 1956 | 46 | 4591 | 324 | 7.1\% |
| Dhodhari [9] | 1183 | 139 | 828 | 32 | 2011 | 171 | 8.5\% |
| Gola [10] | 862 | 47 | 592 | 10 | 1454 | 57 | 3.9\% |
| Gulariya Municipality [11] | 7170 | 1178 | 4902 | 458 | 12072 | 1636 | 13.6\% |
| Institutional [999] | 58 | 3 | 68 | 1 | 126 | 4 | 3.2\% |
| Jamuni [12] | 1348 | 144 | 976 | 25 | 2324 | 169 | 7.3\% |
| Kalika [13] | 1564 | 106 | 1116 | 25 | 2680 | 131 | 4.9\% |
| Khairi Chandanpur [14] | 819 | 71 | 545 | 6 | 1364 | 77 | 5.6\% |
| Magaragadi [15] | 2147 | 193 | 1492 | 22 | 3639 | 215 | 5.9\% |
| Mahamadpur [16] | 1359 | 207 | 965 | 82 | 2324 | 289 | 12.4\% |
| Manau [17] | 663 | 46 | 529 | 15 | 1192 | 61 | 5.1\% |
| Manpur Mainapokhar [18] | 920 | 41 | 685 | 17 | 1605 | 58 | 3.6\% |
| Manpur Tapara [19] | 910 | 53 | 718 | 10 | 1628 | 63 | 3.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Motipur [20] | 2487 | 140 | 1744 | 21 | 4231 | 161 | 3.8\% |
| Naya Gaun [21] | 584 | 71 | 418 | 15 | 1002 | 86 | 8.6\% |
| Neulapur [22] | 1744 | 71 | 1290 | 19 | 3034 | 90 | 3.0\% |
| Padanaha [23] | 908 | 56 | 637 | 7 | 1545 | 63 | 4.1\% |
| Pasupatinagar [24] | 823 | 57 | 582 | 7 | 1405 | 64 | 4.6\% |
| Patabhar [25] | 1578 | 155 | 1253 | 17 | 2831 | 172 | 6.1\% |
| Rajapur [26] | 1218 | 101 | 1015 | 41 | 2233 | 142 | 6.4\% |
| Sanoshree [27] | 2097 | 101 | 1464 | 19 | 3561 | 120 | 3.4\% |
| Sivapur [28] | 906 | 57 | 754 | 6 | 1660 | 63 | 3.8\% |
| Sorhawa [29] | 1700 | 128 | 1208 | 33 | 2908 | 161 | 5.5\% |
| Suryapatawa [30] | 1185 | 81 | 833 | 9 | 2018 | 90 | 4.5\% |
| Taratal [31] | 928 | 54 | 634 | 9 | 1562 | 63 | 4.0\% |
| Thakudwara [32] | 986 | 36 | 781 | 11 | 1767 | 47 | 2.7\% |
| Bhaktapur | 24312 | 1318 | 17988 | 475 | 42300 | 1793 | 4.2\% |
| Bageswori [1] | 412 | 19 | 313 | 14 | 725 | 33 | 4.6\% |
| Balkot [2] | 1251 | 63 | 882 | 10 | 2133 | 73 | 3.4\% |
| Bhaktapur Municipality [3] | 6241 | 282 | 4583 | 116 | 10824 | 398 | 3.7\% |
| Changunarayan [4] | 491 | 27 | 386 | 11 | 877 | 38 | 4.3\% |
| Chhaling [5] | 631 | 60 | 496 | 31 | 1127 | 91 | 8.1\% |
| Chitapol [6] | 424 | 20 | 330 | 8 | 754 | 28 | 3.7\% |
| Dadhikot [7] | 899 | 57 | 689 | 22 | 1588 | 79 | 5.0\% |
| Duwakot [8] | 840 | 72 | 621 | 18 | 1461 | 90 | 6.2\% |
| Gundu [9] | 429 | 24 | 325 | 8 | 754 | 32 | 4.2\% |
| Institutional [999] | 619 | 1 | 996 | 2 | 1615 | 3 | 0.2\% |
| Jhaukhel [10] | 661 | 34 | 458 | 10 | 1119 | 44 | 3.9\% |
| Kautunje [11] | 1609 | 72 | 1149 | 28 | 2758 | 100 | 3.6\% |
| Madhyapur Thimi Municipality [12] | 6757 | 357 | 4455 | 160 | 11212 | 517 | 4.6\% |
| Nagarkot [13] | 376 | 34 | 303 | 4 | 679 | 38 | 5.6\% |
| Nankhel [14] | 438 | 25 | 293 | 5 | 731 | 30 | 4.1\% |
| Sipadol [15] | 841 | 106 | 605 | 15 | 1446 | 121 | 8.4\% |
| Sirutar [16] | 321 | 19 | 237 | 5 | 558 | 24 | 4.3\% |
| Sudal [17] | 605 | 19 | 498 | 2 | 1103 | 21 | 1.9\% |
| Tathali [18] | 467 | 27 | 369 | 6 | 836 | 33 | 3.9\% |
| Bhojpur | 21664 | 3422 | 14258 | 482 | 35922 | 3904 | 10.9\% |
| Aamtep [1] | 289 | 17 | 221 | 6 | 510 | 23 | 4.5\% |
| Annapurna [2] | 179 | 17 | 124 | 1 | 303 | 18 | 5.9\% |
| Baikunthe [3] | 305 | 61 | 225 | 3 | 530 | 64 | 12.1\% |
| Balankha [61] | 194 | 36 | 129 | 5 | 323 | 41 | 12.7\% |
| Basikhora [4] | 526 | 104 | 331 | 4 | 857 | 108 | 12.6\% |
| Basteem [6] | 318 | 97 | 173 | 12 | 491 | 109 | 22.2\% |
| Bhaisipankha [7] | 243 | 59 | 211 | 6 | 454 | 65 | 14.3\% |
| Bhojpur [8] | 771 | 72 | 508 | 13 | 1279 | 85 | 6.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhulke [10] | 311 | 72 | 197 | 8 | 508 | 80 | 15.7\% |
| Bokhim [11] | 302 | 48 | 213 | 9 | 515 | 57 | 11.1\% |
| Boya [12] | 418 | 31 | 324 | 9 | 742 | 40 | 5.4\% |
| Champe [13] | 328 | 53 | 246 | 3 | 574 | 56 | 9.8\% |
| Changre [14] | 339 | 51 | 252 | 5 | 591 | 56 | 9.5\% |
| Charambi [15] | 311 | 41 | 193 | 4 | 504 | 45 | 8.9\% |
| Chaukidada [16] | 244 | 51 | 157 | 2 | 401 | 53 | 13.2\% |
| Chhinamakhu [17] | 310 | 83 | 198 | 6 | 508 | 89 | 17.5\% |
| Dalgaun [18] | 308 | 49 | 190 | 7 | 498 | 56 | 11.2\% |
| Deurali [19] | 674 | 80 | 409 | 13 | 1083 | 93 | 8.6\% |
| Dewantar [20] | 412 | 107 | 277 | 17 | 689 | 124 | 18.0\% |
| Dhodlekhani [21] | 164 | 53 | 125 | 3 | 289 | 56 | 19.4\% |
| Dobhane [22] | 739 | 260 | 481 | 29 | 1220 | 289 | 23.7\% |
| Dummana [23] | 604 | 114 | 358 | 14 | 962 | 128 | 13.3\% |
| Gogane [24] | 268 | 27 | 166 | 5 | 434 | 32 | 7.4\% |
| Gupteshwor [25] | 193 | 21 | 154 | 1 | 347 | 22 | 6.3\% |
| Hasanpur [26] | 283 | 25 | 177 | 7 | 460 | 32 | 7.0\% |
| Helauchha [27] | 469 | 84 | 335 | 18 | 804 | 102 | 12.7\% |
| Homtang [28] | 586 | 104 | 359 | 19 | 945 | 123 | 13.0\% |
| Institutional [999] | 20 | 3 | 25 | 0 | 45 | 3 | 6.7\% |
| Jarayotar [29] | 421 | 34 | 266 | 8 | 687 | 42 | 6.1\% |
| Keemalung [30] | 209 | 18 | 153 | 3 | 362 | 21 | 5.8\% |
| Keurenipani [31] | 482 | 56 | 300 | 6 | 782 | 62 | 7.9\% |
| Khairang [32] | 320 | 53 | 195 | 13 | 515 | 66 | 12.8\% |
| Khartamchha [33] | 224 | 89 | 153 | 16 | 377 | 105 | 27.9\% |
| Khatamma [34] | 280 | 72 | 180 | 6 | 460 | 78 | 17.0\% |
| Khawa [35] | 207 | 50 | 139 | 3 | 346 | 53 | 15.3\% |
| Kot [36] | 384 | 40 | 292 | 19 | 676 | 59 | 8.7\% |
| Kudak Kaule [37] | 308 | 49 | 191 | 4 | 499 | 53 | 10.6\% |
| Kulung [38] | 548 | 79 | 365 | 18 | 913 | 97 | 10.6\% |
| Lekharka [39] | 348 | 39 | 229 | 5 | 577 | 44 | 7.6\% |
| Mane Bhanjyang [40] | 342 | 86 | 197 | 4 | 539 | 90 | 16.7\% |
| Mulpani [41] | 476 | 77 | 281 | 4 | 757 | 81 | 10.7\% |
| Nagi [42] | 143 | 24 | 70 | 3 | 213 | 27 | 12.7\% |
| Nepaledada [43] | 401 | 18 | 251 | 8 | 652 | 26 | 4.0\% |
| Okhre [44] | 364 | 57 | 202 | 7 | 566 | 64 | 11.3\% |
| Pangcha [45] | 331 | 70 | 176 | 15 | 507 | 85 | 16.8\% |
| Patle Pani [46] | 409 | 48 | 273 | 3 | 682 | 51 | 7.5\% |
| Pawala [47] | 147 | 17 | 90 | 8 | 237 | 25 | 10.5\% |
| Pyauli [48] | 279 | 45 | 152 | 4 | 431 | 49 | 11.4\% |
| Ranibas [49] | 700 | 99 | 450 | 10 | 1150 | 109 | 9.5\% |
| Sangpang [50] | 436 | 32 | 278 | 8 | 714 | 40 | 5.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sano Dumma [51] | 292 | 26 | 204 | 3 | 496 | 29 | 5.8\% |
| Shyamsila [52] | 229 | 30 | 190 | 3 | 419 | 33 | 7.9\% |
| Siddheswor [53] | 278 | 19 | 219 | 8 | 497 | 27 | 5.4\% |
| Sindrang [54] | 104 | 14 | 73 | 4 | 177 | 18 | 10.2\% |
| Taksar [55] | 331 | 40 | 220 | 3 | 551 | 43 | 7.8\% |
| Thidingkha [56] | 239 | 63 | 151 | 5 | 390 | 68 | 17.4\% |
| Thulo Dumma [57] | 218 | 30 | 168 | 14 | 386 | 44 | 11.4\% |
| Timma [58] | 312 | 40 | 222 | 11 | 534 | 51 | 9.6\% |
| Tiwari Bhanjyang [59] | 338 | 53 | 220 | 5 | 558 | 58 | 10.4\% |
| Tunggechha [60] | 272 | 19 | 179 | 2 | 451 | 21 | 4.7\% |
| Washingtharpu [5] | 220 | 37 | 132 | 5 | 352 | 42 | 11.9\% |
| Yaku [62] | 374 | 30 | 278 | 4 | 652 | 34 | 5.2\% |
| Yangpang [63] | 368 | 35 | 232 | 7 | 600 | 42 | 7.0\% |
| Yoon [9] | 222 | 14 | 129 | 4 | 351 | 18 | 5.1\% |
| Chitwan | 56483 | 4473 | 42358 | 1390 | 98841 | 5863 | 5.9\% |
| Ayodhyapuri [1] | 1308 | 168 | 904 | 44 | 2212 | 212 | 9.6\% |
| Bachhauli [2] | 906 | 34 | 767 | 20 | 1673 | 54 | 3.2\% |
| Bagauda [3] | 1085 | 106 | 835 | 21 | 1920 | 127 | 6.6\% |
| Bhandara [4] | 1644 | 73 | 1198 | 22 | 2842 | 95 | 3.3\% |
| Bharatpur Municipality [5] | 13027 | 656 | 9522 | 268 | 22549 | 924 | 4.1\% |
| Birendranagar [6] | 1428 | 105 | 1027 | 27 | 2455 | 132 | 5.4\% |
| Chainpur [7] | 1515 | 73 | 1204 | 18 | 2719 | 91 | 3.3\% |
| Chandi Bhanjyang [8] | 691 | 124 | 478 | 31 | 1169 | 155 | 13.3\% |
| Dahakhani [9] | 669 | 103 | 444 | 35 | 1113 | 138 | 12.4\% |
| Darechok [10] | 1019 | 91 | 785 | 39 | 1804 | 130 | 7.2\% |
| Dibyanagar [11] | 779 | 46 | 579 | 15 | 1358 | 61 | 4.5\% |
| Fulbari [12] | 334 | 14 | 275 | 7 | 609 | 21 | 3.4\% |
| Gardi [13] | 862 | 120 | 705 | 17 | 1567 | 137 | 8.7\% |
| Gitanagar [14] | 1318 | 58 | 970 | 23 | 2288 | 81 | 3.5\% |
| Gunjanagar [15] | 1492 | 95 | 1061 | 27 | 2553 | 122 | 4.8\% |
| Institutional [999] | 372 | 11 | 512 | 1 | 884 | 12 | 1.4\% |
| Jagatpur [16] | 1239 | 53 | 868 | 22 | 2107 | 75 | 3.6\% |
| Jutpani [17] | 1407 | 64 | 1058 | 25 | 2465 | 89 | 3.6\% |
| Kabilas [18] | 633 | 81 | 499 | 25 | 1132 | 106 | 9.4\% |
| Kathar [19] | 919 | 50 | 686 | 4 | 1605 | 54 | 3.4\% |
| Kaule [20] | 791 | 293 | 505 | 71 | 1296 | 364 | 28.1\% |
| Khairahani [21] | 1740 | 90 | 1477 | 49 | 3217 | 139 | 4.3\% |
| Korak [22] | 1021 | 165 | 656 | 44 | 1677 | 209 | 12.5\% |
| Kumroj [23] | 727 | 55 | 570 | 8 | 1297 | 63 | 4.9\% |
| Lothar [24] | 786 | 354 | 450 | 116 | 1236 | 470 | 38.0\% |
| Madi Kalyanpur [25] | 765 | 39 | 562 | 4 | 1327 | 43 | 3.2\% |
| Mangalpur [26] | 1922 | 118 | 1376 | 27 | 3298 | 145 | 4.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Meghauli [27] | 1419 | 68 | 1174 | 25 | 2593 | 93 | 3.6\% |
| Padampur [28] | 1671 | 145 | 1146 | 45 | 2817 | 190 | 6.7\% |
| Parbatipur [29] | 640 | 30 | 450 | 11 | 1090 | 41 | 3.8\% |
| Patihani [30] | 1069 | 64 | 862 | 22 | 1931 | 86 | 4.5\% |
| Piple [31] | 1805 | 177 | 1323 | 45 | 3128 | 222 | 7.1\% |
| Pithuwa [32] | 1137 | 56 | 939 | 20 | 2076 | 76 | 3.7\% |
| Ratnanagar Municipality [33] | 4203 | 219 | 3335 | 84 | 7538 | 303 | 4.0\% |
| Saradanagar [34] | 1009 | 68 | 818 | 16 | 1827 | 84 | 4.6\% |
| Shaktikhor [35] | 1172 | 224 | 805 | 57 | 1977 | 281 | 14.2\% |
| Sibanagar [36] | 707 | 29 | 564 | 15 | 1271 | 44 | 3.5\% |
| Siddi [37] | 523 | 107 | 337 | 28 | 860 | 135 | 15.7\% |
| Sukranagar [38] | 729 | 47 | 632 | 12 | 1361 | 59 | 4.3\% |
| Dadeldhura | 19690 | 2929 | 13139 | 367 | 32829 | 3296 | 10.0\% |
| Ajayameru [1] | 467 | 81 | 346 | 6 | 813 | 87 | 10.7\% |
| Alital [2] | 2038 | 224 | 1260 | 27 | 3298 | 251 | 7.6\% |
| Amargadhi Municipality [3] | 2600 | 268 | 1747 | 58 | 4347 | 326 | 7.5\% |
| Ashigram [4] | 454 | 46 | 315 | 5 | 769 | 51 | 6.6\% |
| Bagarkot [5] | 654 | 122 | 390 | 4 | 1044 | 126 | 12.1\% |
| Belapur [6] | 1079 | 211 | 707 | 29 | 1786 | 240 | 13.4\% |
| Bhadrapur [7] | 256 | 18 | 172 | 0 | 428 | 18 | 4.2\% |
| Bhageswor [8] | 507 | 50 | 396 | 12 | 903 | 62 | 6.9\% |
| Chipur [9] | 363 | 50 | 226 | 3 | 589 | 53 | 9.0\% |
| Dewal Dibyapur [10] | 839 | 180 | 566 | 25 | 1405 | 205 | 14.6\% |
| Ganeshpur [11] | 448 | 26 | 339 | 9 | 787 | 35 | 4.4\% |
| Gankhet [12] | 750 | 198 | 468 | 18 | 1218 | 216 | 17.7\% |
| Institutional [999] | 37 | 0 | 30 | 0 | 67 | 0 | 0.0\% |
| Jogbuda [13] | 3222 | 535 | 2070 | 55 | 5292 | 590 | 11.1\% |
| Kailapalamandau [14] | 640 | 94 | 424 | 7 | 1064 | 101 | 9.5\% |
| Koteli [15] | 597 | 33 | 466 | 5 | 1063 | 38 | 3.6\% |
| Manilek [16] | 618 | 95 | 449 | 19 | 1067 | 114 | 10.7\% |
| Mashtamandau [17] | 488 | 80 | 332 | 13 | 820 | 93 | 11.3\% |
| Nawadurga [18] | 436 | 60 | 360 | 7 | 796 | 67 | 8.4\% |
| Rupal [19] | 917 | 134 | 559 | 14 | 1476 | 148 | 10.0\% |
| Samejee [20] | 287 | 68 | 194 | 4 | 481 | 72 | 15.0\% |
| Sirsha [21] | 1993 | 356 | 1323 | 47 | 3316 | 403 | 12.2\% |
| Dailekh | 38835 | 7011 | 23724 | 906 | 62559 | 7917 | 12.7\% |
| Awal Parajul [1] | 624 | 105 | 386 | 8 | 1010 | 113 | 11.2\% |
| Badabhairab [2] | 489 | 108 | 291 | 6 | 780 | 114 | 14.6\% |
| Badakhola [3] | 397 | 43 | 231 | 3 | 628 | 46 | 7.3\% |
| Badalamji [4] | 911 | 175 | 545 | 29 | 1456 | 204 | 14.0\% |
| Baluwatar [5] | 579 | 193 | 331 | 37 | 910 | 230 | 25.3\% |
| Bansi [6] | 604 | 114 | 417 | 18 | 1021 | 132 | 12.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sc \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Baraha [7] | 510 | 65 | 354 | 5 | 864 | 70 | 8.1\% |
| Belpata [8] | 340 | 38 | 228 | 5 | 568 | 43 | 7.6\% |
| Bhairi Kalikathum [32] | 892 | 176 | 554 | 19 | 1446 | 195 | 13.5\% |
| Bhawani [9] | 344 | 110 | 188 | 6 | 532 | 116 | 21.8\% |
| Bindhyabasini [10] | 410 | 41 | 296 | 6 | 706 | 47 | 6.7\% |
| Bisalla [11] | 1151 | 266 | 631 | 37 | 1782 | 303 | 17.0\% |
| Chamunda [12] | 1838 | 431 | 1080 | 28 | 2918 | 459 | 15.7\% |
| Chauratha [13] | 443 | 38 | 267 | 4 | 710 | 42 | 5.9\% |
| Chhiudi Pusakot [44] | 673 | 168 | 413 | 10 | 1086 | 178 | 16.4\% |
| Dada Parajul [14] | 686 | 137 | 467 | 7 | 1153 | 144 | 12.5\% |
| Dullu [15] | 573 | 66 | 384 | 20 | 957 | 86 | 9.0\% |
| Dwari [39] | 411 | 51 | 225 | 9 | 636 | 60 | 9.4\% |
| Gamaudi [16] | 445 | 68 | 305 | 11 | 750 | 79 | 10.5\% |
| Gauri [17] | 373 | 51 | 241 | 10 | 614 | 61 | 9.9\% |
| Goganpani [18] | 412 | 45 | 267 | 3 | 679 | 48 | 7.1\% |
| Institutional [999] | 14 | 0 | 12 | 0 | 26 | 0 | 0.0\% |
| Jaganath [19] | 481 | 35 | 268 | 3 | 749 | 38 | 5.1\% |
| Jambukandh [20] | 1021 | 134 | 623 | 21 | 1644 | 155 | 9.4\% |
| Kal Bhairab [21] | 559 | 136 | 375 | 25 | 934 | 161 | 17.2\% |
| Kalika [22] | 374 | 98 | 250 | 10 | 624 | 108 | 17.3\% |
| Kasikandh [23] | 788 | 132 | 486 | 15 | 1274 | 147 | 11.5\% |
| Katti [24] | 831 | 216 | 519 | 21 | 1350 | 237 | 17.6\% |
| Khadgabada [25] | 744 | 120 | 459 | 4 | 1203 | 124 | 10.3\% |
| Kharigaira [26] | 604 | 87 | 371 | 16 | 975 | 103 | 10.6\% |
| Kusapani [27] | 793 | 117 | 438 | 5 | 1231 | 122 | 9.9\% |
| Lakandra [28] | 974 | 161 | 524 | 25 | 1498 | 186 | 12.4\% |
| Lalikanda [30] | 682 | 60 | 372 | 4 | 1054 | 64 | 6.1\% |
| Lankuri [29] | 472 | 44 | 309 | 3 | 781 | 47 | 6.0\% |
| Layati Bindrasaini [31] | 1186 | 283 | 699 | 15 | 1885 | 298 | 15.8\% |
| Malika [33] | 775 | 192 | 551 | 32 | 1326 | 224 | 16.9\% |
| Meheltoli [34] | 417 | 97 | 266 | 12 | 683 | 109 | 16.0\% |
| Narayan Municipality [35] | 2661 | 314 | 1907 | 62 | 4568 | 376 | 8.2\% |
| Naule Katuwal [36] | 634 | 53 | 425 | 11 | 1059 | 64 | 6.0\% |
| Naumule [38] | 238 | 10 | 149 | 1 | 387 | 11 | 2.8\% |
| Nepa [37] | 839 | 255 | 480 | 28 | 1319 | 283 | 21.5\% |
| Padukasthan [40] | 841 | 158 | 527 | 22 | 1368 | 180 | 13.2\% |
| Pagnath [41] | 392 | 203 | 264 | 124 | 656 | 327 | 49.8\% |
| Piladi [42] | 429 | 65 | 250 | 10 | 679 | 75 | 11.0\% |
| Pipalkot [43] | 501 | 65 | 297 | 9 | 798 | 74 | 9.3\% |
| Rakam Karnali [45] | 437 | 66 | 256 | 8 | 693 | 74 | 10.7\% |
| Raniban [46] | 711 | 70 | 449 | 13 | 1160 | 83 | 7.2\% |
| Rawatkot [47] | 748 | 109 | 445 | 15 | 1193 | 124 | 10.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Ruma [48] | 375 | 42 | 229 | 0 | 604 | 42 | 7.0\% |
| Salleri [49] | 593 | 106 | 350 | 9 | 943 | 115 | 12.2\% |
| Sattala [50] | 756 | 188 | 410 | 16 | 1166 | 204 | 17.5\% |
| Seri [51] | 293 | 20 | 187 | 3 | 480 | 23 | 4.8\% |
| Sigaudi [52] | 921 | 269 | 537 | 30 | 1458 | 299 | 20.5\% |
| Sinhasain [53] | 1142 | 141 | 576 | 21 | 1718 | 162 | 9.4\% |
| Tilepata [54] | 929 | 157 | 498 | 12 | 1427 | 169 | 11.8\% |
| Toli [55] | 478 | 39 | 315 | 3 | 793 | 42 | 5.3\% |
| Tolijaisi [56] | 1097 | 280 | 550 | 17 | 1647 | 297 | 18.0\% |
| Dang | 68502 | 7235 | 47650 | 1755 | 116152 | 8990 | 7.7\% |
| Baghmare [1] | 1007 | 140 | 699 | 25 | 1706 | 165 | 9.7\% |
| Bela [2] | 1604 | 274 | 983 | 70 | 2587 | 344 | 13.3\% |
| Bijauri [3] | 1639 | 187 | 1109 | 48 | 2748 | 235 | 8.6\% |
| Chaulahi [4] | 2401 | 131 | 1667 | 41 | 4068 | 172 | 4.2\% |
| Dhanauri [5] | 1136 | 172 | 787 | 18 | 1923 | 190 | 9.9\% |
| Dharna [6] | 893 | 68 | 584 | 17 | 1477 | 85 | 5.8\% |
| Dhikpur [7] | 1204 | 77 | 975 | 24 | 2179 | 101 | 4.6\% |
| Duruwa [8] | 1463 | 185 | 1123 | 31 | 2586 | 216 | 8.4\% |
| Gadhawa [9] | 1330 | 168 | 1008 | 38 | 2338 | 206 | 8.8\% |
| Gangapraspur [10] | 1278 | 197 | 962 | 38 | 2240 | 235 | 10.5\% |
| Ghorahi Municipality [39] | 7188 | 553 | 5072 | 147 | 12260 | 700 | 5.7\% |
| Gobardiya [11] | 1936 | 282 | 1347 | 75 | 3283 | 357 | 10.9\% |
| Goltakuri [12] | 662 | 41 | 479 | 10 | 1141 | 51 | 4.5\% |
| Halwar [13] | 1259 | 112 | 889 | 30 | 2148 | 142 | 6.6\% |
| Hansipur [14] | 1397 | 502 | 799 | 144 | 2196 | 646 | 29.4\% |
| Hapur [15] | 1738 | 159 | 1229 | 55 | 2967 | 214 | 7.2\% |
| Hekuli [16] | 1023 | 94 | 791 | 34 | 1814 | 128 | 7.1\% |
| Institutional [999] | 216 | 0 | 212 | 0 | 428 | 0 | 0.0\% |
| Kabhre [17] | 1088 | 157 | 682 | 30 | 1770 | 187 | 10.6\% |
| Koilabas [18] | 120 | 16 | 81 | 4 | 201 | 20 | 10.0\% |
| Lalmatiya [19] | 2709 | 247 | 1818 | 70 | 4527 | 317 | 7.0\% |
| Laxmipur [20] | 1691 | 177 | 1178 | 49 | 2869 | 226 | 7.9\% |
| Loharpani [21] | 986 | 129 | 571 | 33 | 1557 | 162 | 10.4\% |
| Manpur [22] | 1740 | 129 | 1278 | 54 | 3018 | 183 | 6.1\% |
| Narayanpur [23] | 1984 | 154 | 1594 | 34 | 3578 | 188 | 5.3\% |
| Panchakule [24] | 1077 | 186 | 702 | 43 | 1779 | 229 | 12.9\% |
| Pawan Nagar [25] | 999 | 75 | 716 | 18 | 1715 | 93 | 5.4\% |
| Phulbari [26] | 723 | 44 | 454 | 3 | 1177 | 47 | 4.0\% |
| Purandhara [27] | 2761 | 311 | 1866 | 35 | 4627 | 346 | 7.5\% |
| Rajpur [28] | 2022 | 419 | 1216 | 78 | 3238 | 497 | 15.3\% |
| Rampur [29] | 1804 | 140 | 1181 | 54 | 2985 | 194 | 6.5\% |
| Saidha [30] | 995 | 228 | 682 | 77 | 1677 | 305 | 18.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Satbariya [31] | 1652 | 306 | 1185 | 65 | 2837 | 371 | 13.1\% |
| Saudiyar [32] | 1326 | 95 | 978 | 19 | 2304 | 114 | 4.9\% |
| Shantinagar [33] | 1064 | 104 | 684 | 11 | 1748 | 115 | 6.6\% |
| Shreegaun [34] | 838 | 52 | 632 | 10 | 1470 | 62 | 4.2\% |
| Sisahaniya [35] | 2097 | 223 | 1476 | 38 | 3573 | 261 | 7.3\% |
| Sonpur [36] | 1600 | 122 | 1047 | 29 | 2647 | 151 | 5.7\% |
| Syuja [37] | 650 | 89 | 436 | 13 | 1086 | 102 | 9.4\% |
| Tarigaun [38] | 1427 | 109 | 926 | 21 | 2353 | 130 | 5.5\% |
| Tulsipur Municipality [40] | 6268 | 321 | 4430 | 105 | 10698 | 426 | 4.0\% |
| Urahari [41] | 1507 | 60 | 1122 | 17 | 2629 | 77 | 2.9\% |
| Darchula | 18065 | 2847 | 11738 | 306 | 29803 | 3153 | 10.6\% |
| Bhagabati [1] | 396 | 60 | 274 | 5 | 670 | 65 | 9.7\% |
| Boharigau [2] | 576 | 102 | 349 | 9 | 925 | 111 | 12.0\% |
| Bramhadev [3] | 203 | 25 | 154 | 2 | 357 | 27 | 7.6\% |
| Byash [4] | 46 | 7 | 23 | 3 | 69 | 10 | 14.5\% |
| Chhapari [5] | 394 | 77 | 233 | 4 | 627 | 81 | 12.9\% |
| Dadakot [6] | 201 | 19 | 157 | 0 | 358 | 19 | 5.3\% |
| Dattu [7] | 238 | 8 | 175 | 2 | 413 | 10 | 2.4\% |
| Dethala [8] | 512 | 83 | 348 | 16 | 860 | 99 | 11.5\% |
| Dhap [9] | 637 | 77 | 454 | 8 | 1091 | 85 | 7.8\% |
| Dhari [10] | 516 | 97 | 390 | 7 | 906 | 104 | 11.5\% |
| Dhaulakot [11] | 324 | 133 | 254 | 14 | 578 | 147 | 25.4\% |
| Dhuligada [12] | 823 | 132 | 452 | 8 | 1275 | 140 | 11.0\% |
| Eyarkot [13] | 417 | 155 | 241 | 11 | 658 | 166 | 25.2\% |
| Ghusa [14] | 225 | 14 | 136 | 0 | 361 | 14 | 3.9\% |
| Gokuleswor [15] | 437 | 61 | 320 | 22 | 757 | 83 | 11.0\% |
| Guljar [16] | 639 | 135 | 379 | 6 | 1018 | 141 | 13.9\% |
| Gwani [17] | 740 | 121 | 446 | 11 | 1186 | 132 | 11.1\% |
| Hikila [18] | 365 | 64 | 275 | 7 | 640 | 71 | 11.1\% |
| Hunainath [19] | 224 | 19 | 143 | 3 | 367 | 22 | 6.0\% |
| Huti [20] | 341 | 26 | 230 | 4 | 571 | 30 | 5.3\% |
| Institutional [999] | 15 | 1 | 10 | 1 | 25 | 2 | 8.0\% |
| Kante [21] | 290 | 56 | 250 | 7 | 540 | 63 | 11.7\% |
| Khalanga [22] | 1192 | 92 | 704 | 16 | 1896 | 108 | 5.7\% |
| Khandeswori [23] | 401 | 44 | 267 | 1 | 668 | 45 | 6.7\% |
| Khar [24] | 649 | 115 | 424 | 13 | 1073 | 128 | 11.9\% |
| Kharkada [25] | 372 | 78 | 269 | 6 | 641 | 84 | 13.1\% |
| Lali [26] | 322 | 27 | 221 | 3 | 543 | 30 | 5.5\% |
| Latinath [27] | 660 | 59 | 447 | 6 | 1107 | 65 | 5.9\% |
| Malikarjun [28] | 321 | 17 | 185 | 9 | 506 | 26 | 5.1\% |
| Pipalchauri [29] | 227 | 56 | 174 | 7 | 401 | 63 | 15.7\% |
| Ranisikhar [30] | 402 | 136 | 244 | 18 | 646 | 154 | 23.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Rapla [31] | 142 | 9 | 101 | 2 | 243 | 11 | 4.5\% |
| Rithachaupata [32] | 694 | 86 | 435 | 8 | 1129 | 94 | 8.3\% |
| Sankarpur [33] | 387 | 12 | 212 | 5 | 599 | 17 | 2.8\% |
| Seri [34] | 340 | 87 | 224 | 8 | 564 | 95 | 16.8\% |
| Sharmauli [35] | 601 | 77 | 390 | 9 | 991 | 86 | 8.7\% |
| Sikhar [36] | 344 | 70 | 251 | 8 | 595 | 78 | 13.1\% |
| Sipti [37] | 745 | 117 | 383 | 3 | 1128 | 120 | 10.6\% |
| Sitaula [38] | 508 | 95 | 323 | 4 | 831 | 99 | 11.9\% |
| Sunsera [39] | 481 | 55 | 300 | 9 | 781 | 64 | 8.2\% |
| Tapoban [40] | 313 | 64 | 203 | 13 | 516 | 77 | 14.9\% |
| Uku [41] | 405 | 79 | 288 | 8 | 693 | 87 | 12.6\% |
| Dhading | 38801 | 5055 | 28046 | 1215 | 66847 | 6270 | 9.4\% |
| Aginchok [1] | 325 | 24 | 246 | 2 | 571 | 26 | 4.6\% |
| Baireni [2] | 1634 | 312 | 1188 | 157 | 2822 | 469 | 16.6\% |
| Baseri [3] | 311 | 25 | 291 | 4 | 602 | 29 | 4.8\% |
| Benighat [4] | 1151 | 119 | 862 | 46 | 2013 | 165 | 8.2\% |
| Bhumesthan [5] | 1329 | 165 | 881 | 45 | 2210 | 210 | 9.5\% |
| Budhathum [6] | 390 | 22 | 298 | 3 | 688 | 25 | 3.6\% |
| Chainpur [7] | 687 | 64 | 494 | 14 | 1181 | 78 | 6.6\% |
| Chhatredeurali [8] | 773 | 93 | 520 | 17 | 1293 | 110 | 8.5\% |
| Darkha [9] | 655 | 50 | 524 | 4 | 1179 | 54 | 4.6\% |
| Dhola [10] | 481 | 44 | 317 | 14 | 798 | 58 | 7.3\% |
| Dhussa [11] | 1016 | 184 | 671 | 50 | 1687 | 234 | 13.9\% |
| Dhuwakot [12] | 505 | 41 | 393 | 5 | 898 | 46 | 5.1\% |
| Gajuri [13] | 1261 | 93 | 785 | 27 | 2046 | 120 | 5.9\% |
| Goganpani [14] | 619 | 98 | 492 | 10 | 1111 | 108 | 9.7\% |
| Gumdi [15] | 490 | 84 | 378 | 16 | 868 | 100 | 11.5\% |
| Institutional [999] | 7 | 0 | 10 | 0 | 17 | 0 | 0.0\% |
| Jeewanpur [16] | 863 | 102 | 635 | 16 | 1498 | 118 | 7.9\% |
| Jharlang [17] | 564 | 124 | 401 | 20 | 965 | 144 | 14.9\% |
| Jogimara [18] | 1034 | 259 | 685 | 74 | 1719 | 333 | 19.4\% |
| Jyamrung [19] | 745 | 94 | 602 | 20 | 1347 | 114 | 8.5\% |
| Kalleri [20] | 1065 | 151 | 785 | 18 | 1850 | 169 | 9.1\% |
| Katunje [21] | 599 | 48 | 509 | 7 | 1108 | 55 | 5.0\% |
| Kewalpur [22] | 558 | 29 | 387 | 11 | 945 | 40 | 4.2\% |
| Khalte [23] | 921 | 107 | 640 | 20 | 1561 | 127 | 8.1\% |
| Khari [24] | 515 | 43 | 349 | 7 | 864 | 50 | 5.8\% |
| Kiranchok [25] | 837 | 202 | 603 | 40 | 1440 | 242 | 16.8\% |
| Kumpur [26] | 1229 | 108 | 914 | 29 | 2143 | 137 | 6.4\% |
| Lapa [27] | 489 | 92 | 331 | 18 | 820 | 110 | 13.4\% |
| Mahadevsthan [28] | 1037 | 217 | 624 | 71 | 1661 | 288 | 17.3\% |
| Maidi [29] | 1025 | 143 | 788 | 25 | 1813 | 168 | 9.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Marpak [30] | 368 | 26 | 290 | 7 | 658 | 33 | 5.0\% |
| Mulpani [31] | 315 | 32 | 265 | 2 | 580 | 34 | 5.9\% |
| Murali Bhanjyang [32] | 832 | 54 | 582 | 9 | 1414 | 63 | 4.5\% |
| Nalang [33] | 976 | 94 | 662 | 25 | 1638 | 119 | 7.3\% |
| Naubise [34] | 1398 | 204 | 1100 | 69 | 2498 | 273 | 10.9\% |
| Nilkantha [35] | 2537 | 265 | 1750 | 43 | 4287 | 308 | 7.2\% |
| Phulkharka [36] | 450 | 70 | 343 | 7 | 793 | 77 | 9.7\% |
| Pida [37] | 1501 | 402 | 1019 | 77 | 2520 | 479 | 19.0\% |
| Ree Gaun [38] | 560 | 85 | 451 | 25 | 1011 | 110 | 10.9\% |
| Salang [39] | 583 | 64 | 475 | 8 | 1058 | 72 | 6.8\% |
| Salyankot [40] | 546 | 80 | 373 | 16 | 919 | 96 | 10.4\% |
| Salyantar [41] | 878 | 45 | 629 | 16 | 1507 | 61 | 4.0\% |
| Sangkosh [42] | 628 | 56 | 508 | 9 | 1136 | 65 | 5.7\% |
| Satyadevi [43] | 403 | 47 | 276 | 18 | 679 | 65 | 9.6\% |
| Semjong [44] | 280 | 15 | 250 | 6 | 530 | 21 | 4.0\% |
| Sertung [45] | 371 | 76 | 292 | 15 | 663 | 91 | 13.7\% |
| Sunaula Bazar [46] | 766 | 63 | 552 | 10 | 1318 | 73 | 5.5\% |
| Tasarpu [47] | 673 | 56 | 467 | 14 | 1140 | 70 | 6.1\% |
| Thakre [48] | 1074 | 115 | 728 | 38 | 1802 | 153 | 8.5\% |
| Tipling [49] | 255 | 39 | 147 | 7 | 402 | 46 | 11.4\% |
| Tripureswor [50] | 292 | 30 | 284 | 4 | 576 | 34 | 5.9\% |
| Dhankuta | 17794 | 1541 | 11933 | 318 | 29727 | 1859 | 6.3\% |
| Ahale [1] | 414 | 33 | 258 | 4 | 672 | 37 | 5.5\% |
| Ankhisalla [2] | 597 | 38 | 445 | 9 | 1042 | 47 | 4.5\% |
| Arkhaule Jitpur [3] | 435 | 72 | 327 | 3 | 762 | 75 | 9.8\% |
| Basantatar [4] | 284 | 56 | 240 | 38 | 524 | 94 | 17.9\% |
| Belhara [5] | 647 | 70 | 424 | 16 | 1071 | 86 | 8.0\% |
| Bhirgaun [6] | 443 | 46 | 305 | 10 | 748 | 56 | 7.5\% |
| Bodhe [7] | 276 | 36 | 217 | 7 | 493 | 43 | 8.7\% |
| Budi Morang [9] | 370 | 17 | 207 | 7 | 577 | 24 | 4.2\% |
| Chanuwa [10] | 457 | 67 | 325 | 4 | 782 | 71 | 9.1\% |
| Chha Nambar Budhabare [8] | 204 | 8 | 118 | 7 | 322 | 15 | 4.7\% |
| Chhintang [11] | 1178 | 109 | 684 | 18 | 1862 | 127 | 6.8\% |
| Chungwang [12] | 372 | 53 | 257 | 1 | 629 | 54 | 8.6\% |
| Danda Bazar [13] | 262 | 14 | 198 | 4 | 460 | 18 | 3.9\% |
| Dandagaun [14] | 280 | 27 | 149 | 1 | 429 | 28 | 6.5\% |
| Dhankuta Municipality [15] | 2678 | 124 | 1733 | 35 | 4411 | 159 | 3.6\% |
| Faksib [16] | 153 | 7 | 132 | 3 | 285 | 10 | 3.5\% |
| Falate [17] | 297 | 20 | 219 | 6 | 516 | 26 | 5.0\% |
| Ghorlikharka [18] | 356 | 46 | 201 | 15 | 557 | 61 | 11.0\% |
| Hathikharka [19] | 570 | 50 | 396 | 14 | 966 | 64 | 6.6\% |
| Institutional [999] | 54 | 2 | 58 | 1 | 112 | 3 | 2.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Khoku [20] | 470 | 35 | 295 | 7 | 765 | 42 | 5.5\% |
| Khuwaphok [21] | 245 | 25 | 170 | 2 | 415 | 27 | 6.5\% |
| Kurule Tenupa [22] | 418 | 33 | 285 | 13 | 703 | 46 | 6.5\% |
| Leguwa [23] | 550 | 58 | 398 | 12 | 948 | 70 | 7.4\% |
| Mahabharat [24] | 421 | 51 | 284 | 16 | 705 | 67 | 9.5\% |
| Marek Katahare [25] | 763 | 110 | 477 | 9 | 1240 | 119 | 9.6\% |
| Maunabudhuk [26] | 285 | 20 | 188 | 3 | 473 | 23 | 4.9\% |
| Mudhebas [27] | 354 | 14 | 186 | 1 | 540 | 15 | 2.8\% |
| Muga [28] | 435 | 56 | 317 | 12 | 752 | 68 | 9.0\% |
| Murtidhunga [29] | 538 | 29 | 320 | 5 | 858 | 34 | 4.0\% |
| Pakhribas [30] | 531 | 32 | 382 | 6 | 913 | 38 | 4.2\% |
| Parewadin [31] | 771 | 59 | 561 | 4 | 1332 | 63 | 4.7\% |
| Raja Rani [32] | 284 | 24 | 204 | 7 | 488 | 31 | 6.4\% |
| Sanne [33] | 482 | 20 | 291 | 3 | 773 | 23 | 3.0\% |
| Tankhuwa [34] | 431 | 66 | 319 | 4 | 750 | 70 | 9.3\% |
| Telia [35] | 224 | 5 | 162 | 4 | 386 | 9 | 2.3\% |
| Vedetar [36] | 265 | 9 | 201 | 7 | 466 | 16 | 3.4\% |
| Dhanusha | 99447 | 31030 | 71588 | 16559 | 171035 | 47589 | 27.8\% |
| Andupatti [1] | 483 | 115 | 345 | 65 | 828 | 180 | 21.7\% |
| Aurahi [2] | 692 | 271 | 461 | 94 | 1153 | 365 | 31.7\% |
| Bafai [3] | 403 | 84 | 321 | 38 | 724 | 122 | 16.9\% |
| Baghchaura [4] | 810 | 275 | 613 | 209 | 1423 | 484 | 34.0\% |
| Baheda Bela [5] | 950 | 398 | 715 | 186 | 1665 | 584 | 35.1\% |
| Bahuarba [6] | 684 | 338 | 511 | 153 | 1195 | 491 | 41.1\% |
| Balabakhar [7] | 1087 | 427 | 859 | 287 | 1946 | 714 | 36.7\% |
| Balaha Kathal [8] | 454 | 134 | 335 | 100 | 789 | 234 | 29.7\% |
| Balaha Sadhara [9] | 564 | 311 | 382 | 168 | 946 | 479 | 50.6\% |
| Ballagoth [10] | 692 | 340 | 422 | 182 | 1114 | 522 | 46.9\% |
| Baniniya [11] | 501 | 171 | 314 | 56 | 815 | 227 | 27.9\% |
| Baramajhiya [12] | 805 | 166 | 606 | 99 | 1411 | 265 | 18.8\% |
| Basahiya [13] | 990 | 284 | 674 | 137 | 1664 | 421 | 25.3\% |
| Basbitti [14] | 427 | 84 | 235 | 40 | 662 | 124 | 18.7\% |
| Bateswor [15] | 774 | 83 | 608 | 54 | 1382 | 137 | 9.9\% |
| Bega Shivapur [16] | 865 | 222 | 646 | 100 | 1511 | 322 | 21.3\% |
| Begadawar [17] | 1254 | 136 | 917 | 48 | 2171 | 184 | 8.5\% |
| Bharatpur [18] | 2051 | 615 | 1497 | 288 | 3548 | 903 | 25.5\% |
| Bhuchakrapur [19] | 612 | 152 | 458 | 56 | 1070 | 208 | 19.4\% |
| Bhutahipaterwa [20] | 708 | 338 | 453 | 143 | 1161 | 481 | 41.4\% |
| Bindhi [21] | 1003 | 302 | 649 | 154 | 1652 | 456 | 27.6\% |
| Bisarmora [22] | 626 | 146 | 466 | 59 | 1092 | 205 | 18.8\% |
| Chakkar [23] | 870 | 258 | 584 | 132 | 1454 | 390 | 26.8\% |
| Chora Koilpur [24] | 650 | 300 | 514 | 168 | 1164 | 468 | 40.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | 00sC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Debadiha [26] | 947 | 419 | 677 | 200 | 1624 | 619 | 38.1\% |
| Deuri Parbaha [27] | 639 | 295 | 430 | 135 | 1069 | 430 | 40.2\% |
| Devpura Rupetha [28] | 1232 | 380 | 739 | 212 | 1971 | 592 | 30.0\% |
| Dhabouli [29] | 983 | 325 | 705 | 152 | 1688 | 477 | 28.3\% |
| Dhalkebar [30] | 1356 | 267 | 991 | 103 | 2347 | 370 | 15.8\% |
| Dhanauji [31] | 1143 | 532 | 805 | 265 | 1948 | 797 | 40.9\% |
| Dhanusadham [32] | 1304 | 475 | 908 | 219 | 2212 | 694 | 31.4\% |
| Dhanusha Govindapur [25] | 1234 | 408 | 973 | 215 | 2207 | 623 | 28.2\% |
| Digambarpur [33] | 1263 | 444 | 889 | 173 | 2152 | 617 | 28.7\% |
| Dubarikot Hathiletwa [34] | 1028 | 205 | 691 | 87 | 1719 | 292 | 17.0\% |
| Duhabi [35] | 730 | 216 | 855 | 440 | 1585 | 656 | 41.4\% |
| Ekarahi [36] | 642 | 125 | 406 | 63 | 1048 | 188 | 17.9\% |
| Fulgama [37] | 1862 | 795 | 1154 | 293 | 3016 | 1088 | 36.1\% |
| Ghodghans [38] | 763 | 264 | 456 | 101 | 1219 | 365 | 29.9\% |
| Giddha [88] | 727 | 283 | 432 | 101 | 1159 | 384 | 33.1\% |
| Godar [39] | 1023 | 227 | 738 | 79 | 1761 | 306 | 17.4\% |
| Gopalpur [40] | 646 | 170 | 444 | 55 | 1090 | 225 | 20.6\% |
| Goth Kohelpur [41] | 511 | 262 | 387 | 168 | 898 | 430 | 47.9\% |
| Hansapur Kathpula [42] | 748 | 157 | 536 | 101 | 1284 | 258 | 20.1\% |
| Hariharpur [43] | 1225 | 276 | 859 | 144 | 2084 | 420 | 20.2\% |
| Harine [44] | 657 | 238 | 542 | 139 | 1199 | 377 | 31.4\% |
| Hathipurharbara [45] | 568 | 143 | 415 | 30 | 983 | 173 | 17.6\% |
| Inarwa [46] | 488 | 149 | 283 | 83 | 771 | 232 | 30.1\% |
| Institutional [999] | 131 | 6 | 68 | 1 | 199 | 7 | 3.5\% |
| Itaharwa [47] | 751 | 464 | 551 | 276 | 1302 | 740 | 56.8\% |
| Janakpur Municipality [48] | 10975 | 2045 | 8184 | 1034 | 19159 | 3079 | 16.1\% |
| Jhatiyahi [49] | 715 | 351 | 660 | 297 | 1375 | 648 | 47.1\% |
| Jhoji Kataiya [50] | 609 | 172 | 416 | 107 | 1025 | 279 | 27.2\% |
| Kachuri Thera [51] | 899 | 187 | 576 | 74 | 1475 | 261 | 17.7\% |
| Kajara Ramaul [52] | 731 | 168 | 601 | 130 | 1332 | 298 | 22.4\% |
| Kanakpatti [53] | 685 | 183 | 474 | 87 | 1159 | 270 | 23.3\% |
| Khajuri Chanha [54] | 839 | 317 | 632 | 138 | 1471 | 455 | 30.9\% |
| Khariyani [55] | 1465 | 830 | 1308 | 554 | 2773 | 1384 | 49.9\% |
| Kurtha [56] | 971 | 485 | 758 | 287 | 1729 | 772 | 44.7\% |
| Labatoli [57] | 575 | 76 | 487 | 24 | 1062 | 100 | 9.4\% |
| Lagmagadhaguthi [58] | 704 | 156 | 478 | 47 | 1182 | 203 | 17.2\% |
| Lakhouri [59] | 380 | 147 | 310 | 112 | 690 | 259 | 37.5\% |
| Lakkad [60] | 572 | 344 | 466 | 221 | 1038 | 565 | 54.4\% |
| Laxminiwas [61] | 453 | 104 | 345 | 98 | 798 | 202 | 25.3\% |
| Laxmipurbagewa [62] | 969 | 136 | 619 | 53 | 1588 | 189 | 11.9\% |
| Lohana [63] | 1035 | 379 | 715 | 226 | 1750 | 605 | 34.6\% |
| Machijhitkaiya [68] | 1418 | 606 | 889 | 278 | 2307 | 884 | 38.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Mahuwa (Pra. Khe.) [64] | 687 | 313 | 493 | 216 | 1180 | 529 | 44.8\% |
| Mahuwa (Pra. Ko.) [65] | 762 | 273 | 512 | 123 | 1274 | 396 | 31.1\% |
| Makhanaha [66] | 905 | 455 | 889 | 500 | 1794 | 955 | 53.2\% |
| Manshingpatti [67] | 611 | 170 | 587 | 197 | 1198 | 367 | 30.6\% |
| Mithileshwor Mauwahi [69] | 539 | 155 | 350 | 73 | 889 | 228 | 25.6\% |
| Mithileshwor Nikas [70] | 882 | 426 | 707 | 317 | 1589 | 743 | 46.8\% |
| Mukhiyapatti Musaharniya [71] | 1035 | 468 | 700 | 293 | 1735 | 761 | 43.9\% |
| Nagaraeen [72] | 769 | 264 | 529 | 86 | 1298 | 350 | 27.0\% |
| Nakatajhijh [73] | 1086 | 227 | 731 | 78 | 1817 | 305 | 16.8\% |
| Nanupatti [74] | 514 | 127 | 356 | 63 | 870 | 190 | 21.8\% |
| Nauwakhor Prashahi [75] | 578 | 247 | 468 | 104 | 1046 | 351 | 33.6\% |
| Pachaharwa [76] | 536 | 185 | 344 | 113 | 880 | 298 | 33.9\% |
| Patanuka [77] | 423 | 100 | 326 | 42 | 749 | 142 | 19.0\% |
| Paterwa [78] | 704 | 307 | 475 | 134 | 1179 | 441 | 37.4\% |
| Paudeswor [79] | 865 | 291 | 605 | 120 | 1470 | 411 | 28.0\% |
| Puspalpur [80] | 329 | 69 | 220 | 15 | 549 | 84 | 15.3\% |
| Raghunathpur [81] | 1854 | 565 | 1421 | 369 | 3275 | 934 | 28.5\% |
| Ramadaiya Bhawadi [82] | 907 | 416 | 628 | 170 | 1535 | 586 | 38.2\% |
| Sabela [83] | 1100 | 186 | 775 | 93 | 1875 | 279 | 14.9\% |
| Sakhuwa Mahendranagar [84] | 2337 | 716 | 1549 | 314 | 3886 | 1030 | 26.5\% |
| Sapahi [85] | 1141 | 276 | 793 | 127 | 1934 | 403 | 20.8\% |
| Satosar [86] | 722 | 192 | 672 | 173 | 1394 | 365 | 26.2\% |
| Shantipur [87] | 784 | 320 | 551 | 192 | 1335 | 512 | 38.4\% |
| Singyahi Maidan [89] | 1283 | 592 | 933 | 311 | 2216 | 903 | 40.7\% |
| Sinurjoda [90] | 1133 | 393 | 829 | 203 | 1962 | 596 | 30.4\% |
| Sonigama [91] | 1020 | 310 | 650 | 127 | 1670 | 437 | 26.2\% |
| Suga Madhukarahi [92] | 631 | 182 | 398 | 78 | 1029 | 260 | 25.3\% |
| Suga Nikash [93] | 654 | 242 | 423 | 113 | 1077 | 355 | 33.0\% |
| Tarapatti Sirsiya [94] | 997 | 232 | 794 | 137 | 1791 | 369 | 20.6\% |
| Thadi Jhija [95] | 1059 | 418 | 631 | 231 | 1690 | 649 | 38.4\% |
| Thilla Yaduwa [96] | 549 | 207 | 345 | 100 | 894 | 307 | 34.3\% |
| Tulsi Chauda [97] | 550 | 47 | 382 | 12 | 932 | 59 | 6.3\% |
| Tulsiyahi Nikas [98] | 605 | 209 | 420 | 108 | 1025 | 317 | 30.9\% |
| Tulsiyani Jabdi [99] | 824 | 242 | 568 | 109 | 1392 | 351 | 25.2\% |
| Umaprempur [100] | 1610 | 510 | 1178 | 258 | 2788 | 768 | 27.5\% |
| Yadukush [101] | 846 | 239 | 571 | 101 | 1417 | 340 | 24.0\% |
| Yagyabhumi [102] | 2065 | 298 | 1348 | 141 | 3413 | 439 | 12.9\% |
| Dolakha | 20948 | 2306 | 15515 | 484 | 36463 | 2790 | 7.7\% |
| Alampu [1] | 250 | 9 | 176 | 6 | 426 | 15 | 3.5\% |
| Babare [2] | 467 | 35 | 343 | 17 | 810 | 52 | 6.4\% |
| Bhedapu [3] | 387 | 26 | 308 | 5 | 695 | 31 | 4.5\% |
| Bhimeshwor Municipality [4] | 2171 | 141 | 1642 | 42 | 3813 | 183 | 4.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhirkot [5] | 321 | 33 | 223 | 7 | 544 | 40 | 7.4\% |
| Bhusafeda [6] | 207 | 3 | 172 | 3 | 379 | 6 | 1.6\% |
| Bigu [7] | 194 | 21 | 144 | 12 | 338 | 33 | 9.8\% |
| Bocha [8] | 251 | 14 | 208 | 11 | 459 | 25 | 5.4\% |
| Bulung [9] | 208 | 26 | 173 | 2 | 381 | 28 | 7.3\% |
| Chankhu [10] | 128 | 21 | 106 | 3 | 234 | 24 | 10.3\% |
| Chhetrapa [11] | 286 | 14 | 221 | 8 | 507 | 22 | 4.3\% |
| Chilankha [12] | 372 | 56 | 257 | 8 | 629 | 64 | 10.2\% |
| Chyama [13] | 338 | 36 | 253 | 7 | 591 | 43 | 7.3\% |
| Dandakharka [14] | 516 | 75 | 401 | 17 | 917 | 92 | 10.0\% |
| Fasku [16] | 478 | 18 | 284 | 6 | 762 | 24 | 3.1\% |
| Gairimudi [17] | 438 | 63 | 352 | 7 | 790 | 70 | 8.9\% |
| Gauri Sankar [18] | 105 | 18 | 63 | 4 | 168 | 22 | 13.1\% |
| Ghyang Sukathokar [19] | 501 | 63 | 357 | 9 | 858 | 72 | 8.4\% |
| Hawa [20] | 204 | 41 | 158 | 3 | 362 | 44 | 12.2\% |
| Institutional [999] | 69 | 3 | 118 | 10 | 187 | 13 | 7.0\% |
| Japhe [21] | 426 | 41 | 321 | 9 | 747 | 50 | 6.7\% |
| Jhule [22] | 254 | 18 | 167 | 4 | 421 | 22 | 5.2\% |
| Jhyaku [23] | 567 | 144 | 380 | 19 | 947 | 163 | 17.2\% |
| Jiri [24] | 830 | 44 | 600 | 7 | 1430 | 51 | 3.6\% |
| Jungu [25] | 511 | 43 | 363 | 10 | 874 | 53 | 6.1\% |
| Kabhre [26] | 505 | 30 | 398 | 9 | 903 | 39 | 4.3\% |
| Kalinchowk [27] | 375 | 124 | 282 | 14 | 657 | 138 | 21.0\% |
| Katakuti [28] | 401 | 31 | 353 | 9 | 754 | 40 | 5.3\% |
| Khare [29] | 201 | 59 | 154 | 10 | 355 | 69 | 19.4\% |
| Khopachagu [30] | 299 | 85 | 197 | 21 | 496 | 106 | 21.4\% |
| Laduk [31] | 453 | 47 | 304 | 9 | 757 | 56 | 7.4\% |
| Lakuridanda [32] | 425 | 24 | 322 | 11 | 747 | 35 | 4.7\% |
| Lamabagar [33] | 262 | 60 | 206 | 18 | 468 | 78 | 16.7\% |
| Lamidanda [34] | 497 | 44 | 354 | 7 | 851 | 51 | 6.0\% |
| Lapilang [35] | 642 | 99 | 442 | 14 | 1084 | 113 | 10.4\% |
| Magapauwa [36] | 275 | 25 | 233 | 4 | 508 | 29 | 5.7\% |
| Mali [37] | 302 | 45 | 219 | 16 | 521 | 61 | 11.7\% |
| Malu [38] | 252 | 16 | 211 | 4 | 463 | 20 | 4.3\% |
| Marbu [39] | 151 | 52 | 111 | 13 | 262 | 65 | 24.8\% |
| Melung [40] | 361 | 34 | 277 | 8 | 638 | 42 | 6.6\% |
| Mirge [41] | 414 | 26 | 284 | 5 | 698 | 31 | 4.4\% |
| Namdu [42] | 520 | 69 | 339 | 4 | 859 | 73 | 8.5\% |
| Orang [43] | 293 | 39 | 180 | 9 | 473 | 48 | 10.1\% |
| Pawati [44] | 509 | 55 | 414 | 15 | 923 | 70 | 7.6\% |
| Sahare [45] | 426 | 31 | 331 | 2 | 757 | 33 | 4.4\% |
| Sailungeswor [46] | 556 | 48 | 379 | 4 | 935 | 52 | 5.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | 00sC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sundrawati [48] | 287 | 7 | 209 | 3 | 496 | 10 | 2.0\% |
| Sunkhani [47] | 486 | 46 | 368 | 11 | 854 | 57 | 6.7\% |
| Suri [49] | 331 | 57 | 245 | 7 | 576 | 64 | 11.1\% |
| Suspa Kshyamawati [50] | 381 | 30 | 289 | 4 | 670 | 34 | 5.1\% |
| Syama [51] | 205 | 11 | 145 | 2 | 350 | 13 | 3.7\% |
| Tamchet Dudhpokhari [15] | 207 | 24 | 177 | 4 | 384 | 28 | 7.3\% |
| Thulopatal [52] | 453 | 82 | 302 | 11 | 755 | 93 | 12.3\% |
| Dolpa | 5203 | 991 | 2900 | 296 | 8103 | 1287 | 15.9\% |
| Bhijer [1] | 69 | 32 | 25 | 13 | 94 | 45 | 47.9\% |
| Chharka [2] | 95 | 59 | 61 | 24 | 156 | 83 | 53.2\% |
| Dho [3] | 154 | 49 | 90 | 16 | 244 | 65 | 26.6\% |
| Dunai [4] | 276 | 13 | 153 | 4 | 429 | 17 | 4.0\% |
| Institutional [999] | 7 | 0 | 1 | 0 | 8 | 0 | 0.0\% |
| Jufal [5] | 291 | 53 | 168 | 4 | 459 | 57 | 12.4\% |
| Kaigaun [6] | 112 | 6 | 58 | 0 | 170 | 6 | 3.5\% |
| Kalika [7] | 196 | 43 | 125 | 5 | 321 | 48 | 15.0\% |
| Lawan [8] | 226 | 39 | 118 | 4 | 344 | 43 | 12.5\% |
| Lhna [9] | 191 | 13 | 102 | 5 | 293 | 18 | 6.1\% |
| Likhu [10] | 326 | 15 | 180 | 13 | 506 | 28 | 5.5\% |
| Majhfal [11] | 432 | 34 | 220 | 7 | 652 | 41 | 6.3\% |
| Mukot [12] | 97 | 19 | 44 | 5 | 141 | 24 | 17.0\% |
| Narku [13] | 219 | 29 | 133 | 4 | 352 | 33 | 9.4\% |
| Pahada [14] | 302 | 29 | 166 | 11 | 468 | 40 | 8.5\% |
| Phoksundo [15] | 62 | 8 | 48 | 0 | 110 | 8 | 7.3\% |
| Raha [16] | 140 | 6 | 85 | 3 | 225 | 9 | 4.0\% |
| Rimi [17] | 210 | 22 | 111 | 7 | 321 | 29 | 9.0\% |
| Sahartara [18] | 228 | 39 | 168 | 16 | 396 | 55 | 13.9\% |
| Saldang [19] | 324 | 218 | 158 | 84 | 482 | 302 | 62.7\% |
| Sarmi [20] | 388 | 110 | 189 | 14 | 577 | 124 | 21.5\% |
| Sunhoo [21] | 281 | 31 | 165 | 16 | 446 | 47 | 10.5\% |
| Tinje [22] | 186 | 92 | 90 | 30 | 276 | 122 | 44.2\% |
| Tripurakot [23] | 391 | 32 | 242 | 11 | 633 | 43 | 6.8\% |
| Doti | 31070 | 6254 | 19433 | 1290 | 50503 | 7544 | 14.9\% |
| Banja Kakani [1] | 680 | 198 | 401 | 39 | 1081 | 237 | 21.9\% |
| Banlek [2] | 696 | 97 | 436 | 18 | 1132 | 115 | 10.2\% |
| Barchhen [3] | 886 | 139 | 535 | 18 | 1421 | 157 | 11.0\% |
| Basudevi [4] | 500 | 54 | 329 | 7 | 829 | 61 | 7.4\% |
| Bhumirajmadau [5] | 698 | 96 | 428 | 17 | 1126 | 113 | 10.0\% |
| Chawara Chautara [6] | 413 | 80 | 266 | 5 | 679 | 85 | 12.5\% |
| Chhapali [7] | 504 | 163 | 300 | 40 | 804 | 203 | 25.2\% |
| Chhatiwan [8] | 552 | 52 | 384 | 4 | 936 | 56 | 6.0\% |
| Dahakalikasthan [9] | 375 | 130 | 218 | 38 | 593 | 168 | 28.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Daud [10] | 964 | 276 | 540 | 58 | 1504 | 334 | 22.2\% |
| Dhanglagau [11] | 580 | 171 | 318 | 20 | 898 | 191 | 21.3\% |
| Dhirkamandau [12] | 291 | 70 | 178 | 9 | 469 | 79 | 16.8\% |
| Dipayal Silgadhi Municipality [13] | 3231 | 391 | 2120 | 83 | 5351 | 474 | 8.9\% |
| Durgamadau [14] | 586 | 76 | 339 | 20 | 925 | 96 | 10.4\% |
| Gadasera [15] | 373 | 82 | 277 | 6 | 650 | 88 | 13.5\% |
| Gaguda [16] | 454 | 69 | 259 | 27 | 713 | 96 | 13.5\% |
| Gaihragau [17] | 509 | 103 | 323 | 14 | 832 | 117 | 14.1\% |
| Ganjari [18] | 382 | 97 | 210 | 14 | 592 | 111 | 18.8\% |
| Ghanteswor [19] | 383 | 59 | 274 | 4 | 657 | 63 | 9.6\% |
| Girichauka [20] | 646 | 172 | 348 | 52 | 994 | 224 | 22.5\% |
| Institutional [999] | 240 | 1 | 415 | 2 | 655 | 3 | 0.5\% |
| Jijodamandau [21] | 269 | 20 | 141 | 4 | 410 | 24 | 5.9\% |
| Kadamadaun [22] | 578 | 127 | 368 | 36 | 946 | 163 | 17.2\% |
| Kalena [23] | 442 | 171 | 266 | 55 | 708 | 226 | 31.9\% |
| Kalikasthan [24] | 850 | 199 | 504 | 73 | 1354 | 272 | 20.1\% |
| Kanachaur [25] | 288 | 33 | 174 | 5 | 462 | 38 | 8.2\% |
| Kapalleki [26] | 579 | 103 | 371 | 11 | 950 | 114 | 12.0\% |
| Kedar Akhada [27] | 273 | 62 | 171 | 12 | 444 | 74 | 16.7\% |
| Khatiwada [28] | 846 | 141 | 609 | 61 | 1455 | 202 | 13.9\% |
| Khirsain [29] | 434 | 39 | 248 | 11 | 682 | 50 | 7.3\% |
| Ladagada [30] | 670 | 155 | 427 | 52 | 1097 | 207 | 18.9\% |
| Lamikhal [31] | 662 | 157 | 371 | 25 | 1033 | 182 | 17.6\% |
| Lana Kedareswor [32] | 508 | 99 | 306 | 21 | 814 | 120 | 14.7\% |
| Latamandau [33] | 714 | 105 | 434 | 37 | 1148 | 142 | 12.4\% |
| Laxmi Nagar [34] | 681 | 177 | 430 | 18 | 1111 | 195 | 17.6\% |
| Mahadevsthan [35] | 645 | 181 | 372 | 49 | 1017 | 230 | 22.6\% |
| Mannakapadi [36] | 513 | 114 | 354 | 24 | 867 | 138 | 15.9\% |
| Mudabhara [37] | 736 | 85 | 444 | 14 | 1180 | 99 | 8.4\% |
| Mudhegau [38] | 348 | 39 | 202 | 2 | 550 | 41 | 7.5\% |
| Nirauli [39] | 450 | 88 | 271 | 8 | 721 | 96 | 13.3\% |
| Pachanali [40] | 439 | 33 | 298 | 16 | 737 | 49 | 6.6\% |
| Pokhari [41] | 634 | 195 | 368 | 26 | 1002 | 221 | 22.1\% |
| Ranagau [42] | 453 | 94 | 289 | 5 | 742 | 99 | 13.3\% |
| Sanagau [43] | 353 | 23 | 264 | 9 | 617 | 32 | 5.2\% |
| Saraswotinagar [44] | 425 | 87 | 313 | 9 | 738 | 96 | 13.0\% |
| Satphari [45] | 436 | 187 | 281 | 33 | 717 | 220 | 30.7\% |
| Simchaur [46] | 514 | 108 | 281 | 14 | 795 | 122 | 15.3\% |
| Tijali [47] | 292 | 13 | 176 | 4 | 468 | 17 | 3.6\% |
| Tikhatar [48] | 917 | 206 | 596 | 25 | 1513 | 231 | 15.3\% |
| Toleni [49] | 950 | 187 | 506 | 31 | 1456 | 218 | 15.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Wagalek [50] | 656 | 271 | 374 | 80 | 1030 | 351 | 34.1\% |
| Warpata [51] | 572 | 179 | 326 | 25 | 898 | 204 | 22.7\% |
| Gorkha | 28767 | 3032 | 21848 | 724 | 50615 | 3756 | 7.4\% |
| Aanppipal [1] | 381 | 14 | 299 | 3 | 680 | 17 | 2.5\% |
| Aaru Arbang [2] | 433 | 45 | 375 | 18 | 808 | 63 | 7.8\% |
| Aaru Chanaute [3] | 508 | 59 | 392 | 11 | 900 | 70 | 7.8\% |
| Aarupokhari [4] | 438 | 26 | 355 | 2 | 793 | 28 | 3.5\% |
| Asrang [5] | 377 | 27 | 318 | 4 | 695 | 31 | 4.5\% |
| Baguwa [6] | 181 | 13 | 153 | 2 | 334 | 15 | 4.5\% |
| Bakrang [7] | 237 | 9 | 232 | 2 | 469 | 11 | 2.3\% |
| Barpak [67] | 563 | 60 | 391 | 13 | 954 | 73 | 7.7\% |
| Bhumlichok [9] | 482 | 234 | 330 | 49 | 812 | 283 | 34.9\% |
| Bihi [10] | 81 | 43 | 26 | 12 | 107 | 55 | 51.4\% |
| Borlang [11] | 555 | 30 | 386 | 16 | 941 | 46 | 4.9\% |
| Bungkot [12] | 592 | 29 | 515 | 9 | 1107 | 38 | 3.4\% |
| Chhekampar [13] | 113 | 34 | 33 | 11 | 146 | 45 | 30.8\% |
| Chhoprak [14] | 551 | 64 | 504 | 14 | 1055 | 78 | 7.4\% |
| Chumchet [15] | 130 | 76 | 53 | 28 | 183 | 104 | 56.8\% |
| Chyangli [16] | 668 | 38 | 499 | 9 | 1167 | 47 | 4.0\% |
| Darbung [17] | 363 | 34 | 300 | 2 | 663 | 36 | 5.4\% |
| Deurali [18] | 565 | 42 | 419 | 14 | 984 | 56 | 5.7\% |
| Dhawa [19] | 377 | 37 | 304 | 6 | 681 | 43 | 6.3\% |
| Dhunwakot [20] | 454 | 29 | 350 | 9 | 804 | 38 | 4.7\% |
| Finam [21] | 322 | 8 | 248 | 7 | 570 | 15 | 2.6\% |
| Fujel [22] | 524 | 16 | 374 | 10 | 898 | 26 | 2.9\% |
| Gaikhur [23] | 591 | 41 | 407 | 5 | 998 | 46 | 4.6\% |
| Gankhu [24] | 279 | 62 | 240 | 21 | 519 | 83 | 16.0\% |
| Ghairung [25] | 369 | 29 | 297 | 11 | 666 | 40 | 6.0\% |
| Ghyachok [26] | 208 | 18 | 166 | 5 | 374 | 23 | 6.1\% |
| Ghyalchok [27] | 661 | 55 | 540 | 15 | 1201 | 70 | 5.8\% |
| Gorkha Municipality [50] | 3648 | 186 | 2553 | 41 | 6201 | 227 | 3.7\% |
| Gumda [28] | 262 | 40 | 173 | 5 | 435 | 45 | 10.3\% |
| Hansapur [29] | 350 | 20 | 260 | 9 | 610 | 29 | 4.8\% |
| Harmi [30] | 358 | 13 | 297 | 6 | 655 | 19 | 2.9\% |
| Institutional [999] | 131 | 7 | 239 | 12 | 370 | 19 | 5.1\% |
| Jaubari [31] | 233 | 29 | 215 | 4 | 448 | 33 | 7.4\% |
| Kashigaun [32] | 204 | 40 | 145 | 18 | 349 | 58 | 16.6\% |
| Kerabari [33] | 232 | 17 | 189 | 7 | 421 | 24 | 5.7\% |
| Kerauja [34] | 408 | 42 | 259 | 14 | 667 | 56 | 8.4\% |
| Kharibot [35] | 294 | 23 | 209 | 4 | 503 | 27 | 5.4\% |
| Khoplang [36] | 556 | 26 | 417 | 12 | 973 | 38 | 3.9\% |
| Laprak [37] | 191 | 72 | 153 | 17 | 344 | 89 | 25.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Lapu [38] | 210 | 51 | 151 | 8 | 361 | 59 | 16.3\% |
| Lho [39] | 89 | 59 | 21 | 8 | 110 | 67 | 60.9\% |
| Makaising [40] | 281 | 35 | 170 | 6 | 451 | 41 | 9.1\% |
| Manakamana [41] | 530 | 39 | 434 | 12 | 964 | 51 | 5.3\% |
| Manbu [42] | 694 | 179 | 522 | 42 | 1216 | 221 | 18.2\% |
| Masel [43] | 447 | 12 | 300 | 1 | 747 | 13 | 1.7\% |
| Mirkot [8] | 548 | 36 | 393 | 11 | 941 | 47 | 5.0\% |
| Muchhok [44] | 411 | 35 | 286 | 9 | 697 | 44 | 6.3\% |
| Namjung [45] | 294 | 19 | 241 | 5 | 535 | 24 | 4.5\% |
| Nareshwor [46] | 318 | 25 | 253 | 7 | 571 | 32 | 5.6\% |
| Palungtar [47] | 849 | 89 | 607 | 20 | 1456 | 109 | 7.5\% |
| Panchkhuwa Deurali [48] | 218 | 22 | 198 | 3 | 416 | 25 | 6.0\% |
| Pandrung [49] | 239 | 10 | 209 | 3 | 448 | 13 | 2.9\% |
| Prok [51] | 66 | 25 | 26 | 7 | 92 | 32 | 34.8\% |
| Samagaun [52] | 61 | 12 | 18 | 1 | 79 | 13 | 16.5\% |
| Saurpani [53] | 790 | 130 | 560 | 15 | 1350 | 145 | 10.7\% |
| Shreenathkot [54] | 300 | 20 | 248 | 9 | 548 | 29 | 5.3\% |
| Simjung [55] | 369 | 25 | 304 | 8 | 673 | 33 | 4.9\% |
| Sirdibas [56] | 348 | 123 | 203 | 26 | 551 | 149 | 27.0\% |
| Swara [57] | 476 | 83 | 374 | 20 | 850 | 103 | 12.1\% |
| Taklung [58] | 508 | 48 | 408 | 8 | 916 | 56 | 6.1\% |
| Takukot [59] | 395 | 34 | 336 | 3 | 731 | 37 | 5.1\% |
| Takumajh Lakuribot [60] | 225 | 17 | 180 | 1 | 405 | 18 | 4.4\% |
| Tandrang [61] | 446 | 30 | 401 | 7 | 847 | 37 | 4.4\% |
| Tanglichok [62] | 346 | 19 | 277 | 5 | 623 | 24 | 3.9\% |
| Taple [63] | 467 | 65 | 376 | 5 | 843 | 70 | 8.3\% |
| Thalajung [64] | 241 | 15 | 199 | 2 | 440 | 17 | 3.9\% |
| Thumi [65] | 497 | 35 | 410 | 4 | 907 | 39 | 4.3\% |
| Uhiya [66] | 234 | 53 | 128 | 11 | 362 | 64 | 17.7\% |
| Gulmi | 35151 | 2781 | 24624 | 706 | 59775 | 3487 | 5.8\% |
| Aaglung [1] | 582 | 125 | 344 | 12 | 926 | 137 | 14.8\% |
| Amar Arbathok [2] | 226 | 22 | 169 | 1 | 395 | 23 | 5.8\% |
| Amarpur [3] | 505 | 98 | 335 | 55 | 840 | 153 | 18.2\% |
| Anpchaur [4] | 484 | 26 | 336 | 7 | 820 | 33 | 4.0\% |
| Arbani [5] | 319 | 30 | 258 | 1 | 577 | 31 | 5.4\% |
| Arjai [6] | 355 | 26 | 227 | 6 | 582 | 32 | 5.5\% |
| Arkhale [7] | 702 | 47 | 496 | 12 | 1198 | 59 | 4.9\% |
| Arkhawang [8] | 196 | 16 | 140 | 1 | 336 | 17 | 5.1\% |
| Arlangkot [9] | 258 | 27 | 206 | 7 | 464 | 34 | 7.3\% |
| Aslewa [10] | 339 | 5 | 219 | 5 | 558 | 10 | 1.8\% |
| Badagaun [11] | 1063 | 50 | 769 | 21 | 1832 | 71 | 3.9\% |
| Baletaksar [13] | 460 | 15 | 364 | 4 | 824 | 19 | 2.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Balithum [14] | 499 | 85 | 352 | 12 | 851 | 97 | 11.4\% |
| Bamgha [15] | 435 | 57 | 298 | 12 | 733 | 69 | 9.4\% |
| Banjhakateri [12] | 502 | 68 | 324 | 7 | 826 | 75 | 9.1\% |
| Bastu [26] | 345 | 18 | 233 | 12 | 578 | 30 | 5.2\% |
| Bhanbhane [27] | 406 | 29 | 301 | 9 | 707 | 38 | 5.4\% |
| Bharse [16] | 169 | 12 | 122 | 1 | 291 | 13 | 4.5\% |
| Bhurtung [17] | 467 | 39 | 352 | 8 | 819 | 47 | 5.7\% |
| Birbas [18] | 566 | 9 | 367 | 8 | 933 | 17 | 1.8\% |
| Bisukharka [19] | 292 | 39 | 231 | 11 | 523 | 50 | 9.6\% |
| Chhapahile [20] | 427 | 76 | 310 | 10 | 737 | 86 | 11.7\% |
| Darbar Devisthan [22] | 580 | 38 | 429 | 14 | 1009 | 52 | 5.2\% |
| Darlamchaur [21] | 380 | 65 | 279 | 15 | 659 | 80 | 12.1\% |
| Darling [23] | 413 | 54 | 287 | 6 | 700 | 60 | 8.6\% |
| Daungha [24] | 355 | 67 | 236 | 7 | 591 | 74 | 12.5\% |
| Dhurkot Rajasthal [29] | 410 | 29 | 292 | 3 | 702 | 32 | 4.6\% |
| Dibrung [31] | 249 | 14 | 187 | 2 | 436 | 16 | 3.7\% |
| Digam [30] | 494 | 14 | 312 | 8 | 806 | 22 | 2.7\% |
| Dohali [32] | 536 | 36 | 344 | 15 | 880 | 51 | 5.8\% |
| Dubichaur [33] | 335 | 7 | 252 | 3 | 587 | 10 | 1.7\% |
| Foksing [34] | 313 | 32 | 191 | 6 | 504 | 38 | 7.5\% |
| Gaundakot [35] | 306 | 11 | 213 | 2 | 519 | 13 | 2.5\% |
| Ghamir [25] | 492 | 51 | 353 | 12 | 845 | 63 | 7.5\% |
| Gwadi [37] | 305 | 11 | 234 | 4 | 539 | 15 | 2.8\% |
| Gwagha [36] | 281 | 23 | 229 | 2 | 510 | 25 | 4.9\% |
| Hadahade [38] | 486 | 43 | 325 | 6 | 811 | 49 | 6.0\% |
| Hansara [39] | 384 | 42 | 232 | 0 | 616 | 42 | 6.8\% |
| Hardineta [40] | 489 | 10 | 334 | 8 | 823 | 18 | 2.2\% |
| Harewa [41] | 187 | 6 | 154 | 1 | 341 | 7 | 2.1\% |
| Harmichaur [42] | 300 | 33 | 238 | 14 | 538 | 47 | 8.7\% |
| Harrachaur [43] | 214 | 3 | 166 | 1 | 380 | 4 | 1.1\% |
| Hastichaur [44] | 853 | 50 | 633 | 13 | 1486 | 63 | 4.2\% |
| Hawangdi [45] | 317 | 38 | 195 | 6 | 512 | 44 | 8.6\% |
| Hunga [46] | 400 | 31 | 243 | 8 | 643 | 39 | 6.1\% |
| Institutional [999] | 144 | 6 | 156 | 4 | 300 | 10 | 3.3\% |
| Isma Rajasthal [47] | 476 | 49 | 325 | 11 | 801 | 60 | 7.5\% |
| Jaisithok [48] | 319 | 21 | 225 | 13 | 544 | 34 | 6.3\% |
| Jayakhani [49] | 152 | 7 | 93 | 5 | 245 | 12 | 4.9\% |
| Johang [50] | 468 | 13 | 362 | 7 | 830 | 20 | 2.4\% |
| Juniya [51] | 353 | 12 | 239 | 8 | 592 | 20 | 3.4\% |
| Juvung [52] | 488 | 35 | 349 | 6 | 837 | 41 | 4.9\% |
| Khadgakot [53] | 461 | 44 | 334 | 16 | 795 | 60 | 7.5\% |
| Kharjyang [54] | 531 | 20 | 321 | 9 | 852 | 29 | 3.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kurgha [55] | 418 | 30 | 295 | 10 | 713 | 40 | 5.6\% |
| Limgha [56] | 360 | 18 | 228 | 5 | 588 | 23 | 3.9\% |
| Malagiri [57] | 327 | 79 | 194 | 13 | 521 | 92 | 17.7\% |
| Marbhung [58] | 469 | 71 | 368 | 16 | 837 | 87 | 10.4\% |
| Musikot [59] | 518 | 65 | 396 | 19 | 914 | 84 | 9.2\% |
| Myal Pokhari [60] | 307 | 14 | 227 | 7 | 534 | 21 | 3.9\% |
| Nayagaun [28] | 532 | 23 | 406 | 6 | 938 | 29 | 3.1\% |
| Neta [61] | 417 | 44 | 292 | 14 | 709 | 58 | 8.2\% |
| Pallikot [62] | 368 | 11 | 275 | 5 | 643 | 16 | 2.5\% |
| Paralmi [63] | 357 | 25 | 238 | 12 | 595 | 37 | 6.2\% |
| Paudi Amarayee [64] | 498 | 37 | 296 | 8 | 794 | 45 | 5.7\% |
| Pipaldhara [65] | 353 | 31 | 264 | 2 | 617 | 33 | 5.3\% |
| Purkot Daha [66] | 567 | 105 | 353 | 16 | 920 | 121 | 13.2\% |
| Purtighat [67] | 213 | 12 | 152 | 1 | 365 | 13 | 3.6\% |
| Rimuwa [68] | 303 | 7 | 194 | 4 | 497 | 11 | 2.2\% |
| Rupakot [69] | 471 | 16 | 319 | 7 | 790 | 23 | 2.9\% |
| Ruru [70] | 357 | 16 | 245 | 3 | 602 | 19 | 3.2\% |
| Shantipur [71] | 472 | 15 | 342 | 8 | 814 | 23 | 2.8\% |
| Simichaur [72] | 594 | 28 | 473 | 11 | 1067 | 39 | 3.7\% |
| Sirseni [73] | 449 | 59 | 278 | 10 | 727 | 69 | 9.5\% |
| Tamghas [74] | 1943 | 65 | 1266 | 28 | 3209 | 93 | 2.9\% |
| Thanpati [75] | 337 | 11 | 217 | 2 | 554 | 13 | 2.3\% |
| Thulo Lumpek [76] | 730 | 47 | 517 | 8 | 1247 | 55 | 4.4\% |
| Turang [77] | 464 | 20 | 354 | 8 | 818 | 28 | 3.4\% |
| Wagla [78] | 447 | 10 | 350 | 6 | 797 | 16 | 2.0\% |
| Wamitaksar [79] | 812 | 88 | 570 | 20 | 1382 | 108 | 7.8\% |
| Humla | 6929 | 1571 | 3885 | 271 | 10814 | 1842 | 17.0\% |
| Barai [1] | 188 | 23 | 80 | 14 | 268 | 37 | 13.8\% |
| Bargaun [2] | 48 | 10 | 41 | 1 | 89 | 11 | 12.4\% |
| Chhipra [3] | 154 | 23 | 70 | 0 | 224 | 23 | 10.3\% |
| Dandafaya [4] | 320 | 77 | 166 | 12 | 486 | 89 | 18.3\% |
| Darma [5] | 334 | 11 | 188 | 8 | 522 | 19 | 3.6\% |
| Gothi [6] | 161 | 52 | 91 | 8 | 252 | 60 | 23.8\% |
| Hepka [7] | 110 | 36 | 56 | 2 | 166 | 38 | 22.9\% |
| Institutional [999] | 83 | 1 | 147 | 0 | 230 | 1 | 0.4\% |
| Jair [8] | 278 | 98 | 171 | 17 | 449 | 115 | 25.6\% |
| Kalika [9] | 456 | 117 | 240 | 25 | 696 | 142 | 20.4\% |
| Khagalgaun [10] | 86 | 20 | 27 | 1 | 113 | 21 | 18.6\% |
| Kharpunath [11] | 201 | 32 | 121 | 6 | 322 | 38 | 11.8\% |
| Lali [12] | 198 | 78 | 121 | 13 | 319 | 91 | 28.5\% |
| Limi [13] | 62 | 16 | 50 | 7 | 112 | 23 | 20.5\% |
| Madana [14] | 221 | 120 | 120 | 17 | 341 | 137 | 40.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Maila [15] | 682 | 126 | 380 | 26 | 1062 | 152 | 14.3\% |
| Melchham [16] | 140 | 18 | 73 | 8 | 213 | 26 | 12.2\% |
| Mimi [17] | 152 | 9 | 94 | 2 | 246 | 11 | 4.5\% |
| Muchu [18] | 100 | 38 | 25 | 3 | 125 | 41 | 32.8\% |
| Raya [19] | 279 | 78 | 147 | 16 | 426 | 94 | 22.1\% |
| Rodikot [20] | 370 | 92 | 220 | 25 | 590 | 117 | 19.8\% |
| Sarkeedeu [21] | 267 | 25 | 138 | 9 | 405 | 34 | 8.4\% |
| Saya [22] | 146 | 41 | 87 | 0 | 233 | 41 | 17.6\% |
| Shree Nagar [23] | 617 | 244 | 330 | 15 | 947 | 259 | 27.3\% |
| Shreemastha [24] | 152 | 26 | 86 | 3 | 238 | 29 | 12.2\% |
| Simikot [25] | 513 | 34 | 299 | 6 | 812 | 40 | 4.9\% |
| Syada [26] | 250 | 77 | 147 | 20 | 397 | 97 | 24.4\% |
| Thehe [27] | 361 | 49 | 170 | 7 | 531 | 56 | 10.5\% |
| Ilam | 30265 | 3053 | 21084 | 636 | 51349 | 3689 | 7.2\% |
| Amchok [1] | 531 | 85 | 390 | 4 | 921 | 89 | 9.7\% |
| Bajho [2] | 1179 | 163 | 799 | 30 | 1978 | 193 | 9.8\% |
| Barbote [3] | 654 | 21 | 412 | 8 | 1066 | 29 | 2.7\% |
| Chamaita [4] | 705 | 60 | 489 | 8 | 1194 | 68 | 5.7\% |
| Chisapani [5] | 659 | 101 | 391 | 13 | 1050 | 114 | 10.9\% |
| Chulachuli [6] | 1884 | 187 | 1245 | 43 | 3129 | 230 | 7.4\% |
| Danabari [7] | 1710 | 239 | 1141 | 38 | 2851 | 277 | 9.7\% |
| Dhuseni [8] | 416 | 80 | 346 | 16 | 762 | 96 | 12.6\% |
| Ebhang [9] | 602 | 110 | 474 | 10 | 1076 | 120 | 11.2\% |
| Ektappa [10] | 488 | 17 | 395 | 11 | 883 | 28 | 3.2\% |
| Erautar [11] | 480 | 45 | 356 | 13 | 836 | 58 | 6.9\% |
| Gajurmukhi [12] | 383 | 38 | 225 | 3 | 608 | 41 | 6.7\% |
| Godak [13] | 513 | 20 | 357 | 10 | 870 | 30 | 3.4\% |
| Gorkhe [14] | 414 | 40 | 282 | 7 | 696 | 47 | 6.8\% |
| Ilam Municipality [15] | 1890 | 228 | 1225 | 97 | 3115 | 325 | 10.4\% |
| Institutional [999] | 74 | 0 | 89 | 0 | 163 | 0 | 0.0\% |
| Jamuna [16] | 299 | 29 | 245 | 6 | 544 | 35 | 6.4\% |
| Jirmale [17] | 495 | 53 | 358 | 13 | 853 | 66 | 7.7\% |
| Jitpur [18] | 752 | 86 | 502 | 10 | 1254 | 96 | 7.7\% |
| Jogmai [19] | 302 | 42 | 196 | 8 | 498 | 50 | 10.0\% |
| Kanyam [20] | 723 | 69 | 502 | 11 | 1225 | 80 | 6.5\% |
| Kolbung [21] | 436 | 41 | 384 | 17 | 820 | 58 | 7.1\% |
| Laxmipur [22] | 1027 | 90 | 686 | 16 | 1713 | 106 | 6.2\% |
| Lumde [23] | 285 | 30 | 175 | 6 | 460 | 36 | 7.8\% |
| Mabu [24] | 283 | 42 | 175 | 3 | 458 | 45 | 9.8\% |
| Mahamai [25] | 1376 | 193 | 873 | 25 | 2249 | 218 | 9.7\% |
| Maimajhuwa [26] | 308 | 20 | 207 | 6 | 515 | 26 | 5.0\% |
| Maipokhari [27] | 444 | 49 | 315 | 7 | 759 | 56 | 7.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Mangalbare [28] | 731 | 44 | 462 | 8 | 1193 | 52 | 4.4\% |
| Namsaling [29] | 505 | 34 | 450 | 9 | 955 | 43 | 4.5\% |
| Naya Bazar [30] | 489 | 35 | 326 | 5 | 815 | 40 | 4.9\% |
| Panchakanya [31] | 817 | 56 | 624 | 14 | 1441 | 70 | 4.9\% |
| Pasupati Nagar [32] | 670 | 25 | 546 | 14 | 1216 | 39 | 3.2\% |
| Phakphok [33] | 590 | 61 | 436 | 11 | 1026 | 72 | 7.0\% |
| Phikal Bazar [34] | 1050 | 98 | 789 | 19 | 1839 | 117 | 6.4\% |
| Phuyatappa [35] | 399 | 25 | 256 | 4 | 655 | 29 | 4.4\% |
| Puwamajhuwa [36] | 254 | 54 | 217 | 11 | 471 | 65 | 13.8\% |
| Pyang [37] | 263 | 22 | 199 | 6 | 462 | 28 | 6.1\% |
| Sakfara [38] | 367 | 44 | 278 | 13 | 645 | 57 | 8.8\% |
| Sakhejung [39] | 412 | 20 | 294 | 9 | 706 | 29 | 4.1\% |
| Samalbung [40] | 422 | 27 | 324 | 11 | 746 | 38 | 5.1\% |
| Sangrumba [41] | 637 | 56 | 407 | 12 | 1044 | 68 | 6.5\% |
| Shanti Danda [42] | 444 | 34 | 352 | 16 | 796 | 50 | 6.3\% |
| Shantipur [43] | 531 | 36 | 414 | 6 | 945 | 42 | 4.4\% |
| Shree Antu [44] | 410 | 24 | 259 | 8 | 669 | 32 | 4.8\% |
| Siddhithumka [45] | 415 | 19 | 247 | 5 | 662 | 24 | 3.6\% |
| Soyak [46] | 388 | 43 | 216 | 6 | 604 | 49 | 8.1\% |
| Soyang [47] | 490 | 60 | 354 | 3 | 844 | 63 | 7.5\% |
| Sulubung [48] | 394 | 38 | 222 | 4 | 616 | 42 | 6.8\% |
| Sumbek [49] | 275 | 20 | 178 | 3 | 453 | 23 | 5.1\% |
| Jajarkot | 27222 | 5434 | 15582 | 801 | 42804 | 6235 | 14.6\% |
| Archhani [1] | 627 | 113 | 331 | 7 | 958 | 120 | 12.5\% |
| Bhagawati Tol [2] | 634 | 24 | 299 | 10 | 933 | 34 | 3.6\% |
| Bhoor [3] | 851 | 133 | 595 | 22 | 1446 | 155 | 10.7\% |
| Daha [4] | 930 | 228 | 463 | 15 | 1393 | 243 | 17.4\% |
| Dandagaun [5] | 1037 | 226 | 644 | 35 | 1681 | 261 | 15.5\% |
| Dasera [6] | 1360 | 173 | 755 | 34 | 2115 | 207 | 9.8\% |
| Dhime [7] | 1306 | 258 | 694 | 17 | 2000 | 275 | 13.8\% |
| Garkhakot [8] | 1005 | 224 | 508 | 30 | 1513 | 254 | 16.8\% |
| Jagatipur [9] | 1028 | 173 | 707 | 43 | 1735 | 216 | 12.4\% |
| Jhapra [10] | 957 | 275 | 582 | 42 | 1539 | 317 | 20.6\% |
| Junga Thapachaur [11] | 884 | 325 | 485 | 23 | 1369 | 348 | 25.4\% |
| Karkigaun [12] | 932 | 208 | 553 | 18 | 1485 | 226 | 15.2\% |
| Khagenkot [13] | 782 | 169 | 439 | 39 | 1221 | 208 | 17.0\% |
| Khalanga [14] | 1519 | 350 | 1117 | 83 | 2636 | 433 | 16.4\% |
| Kortrang [15] | 542 | 80 | 285 | 13 | 827 | 93 | 11.2\% |
| Lahai [16] | 1041 | 121 | 570 | 18 | 1611 | 139 | 8.6\% |
| Majhakot [17] | 1271 | 345 | 719 | 39 | 1990 | 384 | 19.3\% |
| Nayakwada [18] | 1062 | 391 | 523 | 40 | 1585 | 431 | 27.2\% |
| Paink [19] | 774 | 145 | 451 | 23 | 1225 | 168 | 13.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pajaru [20] | 1257 | 163 | 671 | 19 | 1928 | 182 | 9.4\% |
| Punama [21] | 1030 | 177 | 723 | 40 | 1753 | 217 | 12.4\% |
| Ragda [22] | 727 | 140 | 380 | 19 | 1107 | 159 | 14.4\% |
| Ramidanda [23] | 397 | 48 | 217 | 3 | 614 | 51 | 8.3\% |
| Rokayagaun [24] | 569 | 84 | 270 | 6 | 839 | 90 | 10.7\% |
| Sakala [25] | 997 | 208 | 557 | 106 | 1554 | 314 | 20.2\% |
| Salma [26] | 1110 | 145 | 616 | 15 | 1726 | 160 | 9.3\% |
| Sima [27] | 834 | 122 | 461 | 7 | 1295 | 129 | 10.0\% |
| Suwanauli [28] | 458 | 84 | 244 | 3 | 702 | 87 | 12.4\% |
| Talegaun [29] | 547 | 128 | 272 | 12 | 819 | 140 | 17.1\% |
| Thala Raikar [30] | 754 | 174 | 451 | 20 | 1205 | 194 | 16.1\% |
| Jhapa | 83052 | 8240 | 56555 | 2417 | 139607 | 10657 | 7.6\% |
| Anarmani [1] | 4390 | 365 | 2949 | 122 | 7339 | 487 | 6.6\% |
| Arjundhara [2] | 2039 | 143 | 1309 | 28 | 3348 | 171 | 5.1\% |
| Bahundangi [3] | 2297 | 122 | 1669 | 32 | 3966 | 154 | 3.9\% |
| Baigundhura [4] | 556 | 47 | 395 | 14 | 951 | 61 | 6.4\% |
| Balubadi [5] | 582 | 50 | 393 | 17 | 975 | 67 | 6.9\% |
| Baniyani [6] | 749 | 67 | 460 | 26 | 1209 | 93 | 7.7\% |
| Bhadrapur Municipality [7] | 1632 | 102 | 1130 | 51 | 2762 | 153 | 5.5\% |
| Budhabare [8] | 2131 | 184 | 1505 | 75 | 3636 | 259 | 7.1\% |
| Chakchaki [9] | 1116 | 112 | 756 | 58 | 1872 | 170 | 9.1\% |
| Chandragadhi [10] | 1849 | 128 | 1262 | 33 | 3111 | 161 | 5.2\% |
| Charpane [11] | 1729 | 109 | 1173 | 46 | 2902 | 155 | 5.3\% |
| Damak Municipality [12] | 7389 | 510 | 5011 | 197 | 12400 | 707 | 5.7\% |
| Dangibari [13] | 802 | 109 | 556 | 14 | 1358 | 123 | 9.1\% |
| Dhaijan [14] | 961 | 46 | 693 | 18 | 1654 | 64 | 3.9\% |
| Dharampur [15] | 1400 | 87 | 977 | 24 | 2377 | 111 | 4.7\% |
| Duwagadhi [16] | 1108 | 60 | 750 | 17 | 1858 | 77 | 4.1\% |
| Garamani [17] | 2086 | 306 | 1480 | 59 | 3566 | 365 | 10.2\% |
| Gauradaha [18] | 1435 | 120 | 1028 | 46 | 2463 | 166 | 6.7\% |
| Gauriganj [19] | 1206 | 141 | 801 | 46 | 2007 | 187 | 9.3\% |
| Ghailadubba [20] | 1240 | 87 | 935 | 24 | 2175 | 111 | 5.1\% |
| Gherabari [21] | 837 | 173 | 545 | 37 | 1382 | 210 | 15.2\% |
| Goldhap [22] | 753 | 35 | 498 | 8 | 1251 | 43 | 3.4\% |
| Haldibari [23] | 838 | 59 | 583 | 22 | 1421 | 81 | 5.7\% |
| Institutional [999] | 238 | 2 | 313 | 2 | 551 | 4 | 0.7\% |
| Jalthal [24] | 1411 | 154 | 912 | 39 | 2323 | 193 | 8.3\% |
| Juropani [25] | 1167 | 149 | 787 | 37 | 1954 | 186 | 9.5\% |
| Jyamirgadhi [26] | 1094 | 132 | 750 | 36 | 1844 | 168 | 9.1\% |
| Kechana [27] | 803 | 117 | 480 | 74 | 1283 | 191 | 14.9\% |
| Khajurgachhi [28] | 1090 | 176 | 704 | 50 | 1794 | 226 | 12.6\% |
| Khudunabari [29] | 1537 | 51 | 1015 | 16 | 2552 | 67 | 2.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kohabara [30] | 986 | 170 | 712 | 51 | 1698 | 221 | 13.0\% |
| Korobari [31] | 736 | 180 | 471 | 42 | 1207 | 222 | 18.4\% |
| Kumarkhod [32] | 1317 | 299 | 817 | 107 | 2134 | 406 | 19.0\% |
| Lakhanpur [33] | 1971 | 96 | 1338 | 36 | 3309 | 132 | 4.0\% |
| Mahabhara [34] | 768 | 137 | 475 | 26 | 1243 | 163 | 13.1\% |
| Maharanijhoda [35] | 1055 | 99 | 705 | 36 | 1760 | 135 | 7.7\% |
| Maheshpur [36] | 1421 | 149 | 940 | 57 | 2361 | 206 | 8.7\% |
| Mechinagar Municipality [37] | 5503 | 405 | 3763 | 141 | 9266 | 546 | 5.9\% |
| Panchgachhi [38] | 1114 | 158 | 754 | 21 | 1868 | 179 | 9.6\% |
| Pathamari [39] | 596 | 102 | 401 | 44 | 997 | 146 | 14.6\% |
| Pathariya [40] | 1124 | 132 | 745 | 37 | 1869 | 169 | 9.0\% |
| Prithivinagar [41] | 1588 | 82 | 1048 | 20 | 2636 | 102 | 3.9\% |
| Rajgadh [42] | 1746 | 229 | 1270 | 48 | 3016 | 277 | 9.2\% |
| Sanischare [43] | 2438 | 193 | 1647 | 25 | 4085 | 218 | 5.3\% |
| Satasidham [44] | 2614 | 236 | 1836 | 48 | 4450 | 284 | 6.4\% |
| Shantinagar [45] | 1842 | 177 | 1293 | 32 | 3135 | 209 | 6.7\% |
| Sharanamati [46] | 1908 | 542 | 1224 | 128 | 3132 | 670 | 21.4\% |
| Shivaganj [47] | 1380 | 145 | 957 | 35 | 2337 | 180 | 7.7\% |
| Surunga [48] | 2757 | 229 | 1853 | 49 | 4610 | 278 | 6.0\% |
| Taghandubba [49] | 1404 | 339 | 869 | 125 | 2273 | 464 | 20.4\% |
| Topgachhi [50] | 2319 | 198 | 1618 | 41 | 3937 | 239 | 6.1\% |
| Jumla | 15703 | 2712 | 8908 | 553 | 24611 | 3265 | 13.3\% |
| Badki [1] | 719 | 100 | 347 | 19 | 1066 | 119 | 11.2\% |
| Birat [2] | 478 | 151 | 296 | 30 | 774 | 181 | 23.4\% |
| Bumramadichaur [3] | 145 | 25 | 105 | 6 | 250 | 31 | 12.4\% |
| Chandan Nath [4] | 1059 | 135 | 674 | 21 | 1733 | 156 | 9.0\% |
| Chhumchaur [5] | 378 | 138 | 242 | 31 | 620 | 169 | 27.3\% |
| Depalgaun [6] | 331 | 26 | 188 | 4 | 519 | 30 | 5.8\% |
| Dhapa [7] | 497 | 37 | 342 | 10 | 839 | 47 | 5.6\% |
| Dillichaur [8] | 706 | 171 | 391 | 37 | 1097 | 208 | 19.0\% |
| Garjyangkot [9] | 635 | 77 | 344 | 8 | 979 | 85 | 8.7\% |
| Ghode Mahadev [10] | 349 | 41 | 199 | 27 | 548 | 68 | 12.4\% |
| Guthichaur [11] | 538 | 150 | 263 | 33 | 801 | 183 | 22.8\% |
| Hanku [12] | 320 | 26 | 178 | 1 | 498 | 27 | 5.4\% |
| Institutional [999] | 15 | 1 | 25 | 0 | 40 | 1 | 2.5\% |
| Kalikakhetu [13] | 481 | 119 | 232 | 11 | 713 | 130 | 18.2\% |
| Kanakasundari [14] | 396 | 44 | 241 | 20 | 637 | 64 | 10.0\% |
| Kartik Swami [15] | 265 | 34 | 176 | 4 | 441 | 38 | 8.6\% |
| Kudari [16] | 793 | 86 | 447 | 17 | 1240 | 103 | 8.3\% |
| Lamra [17] | 416 | 40 | 253 | 5 | 669 | 45 | 6.7\% |
| Mahabaipatharkhola [19] | 485 | 82 | 303 | 17 | 788 | 99 | 12.6\% |
| Mahat [20] | 405 | 32 | 295 | 7 | 700 | 39 | 5.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Malikabota [21] | 223 | 18 | 161 | 5 | 384 | 23 | 6.0\% |
| Malikathanta [22] | 601 | 76 | 271 | 24 | 872 | 100 | 11.5\% |
| Narakot [23] | 528 | 35 | 294 | 6 | 822 | 41 | 5.0\% |
| Pandawagufa [24] | 556 | 132 | 299 | 14 | 855 | 146 | 17.1\% |
| Patarasi [25] | 592 | 267 | 329 | 80 | 921 | 347 | 37.7\% |
| Patmara [26] | 430 | 53 | 260 | 14 | 690 | 67 | 9.7\% |
| Raralihi [18] | 420 | 53 | 218 | 9 | 638 | 62 | 9.7\% |
| Sanigaun [27] | 679 | 79 | 393 | 20 | 1072 | 99 | 9.2\% |
| Talium [28] | 699 | 109 | 400 | 22 | 1099 | 131 | 11.9\% |
| Tamti [29] | 800 | 277 | 341 | 36 | 1141 | 313 | 27.4\% |
| Tatopani [30] | 764 | 98 | 401 | 15 | 1165 | 113 | 9.7\% |
| Kailali | 95687 | 13666 | 66505 | 2795 | 162192 | 16461 | 10.1\% |
| Baliya [1] | 6026 | 619 | 3857 | 88 | 9883 | 707 | 7.2\% |
| Basauti [2] | 595 | 157 | 466 | 36 | 1061 | 193 | 18.2\% |
| Beladevipur [3] | 1483 | 263 | 997 | 135 | 2480 | 398 | 16.0\% |
| Bhajani [4] | 1666 | 311 | 1196 | 85 | 2862 | 396 | 13.8\% |
| Boniya [5] | 1508 | 141 | 1115 | 45 | 2623 | 186 | 7.1\% |
| Chaumala [7] | 3812 | 560 | 2586 | 81 | 6398 | 641 | 10.0\% |
| Chuha [6] | 2722 | 410 | 1851 | 81 | 4573 | 491 | 10.7\% |
| Darakh [9] | 2225 | 334 | 1583 | 38 | 3808 | 372 | 9.8\% |
| Dhangadhi Municipality [10] | 11762 | 983 | 8224 | 216 | 19986 | 1199 | 6.0\% |
| Dhansinghapur [8] | 1034 | 144 | 766 | 26 | 1800 | 170 | 9.4\% |
| Dododhara [11] | 2763 | 386 | 1831 | 75 | 4594 | 461 | 10.0\% |
| Durgauli [12] | 1555 | 113 | 1146 | 20 | 2701 | 133 | 4.9\% |
| Gadariya [13] | 1181 | 183 | 850 | 55 | 2031 | 238 | 11.7\% |
| Geta [14] | 2406 | 234 | 1682 | 55 | 4088 | 289 | 7.1\% |
| Godawari [15] | 2272 | 371 | 1534 | 63 | 3806 | 434 | 11.4\% |
| Hasuliya [16] | 1391 | 210 | 1041 | 69 | 2432 | 279 | 11.5\% |
| Institutional [999] | 362 | 4 | 419 | 1 | 781 | 5 | 0.6\% |
| Janakinagar [17] | 648 | 57 | 439 | 23 | 1087 | 80 | 7.4\% |
| Joshipur [18] | 2405 | 357 | 1748 | 92 | 4153 | 449 | 10.8\% |
| Khailad [19] | 1470 | 256 | 1031 | 34 | 2501 | 290 | 11.6\% |
| Khairala [20] | 716 | 381 | 385 | 120 | 1101 | 501 | 45.5\% |
| Kota Tulsipur [21] | 1689 | 224 | 1139 | 54 | 2828 | 278 | 9.8\% |
| Lalbojhi [22] | 1475 | 196 | 968 | 71 | 2443 | 267 | 10.9\% |
| Malakheti [23] | 3229 | 490 | 2136 | 106 | 5365 | 596 | 11.1\% |
| Masuriya [24] | 2767 | 646 | 1987 | 88 | 4754 | 734 | 15.4\% |
| Mohanyal [25] | 687 | 248 | 400 | 44 | 1087 | 292 | 26.9\% |
| Munuwa [26] | 1158 | 91 | 879 | 40 | 2037 | 131 | 6.4\% |
| Narayanpur [27] | 1336 | 175 | 974 | 30 | 2310 | 205 | 8.9\% |
| Nigali [28] | 943 | 147 | 573 | 30 | 1516 | 177 | 11.7\% |
| Pahalmanpur [29] | 1806 | 257 | 1263 | 29 | 3069 | 286 | 9.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pandaun [30] | 498 | 76 | 316 | 17 | 814 | 93 | 11.4\% |
| Pathariya [31] | 2074 | 310 | 1587 | 59 | 3661 | 369 | 10.1\% |
| Pawera [32] | 499 | 71 | 403 | 17 | 902 | 88 | 9.8\% |
| Phulwari [33] | 2413 | 331 | 1655 | 49 | 4068 | 380 | 9.3\% |
| Pratapapur [34] | 1682 | 272 | 1202 | 45 | 2884 | 317 | 11.0\% |
| Ramsikhar Jhala [35] | 2516 | 282 | 1712 | 36 | 4228 | 318 | 7.5\% |
| Ratanpur [36] | 605 | 62 | 486 | 15 | 1091 | 77 | 7.1\% |
| Sadepani [37] | 3336 | 618 | 2275 | 66 | 5611 | 684 | 12.2\% |
| Sahajpur [38] | 1265 | 277 | 808 | 38 | 2073 | 315 | 15.2\% |
| Sreepur [39] | 2440 | 363 | 1597 | 52 | 4037 | 415 | 10.3\% |
| Sugarkhal [40] | 2249 | 609 | 1358 | 93 | 3607 | 702 | 19.5\% |
| Thapapur [41] | 1399 | 280 | 1018 | 34 | 2417 | 314 | 13.0\% |
| Tikapur Municipality [42] | 6666 | 889 | 4932 | 298 | 11598 | 1187 | 10.2\% |
| Udasipur [43] | 1101 | 92 | 787 | 8 | 1888 | 100 | 5.3\% |
| Urma [44] | 1852 | 186 | 1303 | 38 | 3155 | 224 | 7.1\% |
| Kalikot | 21186 | 4149 | 12167 | 491 | 33353 | 4640 | 13.9\% |
| Badalkot [1] | 488 | 78 | 281 | 9 | 769 | 87 | 11.3\% |
| Chhapre [2] | 550 | 119 | 291 | 17 | 841 | 136 | 16.2\% |
| Chilkhaya [3] | 702 | 165 | 405 | 12 | 1107 | 177 | 16.0\% |
| Dahafatgaun [4] | 770 | 127 | 472 | 19 | 1242 | 146 | 11.8\% |
| Dholagohe [5] | 1093 | 222 | 645 | 32 | 1738 | 254 | 14.6\% |
| Gela [6] | 592 | 43 | 389 | 2 | 981 | 45 | 4.6\% |
| Institutional [999] | 2 | 0 | 10 | 1 | 12 | 1 | 8.3\% |
| Jubitha [7] | 327 | 23 | 191 | 5 | 518 | 28 | 5.4\% |
| Kheen [8] | 613 | 178 | 300 | 28 | 913 | 206 | 22.6\% |
| Kotbada [9] | 663 | 191 | 357 | 17 | 1020 | 208 | 20.4\% |
| Kumalgaun [10] | 569 | 103 | 323 | 8 | 892 | 111 | 12.4\% |
| Lalu [11] | 1001 | 249 | 552 | 28 | 1553 | 277 | 17.8\% |
| Malkot [12] | 664 | 163 | 341 | 13 | 1005 | 176 | 17.5\% |
| Manma [13] | 1367 | 251 | 735 | 22 | 2102 | 273 | 13.0\% |
| Marta [14] | 1191 | 250 | 632 | 34 | 1823 | 284 | 15.6\% |
| Mehal Mudi [15] | 813 | 119 | 429 | 13 | 1242 | 132 | 10.6\% |
| Mugraha [16] | 437 | 69 | 261 | 4 | 698 | 73 | 10.5\% |
| Mumrakot [17] | 554 | 102 | 314 | 11 | 868 | 113 | 13.0\% |
| Nanikot [18] | 998 | 209 | 534 | 20 | 1532 | 229 | 14.9\% |
| Odanaku [19] | 472 | 176 | 360 | 35 | 832 | 211 | 25.4\% |
| Pakha [20] | 583 | 89 | 357 | 4 | 940 | 93 | 9.9\% |
| Phoi Mahadev [21] | 504 | 107 | 325 | 10 | 829 | 117 | 14.1\% |
| Phukot [22] | 811 | 146 | 434 | 11 | 1245 | 157 | 12.6\% |
| Raku [23] | 708 | 145 | 415 | 14 | 1123 | 159 | 14.2\% |
| Ramanakot [24] | 562 | 84 | 327 | 7 | 889 | 91 | 10.2\% |
| Ranchuli [25] | 346 | 51 | 223 | 19 | 569 | 70 | 12.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Rupsa [26] | 651 | 190 | 351 | 23 | 1002 | 213 | 21.3\% |
| Sipkhana [27] | 837 | 95 | 496 | 9 | 1333 | 104 | 7.8\% |
| Siuna [28] | 866 | 115 | 490 | 10 | 1356 | 125 | 9.2\% |
| Sukataya [29] | 770 | 130 | 505 | 18 | 1275 | 148 | 11.6\% |
| Thirpu [30] | 682 | 160 | 422 | 36 | 1104 | 196 | 17.8\% |
| Kanchanpur | 55997 | 6273 | 40388 | 1292 | 96385 | 7565 | 7.8\% |
| Baisi Bichawa [1] | 1890 | 201 | 1307 | 63 | 3197 | 264 | 8.3\% |
| Beldandi [2] | 2238 | 322 | 1710 | 64 | 3948 | 386 | 9.8\% |
| Bhimdatta Municipality [11] | 11640 | 1101 | 8421 | 231 | 20061 | 1332 | 6.6\% |
| Chandani [3] | 2525 | 333 | 1830 | 47 | 4355 | 380 | 8.7\% |
| Daijee [4] | 3762 | 409 | 2638 | 66 | 6400 | 475 | 7.4\% |
| Dekhatbhuli [5] | 2503 | 405 | 1661 | 82 | 4164 | 487 | 11.7\% |
| Dodhara [6] | 2634 | 368 | 1827 | 112 | 4461 | 480 | 10.8\% |
| Institutional [999] | 29 | 4 | 52 | 2 | 81 | 6 | 7.4\% |
| Jhalari [7] | 3170 | 290 | 2260 | 62 | 5430 | 352 | 6.5\% |
| Kalika [8] | 1957 | 154 | 1415 | 31 | 3372 | 185 | 5.5\% |
| Krishnapur [9] | 4969 | 540 | 3578 | 133 | 8547 | 673 | 7.9\% |
| Laxmipur [10] | 1583 | 105 | 1279 | 25 | 2862 | 130 | 4.5\% |
| Parasan [12] | 2012 | 268 | 1357 | 41 | 3369 | 309 | 9.2\% |
| Pipaladi [13] | 2222 | 246 | 1701 | 36 | 3923 | 282 | 7.2\% |
| Raikawar Bichawa [14] | 2209 | 356 | 1542 | 79 | 3751 | 435 | 11.6\% |
| Rampur Bilasipur [15] | 2298 | 208 | 1655 | 51 | 3953 | 259 | 6.6\% |
| Rauteli Bichawa [16] | 629 | 94 | 432 | 5 | 1061 | 99 | 9.3\% |
| Sankarpur [17] | 870 | 155 | 663 | 29 | 1533 | 184 | 12.0\% |
| Sreepur [18] | 2507 | 201 | 1862 | 41 | 4369 | 242 | 5.5\% |
| Suda [19] | 2509 | 236 | 1846 | 46 | 4355 | 282 | 6.5\% |
| Tribhuwanbasti [20] | 1841 | 277 | 1352 | 46 | 3193 | 323 | 10.1\% |
| Kapilbastu | 77702 | 19633 | 50881 | 8055 | 128583 | 27688 | 21.5\% |
| Abhirao [1] | 957 | 412 | 638 | 192 | 1595 | 604 | 37.9\% |
| Ajigara [2] | 738 | 170 | 447 | 56 | 1185 | 226 | 19.1\% |
| Bahadurganj [3] | 1884 | 813 | 1197 | 442 | 3081 | 1255 | 40.7\% |
| Baidauli [11] | 772 | 308 | 506 | 114 | 1278 | 422 | 33.0\% |
| Balaramwapur [4] | 645 | 135 | 396 | 36 | 1041 | 171 | 16.4\% |
| Baluhawa [5] | 777 | 228 | 474 | 91 | 1251 | 319 | 25.5\% |
| Banganga [6] | 1370 | 37 | 1033 | 8 | 2403 | 45 | 1.9\% |
| Baraipur [7] | 512 | 271 | 296 | 108 | 808 | 379 | 46.9\% |
| Barkulpur [8] | 1179 | 117 | 820 | 22 | 1999 | 139 | 7.0\% |
| Basantapur [9] | 424 | 155 | 320 | 113 | 744 | 268 | 36.0\% |
| Baskhore [10] | 1535 | 537 | 908 | 210 | 2443 | 747 | 30.6\% |
| Bhagwanpur [12] | 865 | 221 | 546 | 110 | 1411 | 331 | 23.5\% |
| Bhalwad [50] | 621 | 52 | 502 | 6 | 1123 | 58 | 5.2\% |
| Bhalwari [13] | 670 | 129 | 402 | 59 | 1072 | 188 | 17.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | 00sC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhilmi [52] | 734 | 159 | 451 | 77 | 1185 | 236 | 19.9\% |
| Bijuwa [14] | 898 | 328 | 529 | 121 | 1427 | 449 | 31.5\% |
| Birpur [15] | 1775 | 440 | 1211 | 167 | 2986 | 607 | 20.3\% |
| Bishunpur [16] | 761 | 207 | 435 | 91 | 1196 | 298 | 24.9\% |
| Bithuwa [17] | 646 | 203 | 419 | 89 | 1065 | 292 | 27.4\% |
| Buddhi [18] | 639 | 29 | 472 | 6 | 1111 | 35 | 3.2\% |
| Chanai [19] | 1704 | 586 | 1028 | 206 | 2732 | 792 | 29.0\% |
| Dhankauli [20] | 1273 | 281 | 854 | 130 | 2127 | 411 | 19.3\% |
| Dharmpaniya [21] | 623 | 95 | 410 | 38 | 1033 | 133 | 12.9\% |
| Dohani [22] | 967 | 321 | 578 | 127 | 1545 | 448 | 29.0\% |
| Dubiya [23] | 626 | 27 | 416 | 10 | 1042 | 37 | 3.6\% |
| Dumara [24] | 826 | 169 | 514 | 87 | 1340 | 256 | 19.1\% |
| Fulika [25] | 979 | 184 | 578 | 79 | 1557 | 263 | 16.9\% |
| Gajehada [26] | 1397 | 120 | 1073 | 40 | 2470 | 160 | 6.5\% |
| Ganeshpur [27] | 934 | 427 | 566 | 206 | 1500 | 633 | 42.2\% |
| Gauri [28] | 626 | 226 | 361 | 95 | 987 | 321 | 32.5\% |
| Gotihawa [29] | 617 | 156 | 403 | 22 | 1020 | 178 | 17.5\% |
| Gugauli [30] | 1639 | 546 | 987 | 159 | 2626 | 705 | 26.8\% |
| Hardauna [32] | 656 | 194 | 426 | 112 | 1082 | 306 | 28.3\% |
| Hariharpur [33] | 996 | 214 | 644 | 76 | 1640 | 290 | 17.7\% |
| Harnampur [31] | 672 | 106 | 396 | 56 | 1068 | 162 | 15.2\% |
| Hathausa [34] | 1026 | 115 | 793 | 32 | 1819 | 147 | 8.1\% |
| Hathihawa [35] | 1204 | 424 | 749 | 203 | 1953 | 627 | 32.1\% |
| Institutional [999] | 31 | 3 | 48 | 2 | 79 | 5 | 6.3\% |
| Jahadi [36] | 896 | 290 | 596 | 92 | 1492 | 382 | 25.6\% |
| Jawabhari [37] | 557 | 139 | 330 | 51 | 887 | 190 | 21.4\% |
| Jayanagar [38] | 938 | 63 | 658 | 19 | 1596 | 82 | 5.1\% |
| Kajarhawa [39] | 684 | 177 | 432 | 113 | 1116 | 290 | 26.0\% |
| Kapilvastu Municipality [40] | 3764 | 763 | 2657 | 288 | 6421 | 1051 | 16.4\% |
| Khurhuriya [41] | 1317 | 525 | 826 | 275 | 2143 | 800 | 37.3\% |
| Kopawa [42] | 1172 | 145 | 905 | 17 | 2077 | 162 | 7.8\% |
| Krishnanagar [43] | 1477 | 314 | 956 | 162 | 2433 | 476 | 19.6\% |
| Kushhawa [44] | 749 | 219 | 464 | 87 | 1213 | 306 | 25.2\% |
| Lalpur [46] | 560 | 195 | 371 | 77 | 931 | 272 | 29.2\% |
| Lawani [45] | 1094 | 424 | 677 | 190 | 1771 | 614 | 34.7\% |
| Maharajganj [47] | 2334 | 564 | 1493 | 256 | 3827 | 820 | 21.4\% |
| Mahendrakot [48] | 840 | 113 | 575 | 20 | 1415 | 133 | 9.4\% |
| Mahuwa [49] | 804 | 190 | 510 | 76 | 1314 | 266 | 20.2\% |
| Manpur [51] | 550 | 127 | 350 | 49 | 900 | 176 | 19.6\% |
| Motipur [53] | 1576 | 145 | 1188 | 25 | 2764 | 170 | 6.2\% |
| Nandanagar [54] | 1045 | 219 | 769 | 77 | 1814 | 296 | 16.3\% |
| Niglihawa [55] | 1461 | 131 | 1019 | 48 | 2480 | 179 | 7.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oosc | Total | OOSC |  |  |  |
| Pakadi [56] | 1085 | 453 | 669 | 173 | 1754 | 626 | 35.7\% |
| Parsohiya [57] | 584 | 161 | 397 | 75 | 981 | 236 | 24.1\% |
| Patariya [58] | 1253 | 461 | 845 | 174 | 2098 | 635 | 30.3\% |
| Pathardaiya [60] | 1536 | 421 | 936 | 183 | 2472 | 604 | 24.4\% |
| Patna [59] | 1106 | 131 | 768 | 55 | 1874 | 186 | 9.9\% |
| Pipara [61] | 809 | 144 | 561 | 82 | 1370 | 226 | 16.5\% |
| Purushottampur [62] | 417 | 146 | 292 | 87 | 709 | 233 | 32.9\% |
| Rajpur [63] | 610 | 91 | 402 | 44 | 1012 | 135 | 13.3\% |
| Ramnagar [64] | 690 | 259 | 405 | 121 | 1095 | 380 | 34.7\% |
| Rangapur [65] | 731 | 234 | 398 | 85 | 1129 | 319 | 28.3\% |
| Sauraha [66] | 632 | 341 | 357 | 114 | 989 | 455 | 46.0\% |
| Shivagadhi [68] | 833 | 143 | 568 | 38 | 1401 | 181 | 12.9\% |
| Shivanagar [67] | 628 | 308 | 416 | 147 | 1044 | 455 | 43.6\% |
| Shivapur [69] | 2407 | 304 | 1619 | 96 | 4026 | 400 | 9.9\% |
| Sihokhore [70] | 832 | 276 | 492 | 82 | 1324 | 358 | 27.0\% |
| Sirsihawa [71] | 557 | 125 | 393 | 78 | 950 | 203 | 21.4\% |
| Sisawa [72] | 968 | 293 | 632 | 70 | 1600 | 363 | 22.7\% |
| Somdiha [73] | 910 | 208 | 529 | 94 | 1439 | 302 | 21.0\% |
| Thunhiya [74] | 916 | 164 | 569 | 68 | 1485 | 232 | 15.6\% |
| Tilaurakot [75] | 1131 | 343 | 739 | 113 | 1870 | 456 | 24.4\% |
| Titirkhi [76] | 670 | 96 | 412 | 67 | 1082 | 163 | 15.1\% |
| Udayapur [77] | 594 | 174 | 368 | 80 | 962 | 254 | 26.4\% |
| Vidhyanagar [78] | 787 | 469 | 512 | 209 | 1299 | 678 | 52.2\% |
| Kaski | 47056 | 2496 | 34655 | 787 | 81711 | 3283 | 4.0\% |
| Arba Vijaya [1] | 356 | 21 | 288 | 7 | 644 | 28 | 4.3\% |
| Armala [2] | 523 | 16 | 403 | 3 | 926 | 19 | 2.1\% |
| Bhachok [3] | 133 | 18 | 115 | 6 | 248 | 24 | 9.7\% |
| Bhadaure Tamagi [4] | 320 | 25 | 263 | 9 | 583 | 34 | 5.8\% |
| Bharat Pokhari [5] | 1020 | 107 | 717 | 17 | 1737 | 124 | 7.1\% |
| Chapakot [6] | 245 | 14 | 201 | 4 | 446 | 18 | 4.0\% |
| Dangsing [7] | 290 | 12 | 241 | 5 | 531 | 17 | 3.2\% |
| Deurali [8] | 246 | 12 | 191 | 5 | 437 | 17 | 3.9\% |
| Dhampus [9] | 256 | 9 | 200 | 4 | 456 | 13 | 2.9\% |
| Dhikur Pokhari [10] | 672 | 60 | 558 | 9 | 1230 | 69 | 5.6\% |
| Dhital [11] | 242 | 26 | 198 | 6 | 440 | 32 | 7.3\% |
| Ghachok [12] | 236 | 21 | 182 | 5 | 418 | 26 | 6.2\% |
| Ghandruk [13] | 396 | 78 | 299 | 13 | 695 | 91 | 13.1\% |
| Hansapur [14] | 320 | 31 | 269 | 3 | 589 | 34 | 5.8\% |
| Hemja [15] | 1292 | 44 | 843 | 11 | 2135 | 55 | 2.6\% |
| Institutional [999] | 809 | 13 | 1305 | 6 | 2114 | 19 | 0.9\% |
| Kahun [16] | 179 | 3 | 141 | 3 | 320 | 6 | 1.9\% |
| Kalika [17] | 295 | 13 | 257 | 8 | 552 | 21 | 3.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kaskikot [18] | 561 | 47 | 453 | 4 | 1014 | 51 | 5.0\% |
| Kritinachne Chaur [19] | 493 | 42 | 395 | 15 | 888 | 57 | 6.4\% |
| Lahachok [20] | 309 | 11 | 252 | 6 | 561 | 17 | 3.0\% |
| Lamachaur [21] | 617 | 21 | 491 | 15 | 1108 | 36 | 3.2\% |
| Lekhnath Municipality [22] | 6152 | 247 | 4434 | 118 | 10586 | 365 | 3.4\% |
| Lumle [23] | 434 | 46 | 329 | 7 | 763 | 53 | 6.9\% |
| Lwangghalel [24] | 438 | 37 | 322 | 18 | 760 | 55 | 7.2\% |
| Machhapuchchhre [25] | 176 | 14 | 125 | 4 | 301 | 18 | 6.0\% |
| Majhthana [26] | 301 | 20 | 212 | 3 | 513 | 23 | 4.5\% |
| Mauja [27] | 139 | 5 | 103 | 3 | 242 | 8 | 3.3\% |
| Mijuredada [28] | 415 | 40 | 326 | 12 | 741 | 52 | 7.0\% |
| Namarjung [29] | 116 | 8 | 88 | 3 | 204 | 11 | 5.4\% |
| Nirmal Pokhari [30] | 347 | 10 | 305 | 8 | 652 | 18 | 2.8\% |
| Parche [31] | 252 | 14 | 147 | 2 | 399 | 16 | 4.0\% |
| Pokhara Sub-Metropolitan City [32] | 24070 | 1127 | 16636 | 365 | 40706 | 1492 | 3.7\% |
| Pumdibhumdi [33] | 686 | 26 | 548 | 18 | 1234 | 44 | 3.6\% |
| Puranchaur [34] | 331 | 24 | 238 | 8 | 569 | 32 | 5.6\% |
| Ribhan [35] | 120 | 1 | 114 | 1 | 234 | 2 | 0.9\% |
| Rupakot [36] | 318 | 24 | 223 | 1 | 541 | 25 | 4.6\% |
| Saimarang [37] | 121 | 8 | 90 | 3 | 211 | 11 | 5.2\% |
| Salyan [38] | 406 | 24 | 288 | 5 | 694 | 29 | 4.2\% |
| Sarangkot [39] | 707 | 42 | 568 | 9 | 1275 | 51 | 4.0\% |
| Sardikhola [40] | 381 | 47 | 247 | 14 | 628 | 61 | 9.7\% |
| Siddha [41] | 301 | 9 | 245 | 2 | 546 | 11 | 2.0\% |
| Sildujure [42] | 243 | 19 | 192 | 2 | 435 | 21 | 4.8\% |
| Thumakodada [43] | 244 | 46 | 179 | 11 | 423 | 57 | 13.5\% |
| Thumki [44] | 311 | 1 | 254 | 3 | 565 | 4 | 0.7\% |
| Valam [45] | 237 | 13 | 180 | 3 | 417 | 16 | 3.8\% |
| Kathmandu | 137162 | 7042 | 96128 | 3353 | 233290 | 10395 | 4.5\% |
| Aalapot [1] | 231 | 15 | 208 | 6 | 439 | 21 | 4.8\% |
| Baad Bhanjyang [2] | 348 | 39 | 229 | 14 | 577 | 53 | 9.2\% |
| Bajrayogini (Sankhu) [3] | 387 | 27 | 274 | 3 | 661 | 30 | 4.5\% |
| Balambu [4] | 662 | 38 | 393 | 26 | 1055 | 64 | 6.1\% |
| Baluwa [5] | 448 | 34 | 317 | 13 | 765 | 47 | 6.1\% |
| Bhadrabas [6] | 179 | 2 | 124 | 9 | 303 | 11 | 3.6\% |
| Bhimdhunga [7] | 232 | 8 | 176 | 3 | 408 | 11 | 2.7\% |
| Budanilkantha [8] | 1305 | 105 | 987 | 27 | 2292 | 132 | 5.8\% |
| Chalnakhel [9] | 358 | 20 | 218 | 2 | 576 | 22 | 3.8\% |
| Chapali Bhadrakali [10] | 962 | 24 | 647 | 6 | 1609 | 30 | 1.9\% |
| Chhaimale [11] | 370 | 36 | 272 | 16 | 642 | 52 | 8.1\% |
| Chunikhel [13] | 349 | 15 | 221 | 12 | 570 | 27 | 4.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Daanchhi [14] | 958 | 78 | 683 | 43 | 1641 | 121 | 7.4\% |
| Dahachok [12] | 311 | 16 | 237 | 8 | 548 | 24 | 4.4\% |
| Daxinkali [15] | 375 | 12 | 261 | 6 | 636 | 18 | 2.8\% |
| Dhapasi [16] | 2709 | 117 | 1760 | 28 | 4469 | 145 | 3.2\% |
| Dharmasthali [17] | 538 | 61 | 418 | 24 | 956 | 85 | 8.9\% |
| Futung [18] | 384 | 7 | 293 | 5 | 677 | 12 | 1.8\% |
| Gagalphedi [19] | 433 | 50 | 316 | 11 | 749 | 61 | 8.1\% |
| Gokarneswor [20] | 616 | 33 | 404 | 11 | 1020 | 44 | 4.3\% |
| Goldhunga [21] | 1429 | 111 | 1000 | 28 | 2429 | 139 | 5.7\% |
| Gonggabu [22] | 5001 | 199 | 3122 | 89 | 8123 | 288 | 3.5\% |
| Gothatar [23] | 2383 | 161 | 1523 | 34 | 3906 | 195 | 5.0\% |
| Ichang Narayan [24] | 2097 | 86 | 1384 | 37 | 3481 | 123 | 3.5\% |
| Indrayani [25] | 219 | 11 | 199 | 2 | 418 | 13 | 3.1\% |
| Institutional [999] | 3155 | 193 | 4483 | 347 | 7638 | 540 | 7.1\% |
| Jhor Mahankal [26] | 335 | 19 | 256 | 3 | 591 | 22 | 3.7\% |
| Jitpurphedi [27] | 437 | 30 | 327 | 11 | 764 | 41 | 5.4\% |
| Jorpati [28] | 7918 | 435 | 5534 | 197 | 13452 | 632 | 4.7\% |
| Kabhresthali [29] | 409 | 14 | 295 | 7 | 704 | 21 | 3.0\% |
| Kapan [30] | 4400 | 189 | 2941 | 69 | 7341 | 258 | 3.5\% |
| Kathmandu Metropolitan City [31] | 72993 | 3457 | 49866 | 1752 | 122859 | 5209 | 4.2\% |
| Khadka Bhadrakali [32] | 832 | 29 | 579 | 13 | 1411 | 42 | 3.0\% |
| Kirtipur Municipality [33] | 4124 | 198 | 2716 | 64 | 6840 | 262 | 3.8\% |
| Lapsiphedi [34] | 570 | 58 | 433 | 12 | 1003 | 70 | 7.0\% |
| Machhegaun [35] | 277 | 11 | 237 | 14 | 514 | 25 | 4.9\% |
| Mahadevathan [36] | 1340 | 62 | 965 | 28 | 2305 | 90 | 3.9\% |
| Mahankal [37] | 1394 | 73 | 952 | 30 | 2346 | 103 | 4.4\% |
| Manmaiju [38] | 3561 | 244 | 2416 | 59 | 5977 | 303 | 5.1\% |
| Matatirtha [39] | 495 | 41 | 350 | 12 | 845 | 53 | 6.3\% |
| Mulpani [40] | 976 | 69 | 728 | 40 | 1704 | 109 | 6.4\% |
| Naglebhare [41] | 438 | 29 | 359 | 13 | 797 | 42 | 5.3\% |
| Naikap Naya Bhanjyang [42] | 612 | 33 | 429 | 10 | 1041 | 43 | 4.1\% |
| Naikap Purano Bhanjyang [43] | 332 | 8 | 241 | 7 | 573 | 15 | 2.6\% |
| Nayapati [44] | 604 | 19 | 425 | 12 | 1029 | 31 | 3.0\% |
| Pukhulachhi [45] | 179 | 7 | 121 | 2 | 300 | 9 | 3.0\% |
| Ramkot [46] | 664 | 44 | 497 | 12 | 1161 | 56 | 4.8\% |
| Sangla [47] | 314 | 12 | 236 | 3 | 550 | 15 | 2.7\% |
| Satungal [49] | 896 | 43 | 592 | 22 | 1488 | 65 | 4.4\% |
| Setidevi [48] | 292 | 9 | 210 | 2 | 502 | 11 | 2.2\% |
| Seuchatar [50] | 1092 | 60 | 731 | 26 | 1823 | 86 | 4.7\% |
| Sheshnarayan [51] | 302 | 8 | 199 | 6 | 501 | 14 | 2.8\% |
| Sitapaila [52] | 1457 | 81 | 952 | 21 | 2409 | 102 | 4.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sundarijal [53] | 241 | 25 | 186 | 9 | 427 | 34 | 8.0\% |
| Suntol [54] | 391 | 27 | 300 | 10 | 691 | 37 | 5.4\% |
| Talkududechour [55] | 272 | 23 | 181 | 8 | 453 | 31 | 6.8\% |
| Thankot [56] | 1047 | 65 | 665 | 41 | 1712 | 106 | 6.2\% |
| Tinthana [57] | 776 | 67 | 500 | 17 | 1276 | 84 | 6.6\% |
| Tokha Chandeswori [58] | 325 | 28 | 251 | 7 | 576 | 35 | 6.1\% |
| Tokha Sarswoti [59] | 428 | 27 | 309 | 4 | 737 | 31 | 4.2\% |
| Kavrepalanchok | 38860 | 3835 | 29793 | 1024 | 68653 | 4859 | 7.1\% |
| Anekot [1] | 772 | 50 | 560 | 18 | 1332 | 68 | 5.1\% |
| Baldthali [2] | 254 | 23 | 178 | 7 | 432 | 30 | 6.9\% |
| Balting [3] | 355 | 72 | 250 | 10 | 605 | 82 | 13.6\% |
| Baluwapati Deupur [4] | 658 | 42 | 458 | 7 | 1116 | 49 | 4.4\% |
| Banakhu Chor [5] | 727 | 248 | 476 | 54 | 1203 | 302 | 25.1\% |
| Banepa Municipality [6] | 2140 | 101 | 1430 | 32 | 3570 | 133 | 3.7\% |
| Bekhsimle Ghartigaun [7] | 122 | 16 | 103 | 3 | 225 | 19 | 8.4\% |
| Bhimkhori [8] | 758 | 68 | 530 | 12 | 1288 | 80 | 6.2\% |
| Bhumlutar [9] | 139 | 13 | 139 | 12 | 278 | 25 | 9.0\% |
| Birtadeurali [10] | 251 | 46 | 196 | 8 | 447 | 54 | 12.1\% |
| Bolde Fediche [11] | 193 | 19 | 184 | 10 | 377 | 29 | 7.7\% |
| Budhakhani [12] | 568 | 63 | 396 | 10 | 964 | 73 | 7.6\% |
| Chalal Ganeshsthan [13] | 400 | 11 | 294 | 7 | 694 | 18 | 2.6\% |
| Chandeni Mandan [14] | 373 | 28 | 253 | 9 | 626 | 37 | 5.9\% |
| Choubas [15] | 227 | 60 | 188 | 13 | 415 | 73 | 17.6\% |
| Chyamrangbesi [16] | 192 | 6 | 137 | 7 | 329 | 13 | 4.0\% |
| Chyasing Kharka [17] | 243 | 48 | 214 | 4 | 457 | 52 | 11.4\% |
| Dandagaun [18] | 489 | 147 | 285 | 25 | 774 | 172 | 22.2\% |
| Dapcha Chatrebhanjh [19] | 242 | 8 | 178 | 3 | 420 | 11 | 2.6\% |
| Daraune Pokhari [20] | 274 | 12 | 176 | 6 | 450 | 18 | 4.0\% |
| Devitar [22] | 292 | 17 | 222 | 12 | 514 | 29 | 5.6\% |
| Dewabhumi Baluwa [21] | 763 | 103 | 508 | 22 | 1271 | 125 | 9.8\% |
| Dhulikhel Municipality [23] | 1174 | 70 | 830 | 39 | 2004 | 109 | 5.4\% |
| Dhunkharka [24] | 537 | 42 | 423 | 17 | 960 | 59 | 6.1\% |
| Dhuseni Siwalaya [25] | 167 | 7 | 157 | 2 | 324 | 9 | 2.8\% |
| Dolalghat [26] | 187 | 17 | 133 | 4 | 320 | 21 | 6.6\% |
| Falate Bhumlu [27] | 103 | 12 | 67 | 1 | 170 | 13 | 7.6\% |
| Falemetar [28] | 710 | 187 | 409 | 36 | 1119 | 223 | 19.9\% |
| Foksingtar [29] | 357 | 44 | 246 | 8 | 603 | 52 | 8.6\% |
| Gairi Bisouna Deupur [30] | 524 | 59 | 379 | 5 | 903 | 64 | 7.1\% |
| Ghartichhap [31] | 348 | 55 | 248 | 8 | 596 | 63 | 10.6\% |
| Gokule [32] | 761 | 186 | 452 | 49 | 1213 | 235 | 19.4\% |
| Gothpani [33] | 263 | 75 | 231 | 9 | 494 | 84 | 17.0\% |
| Hokse Bazar [34] | 442 | 51 | 365 | 15 | 807 | 66 | 8.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oosc | Total | OOSC |  |  |  |
| Institutional [999] | 261 | 1 | 913 | 5 | 1174 | 6 | 0.5\% |
| Jaisithok Mandan [35] | 278 | 29 | 248 | 10 | 526 | 39 | 7.4\% |
| Jyamdi Mandan [36] | 557 | 27 | 403 | 10 | 960 | 37 | 3.9\% |
| Kalati Bhumidanda [37] | 346 | 6 | 279 | 10 | 625 | 16 | 2.6\% |
| Kanpur Kalapani [38] | 440 | 41 | 357 | 6 | 797 | 47 | 5.9\% |
| Katike Deurali [39] | 349 | 29 | 291 | 5 | 640 | 34 | 5.3\% |
| Katunje Besi [40] | 259 | 13 | 211 | 3 | 470 | 16 | 3.4\% |
| Kavre Nitya Chandeswor [41] | 485 | 27 | 338 | 6 | 823 | 33 | 4.0\% |
| Khahare Pangu [42] | 222 | 15 | 194 | 8 | 416 | 23 | 5.5\% |
| Khanalthok [43] | 440 | 20 | 330 | 11 | 770 | 31 | 4.0\% |
| Kharelthok [44] | 214 | 17 | 156 | 6 | 370 | 23 | 6.2\% |
| Kharpachok [45] | 197 | 10 | 139 | 0 | 336 | 10 | 3.0\% |
| Kolati Bhumlu [46] | 132 | 7 | 106 | 7 | 238 | 14 | 5.9\% |
| Koshidekha [47] | 181 | 32 | 122 | 5 | 303 | 37 | 12.2\% |
| Kuruwas Chapakhori [48] | 295 | 25 | 233 | 4 | 528 | 29 | 5.5\% |
| Kushadevi [49] | 690 | 61 | 518 | 14 | 1208 | 75 | 6.2\% |
| Machchhegaun [50] | 740 | 42 | 651 | 7 | 1391 | 49 | 3.5\% |
| Madan Kundari [51] | 199 | 10 | 159 | 1 | 358 | 11 | 3.1\% |
| Mahadevsthan Mandan [52] | 809 | 92 | 656 | 32 | 1465 | 124 | 8.5\% |
| Mahadevtar [53] | 203 | 5 | 197 | 4 | 400 | 9 | 2.3\% |
| Mahankal Chaur [54] | 370 | 122 | 299 | 22 | 669 | 144 | 21.5\% |
| Mahendra Jyoti [55] | 272 | 18 | 231 | 1 | 503 | 19 | 3.8\% |
| Majhi Feda [56] | 261 | 22 | 249 | 6 | 510 | 28 | 5.5\% |
| Mangaltar [57] | 427 | 19 | 305 | 3 | 732 | 22 | 3.0\% |
| Mathurapati Fulbari [58] | 424 | 34 | 350 | 14 | 774 | 48 | 6.2\% |
| Methinkot [59] | 553 | 59 | 369 | 15 | 922 | 74 | 8.0\% |
| Milche [60] | 346 | 86 | 264 | 13 | 610 | 99 | 16.2\% |
| Nagre Gagarche [61] | 295 | 13 | 240 | 2 | 535 | 15 | 2.8\% |
| Nasikasthan Sanga [63] | 495 | 23 | 364 | 11 | 859 | 34 | 4.0\% |
| Nayagaun Deupur [64] | 478 | 55 | 360 | 13 | 838 | 68 | 8.1\% |
| Panauti Municipality [65] | 2275 | 113 | 1740 | 43 | 4015 | 156 | 3.9\% |
| Panchkhal [66] | 1081 | 50 | 872 | 28 | 1953 | 78 | 4.0\% |
| Patalekhet [67] | 370 | 54 | 272 | 6 | 642 | 60 | 9.3\% |
| Pokhari Chauri [68] | 331 | 21 | 275 | 6 | 606 | 27 | 4.5\% |
| Pokhari Narayansthan [69] | 266 | 12 | 272 | 9 | 538 | 21 | 3.9\% |
| Puranogaun Dapcha [70] | 216 | 31 | 172 | 1 | 388 | 32 | 8.2\% |
| Ravi Opi [71] | 439 | 15 | 329 | 11 | 768 | 26 | 3.4\% |
| Ryale [72] | 440 | 19 | 310 | 2 | 750 | 21 | 2.8\% |
| Saldhara [73] | 428 | 71 | 254 | 15 | 682 | 86 | 12.6\% |
| Salle Bhumlu [74] | 150 | 4 | 135 | 5 | 285 | 9 | 3.2\% |
| Salmechakala (Taldhunga) [75] | 255 | 43 | 153 | 11 | 408 | 54 | 13.2\% |
| Sankhupati Chour [76] | 298 | 8 | 210 | 2 | 508 | 10 | 2.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sanowangthali [77] | 164 | 20 | 123 | 2 | 287 | 22 | 7.7\% |
| Saping [78] | 317 | 30 | 317 | 12 | 634 | 42 | 6.6\% |
| Sarada Batase [79] | 198 | 13 | 185 | 2 | 383 | 15 | 3.9\% |
| Saramthali [80] | 119 | 9 | 94 | 5 | 213 | 14 | 6.6\% |
| Sarasyunkhark [81] | 591 | 45 | 466 | 12 | 1057 | 57 | 5.4\% |
| Sathighar Bhagawati [82] | 268 | 2 | 189 | 3 | 457 | 5 | 1.1\% |
| Sikhar Ambote [83] | 380 | 48 | 308 | 30 | 688 | 78 | 11.3\% |
| Simalchour Syampati [84] | 332 | 32 | 290 | 8 | 622 | 40 | 6.4\% |
| Simthali [85] | 210 | 56 | 163 | 31 | 373 | 87 | 23.3\% |
| Sipali Chilaune [86] | 393 | 34 | 265 | 5 | 658 | 39 | 5.9\% |
| Sisakhani [87] | 215 | 18 | 168 | 7 | 383 | 25 | 6.5\% |
| Thulo Parsel [88] | 241 | 25 | 220 | 4 | 461 | 29 | 6.3\% |
| Tukucha Nala [89] | 464 | 29 | 339 | 1 | 803 | 30 | 3.7\% |
| Ugrachandi Nala [62] | 599 | 38 | 429 | 16 | 1028 | 54 | 5.3\% |
| Ugratara Janagal [90] | 597 | 29 | 416 | 9 | 1013 | 38 | 3.8\% |
| Khotang | 26948 | 4246 | 17789 | 639 | 44737 | 4885 | 10.9\% |
| Ainselukharka [1] | 373 | 54 | 209 | 10 | 582 | 64 | 11.0\% |
| Arkhaule [2] | 448 | 124 | 323 | 16 | 771 | 140 | 18.2\% |
| Badahare [3] | 184 | 12 | 99 | 2 | 283 | 14 | 4.9\% |
| Badaka Diyale [4] | 331 | 50 | 219 | 3 | 550 | 53 | 9.6\% |
| Bahunidanda [5] | 402 | 99 | 246 | 11 | 648 | 110 | 17.0\% |
| Bakachol [6] | 336 | 51 | 245 | 4 | 581 | 55 | 9.5\% |
| Baksila [7] | 418 | 98 | 262 | 18 | 680 | 116 | 17.1\% |
| Bamrang [8] | 364 | 20 | 229 | 2 | 593 | 22 | 3.7\% |
| Barahapokhari [9] | 599 | 144 | 342 | 17 | 941 | 161 | 17.1\% |
| Baspani [10] | 189 | 55 | 120 | 12 | 309 | 67 | 21.7\% |
| Batase [11] | 604 | 54 | 332 | 10 | 936 | 64 | 6.8\% |
| Bijaya Kharka [12] | 337 | 24 | 232 | 6 | 569 | 30 | 5.3\% |
| Buipa [13] | 541 | 37 | 352 | 8 | 893 | 45 | 5.0\% |
| Chhitapokhari [14] | 289 | 19 | 185 | 4 | 474 | 23 | 4.9\% |
| Chhorambu [15] | 274 | 65 | 228 | 12 | 502 | 77 | 15.3\% |
| Chipring [16] | 125 | 24 | 106 | 3 | 231 | 27 | 11.7\% |
| Chisapani [17] | 583 | 190 | 389 | 15 | 972 | 205 | 21.1\% |
| Chyandada [18] | 359 | 154 | 241 | 11 | 600 | 165 | 27.5\% |
| Chyasmitar [19] | 422 | 75 | 330 | 15 | 752 | 90 | 12.0\% |
| Damarkhushivalaya [20] | 379 | 105 | 248 | 15 | 627 | 120 | 19.1\% |
| Dandagaun [21] | 344 | 25 | 199 | 2 | 543 | 27 | 5.0\% |
| Devisthan [22] | 296 | 33 | 185 | 10 | 481 | 43 | 8.9\% |
| Dhitung [23] | 394 | 32 | 234 | 8 | 628 | 40 | 6.4\% |
| Diktel [24] | 1070 | 64 | 663 | 31 | 1733 | 95 | 5.5\% |
| Dikuwa [25] | 350 | 32 | 240 | 5 | 590 | 37 | 6.3\% |
| Diplung [26] | 259 | 50 | 181 | 4 | 440 | 54 | 12.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Dorpachiuridada [27] | 645 | 82 | 459 | 18 | 1104 | 100 | 9.1\% |
| Dubekoldada [28] | 194 | 19 | 126 | 2 | 320 | 21 | 6.6\% |
| Dumre Dharapani [29] | 334 | 35 | 259 | 7 | 593 | 42 | 7.1\% |
| Durchhim [30] | 502 | 87 | 328 | 13 | 830 | 100 | 12.0\% |
| Faktang [31] | 313 | 19 | 165 | 2 | 478 | 21 | 4.4\% |
| Haunchur [32] | 261 | 27 | 191 | 6 | 452 | 33 | 7.3\% |
| Indranipokhari [33] | 385 | 38 | 242 | 2 | 627 | 40 | 6.4\% |
| Institutional [999] | 5 | 2 | 6 | 1 | 11 | 3 | 27.3\% |
| Jalapa [34] | 296 | 36 | 195 | 7 | 491 | 43 | 8.8\% |
| Jaleswori [64] | 276 | 49 | 197 | 14 | 473 | 63 | 13.3\% |
| Jyamire [35] | 142 | 16 | 117 | 0 | 259 | 16 | 6.2\% |
| Kahule [36] | 201 | 20 | 141 | 4 | 342 | 24 | 7.0\% |
| Khalle [37] | 401 | 33 | 274 | 8 | 675 | 41 | 6.1\% |
| Kharmi [38] | 462 | 81 | 341 | 12 | 803 | 93 | 11.6\% |
| Kharpa [39] | 311 | 75 | 211 | 9 | 522 | 84 | 16.1\% |
| Khartanchha [40] | 227 | 57 | 154 | 12 | 381 | 69 | 18.1\% |
| Khidima [41] | 272 | 30 | 176 | 7 | 448 | 37 | 8.3\% |
| Khotangbazar [42] | 242 | 18 | 158 | 7 | 400 | 25 | 6.3\% |
| Kuvinde [43] | 263 | 29 | 175 | 2 | 438 | 31 | 7.1\% |
| Lafyang [44] | 351 | 24 | 253 | 3 | 604 | 27 | 4.5\% |
| Lamidada [45] | 351 | 43 | 210 | 9 | 561 | 52 | 9.3\% |
| Lichkiramche [46] | 491 | 63 | 342 | 11 | 833 | 74 | 8.9\% |
| Linkuwapokhari [47] | 272 | 30 | 211 | 3 | 483 | 33 | 6.8\% |
| Magpa [48] | 214 | 30 | 152 | 5 | 366 | 35 | 9.6\% |
| Mahadevasthan [49] | 374 | 49 | 235 | 7 | 609 | 56 | 9.2\% |
| Mangaltar [50] | 284 | 25 | 210 | 7 | 494 | 32 | 6.5\% |
| Mattim Birta [51] | 478 | 52 | 323 | 6 | 801 | 58 | 7.2\% |
| Mauwabote [52] | 196 | 25 | 99 | 4 | 295 | 29 | 9.8\% |
| Nerpa [53] | 328 | 25 | 226 | 7 | 554 | 32 | 5.8\% |
| Nirmalidada [54] | 258 | 12 | 140 | 6 | 398 | 18 | 4.5\% |
| Nunthala [55] | 204 | 3 | 135 | 1 | 339 | 4 | 1.2\% |
| Patheka [56] | 522 | 132 | 384 | 22 | 906 | 154 | 17.0\% |
| Pauwasera [57] | 370 | 83 | 205 | 5 | 575 | 88 | 15.3\% |
| Phedi [58] | 469 | 93 | 318 | 11 | 787 | 104 | 13.2\% |
| R.Maheswori [59] | 286 | 84 | 230 | 17 | 516 | 101 | 19.6\% |
| Rajapani [60] | 558 | 70 | 369 | 11 | 927 | 81 | 8.7\% |
| Rakha Bangdel [61] | 363 | 47 | 246 | 6 | 609 | 53 | 8.7\% |
| Rakha Dipsung [62] | 123 | 23 | 73 | 2 | 196 | 25 | 12.8\% |
| Ratanchha [63] | 296 | 50 | 243 | 8 | 539 | 58 | 10.8\% |
| Sa.Chhitapokhari [65] | 383 | 45 | 230 | 2 | 613 | 47 | 7.7\% |
| Salle [66] | 191 | 30 | 134 | 6 | 325 | 36 | 11.1\% |
| Sapteswor [67] | 257 | 32 | 204 | 10 | 461 | 42 | 9.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Saunechaur [68] | 353 | 113 | 194 | 8 | 547 | 121 | 22.1\% |
| Sawakatahare [69] | 364 | 65 | 253 | 10 | 617 | 75 | 12.2\% |
| Simpani [70] | 431 | 71 | 271 | 3 | 702 | 74 | 10.5\% |
| Sungdel [71] | 342 | 121 | 200 | 18 | 542 | 139 | 25.6\% |
| Suntale [72] | 318 | 109 | 206 | 19 | 524 | 128 | 24.4\% |
| Temma [73] | 461 | 81 | 271 | 5 | 732 | 86 | 11.7\% |
| Woplukha [74] | 315 | 77 | 200 | 7 | 515 | 84 | 16.3\% |
| Wopung [75] | 365 | 52 | 221 | 8 | 586 | 60 | 10.2\% |
| Yamkha [76] | 378 | 44 | 247 | 5 | 625 | 49 | 7.8\% |
| Lalitpur | 37208 | 2284 | 26184 | 904 | 63392 | 3188 | 5.0\% |
| Ashrang [1] | 160 | 17 | 102 | 4 | 262 | 21 | 8.0\% |
| Badikhel [2] | 297 | 29 | 190 | 11 | 487 | 40 | 8.2\% |
| Bhardev [3] | 261 | 68 | 187 | 25 | 448 | 93 | 20.8\% |
| Bhattedanda [4] | 229 | 17 | 167 | 9 | 396 | 26 | 6.6\% |
| Bisankhunarayan [5] | 314 | 21 | 247 | 9 | 561 | 30 | 5.3\% |
| Bukhel [6] | 182 | 10 | 146 | 2 | 328 | 12 | 3.7\% |
| Bungamati [7] | 432 | 42 | 297 | 7 | 729 | 49 | 6.7\% |
| Chandanpur [8] | 131 | 5 | 95 | 4 | 226 | 9 | 4.0\% |
| Chapagaun [9] | 1275 | 53 | 855 | 27 | 2130 | 80 | 3.8\% |
| Chhampi [10] | 430 | 25 | 302 | 11 | 732 | 36 | 4.9\% |
| Choughare [11] | 236 | 58 | 158 | 18 | 394 | 76 | 19.3\% |
| Dalchoki [12] | 134 | 5 | 99 | 6 | 233 | 11 | 4.7\% |
| Devichour [13] | 326 | 29 | 232 | 17 | 558 | 46 | 8.2\% |
| Dhapakhel [14] | 1021 | 32 | 727 | 20 | 1748 | 52 | 3.0\% |
| Dhusel [15] | 187 | 29 | 98 | 6 | 285 | 35 | 12.3\% |
| Dukuchhap [16] | 268 | 39 | 205 | 22 | 473 | 61 | 12.9\% |
| Gimdi [17] | 248 | 20 | 184 | 7 | 432 | 27 | 6.3\% |
| Godamchaur [18] | 365 | 17 | 264 | 4 | 629 | 21 | 3.3\% |
| Godawari [19] | 561 | 29 | 442 | 10 | 1003 | 39 | 3.9\% |
| Gotikhel [20] | 146 | 9 | 168 | 4 | 314 | 13 | 4.1\% |
| Harisiddhi [21] | 824 | 42 | 545 | 19 | 1369 | 61 | 4.5\% |
| Ikudol [22] | 239 | 13 | 145 | 0 | 384 | 13 | 3.4\% |
| Imadol [23] | 2205 | 160 | 1468 | 51 | 3673 | 211 | 5.7\% |
| Institutional [999] | 1110 | 16 | 1432 | 17 | 2542 | 33 | 1.3\% |
| Jharuwarasi [24] | 314 | 12 | 208 | 6 | 522 | 18 | 3.4\% |
| Kaleswor [25] | 147 | 10 | 117 | 3 | 264 | 13 | 4.9\% |
| Khokana [26] | 343 | 18 | 218 | 2 | 561 | 20 | 3.6\% |
| Lalitpur Sub-metropolitan city [27] | 16238 | 738 | 10918 | 357 | 27156 | 1095 | 4.0\% |
| Lamatar [28] | 566 | 51 | 449 | 16 | 1015 | 67 | 6.6\% |
| Lele [29] | 731 | 104 | 622 | 23 | 1353 | 127 | 9.4\% |
| Lubhu [30] | 776 | 66 | 530 | 19 | 1306 | 85 | 6.5\% |
| Malta [31] | 226 | 16 | 154 | 4 | 380 | 20 | 5.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Manikhel [32] | 221 | 11 | 146 | 8 | 367 | 19 | 5.2\% |
| Nallu [33] | 251 | 41 | 152 | 17 | 403 | 58 | 14.4\% |
| Pyutar [34] | 218 | 40 | 172 | 2 | 390 | 42 | 10.8\% |
| Sainbu [35] | 1659 | 115 | 1047 | 33 | 2706 | 148 | 5.5\% |
| Sankhu [36] | 242 | 20 | 201 | 8 | 443 | 28 | 6.3\% |
| Siddhipur [37] | 467 | 20 | 287 | 8 | 754 | 28 | 3.7\% |
| Sunakothi [38] | 809 | 68 | 521 | 13 | 1330 | 81 | 6.1\% |
| Thaiba [39] | 659 | 22 | 453 | 17 | 1112 | 39 | 3.5\% |
| Thecho [40] | 722 | 31 | 524 | 19 | 1246 | 50 | 4.0\% |
| Thuladurlung [41] | 199 | 24 | 123 | 20 | 322 | 44 | 13.7\% |
| Tikathali [42] | 839 | 92 | 587 | 19 | 1426 | 111 | 7.8\% |
| Lamjung | 17504 | 1012 | 13117 | 326 | 30621 | 1338 | 4.4\% |
| Archalbot [1] | 141 | 6 | 113 | 1 | 254 | 7 | 2.8\% |
| Baglungpani [4] | 251 | 6 | 193 | 6 | 444 | 12 | 2.7\% |
| Bahundanda [2] | 197 | 15 | 158 | 6 | 355 | 21 | 5.9\% |
| Bangre [5] | 147 | 11 | 144 | 0 | 291 | 11 | 3.8\% |
| Banjhakhet [3] | 251 | 6 | 203 | 5 | 454 | 11 | 2.4\% |
| Bansar [6] | 245 | 12 | 169 | 5 | 414 | 17 | 4.1\% |
| Besishahar [7] | 1959 | 39 | 1322 | 14 | 3281 | 53 | 1.6\% |
| Bhalayakharka [8] | 174 | 7 | 169 | 5 | 343 | 12 | 3.5\% |
| Bharte [9] | 201 | 13 | 167 | 4 | 368 | 17 | 4.6\% |
| Bhoje [10] | 192 | 8 | 162 | 3 | 354 | 11 | 3.1\% |
| Bhorletar [11] | 499 | 14 | 358 | 6 | 857 | 20 | 2.3\% |
| Bhote Odar [12] | 979 | 19 | 647 | 5 | 1626 | 24 | 1.5\% |
| Bhujung [13] | 162 | 16 | 118 | 4 | 280 | 20 | 7.1\% |
| Bhulbhule [14] | 245 | 16 | 216 | 4 | 461 | 20 | 4.3\% |
| Bichaur [15] | 192 | 9 | 128 | 2 | 320 | 11 | 3.4\% |
| Chakratirtha [16] | 594 | 28 | 440 | 10 | 1034 | 38 | 3.7\% |
| Chandisthan [17] | 205 | 9 | 146 | 3 | 351 | 12 | 3.4\% |
| Chandreshwor [18] | 189 | 27 | 126 | 4 | 315 | 31 | 9.8\% |
| Chiti [19] | 578 | 45 | 378 | 10 | 956 | 55 | 5.8\% |
| Dhamilikuwa [20] | 484 | 27 | 363 | 16 | 847 | 43 | 5.1\% |
| Dhodeni [21] | 266 | 51 | 253 | 16 | 519 | 67 | 12.9\% |
| Dhuseni [22] | 138 | 20 | 90 | 1 | 228 | 21 | 9.2\% |
| Dudhpokhari [23] | 241 | 17 | 174 | 10 | 415 | 27 | 6.5\% |
| Duradanda [24] | 194 | 5 | 115 | 3 | 309 | 8 | 2.6\% |
| Faleni [25] | 150 | 13 | 109 | 3 | 259 | 16 | 6.2\% |
| Gaunda [26] | 223 | 27 | 214 | 7 | 437 | 34 | 7.8\% |
| Gaunshahar [27] | 707 | 15 | 498 | 7 | 1205 | 22 | 1.8\% |
| Ghanpokhara [28] | 314 | 47 | 234 | 8 | 548 | 55 | 10.0\% |
| Ghermu [29] | 141 | 4 | 122 | 5 | 263 | 9 | 3.4\% |
| Gilunng [30] | 130 | 6 | 108 | 3 | 238 | 9 | 3.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Hiletaksar [31] | 163 | 13 | 122 | 3 | 285 | 16 | 5.6\% |
| Ilampokhari [32] | 250 | 39 | 193 | 6 | 443 | 45 | 10.2\% |
| Institutional [999] | 115 | 0 | 105 | 6 | 220 | 6 | 2.7\% |
| Ishaneshwor [33] | 305 | 16 | 235 | 10 | 540 | 26 | 4.8\% |
| Jita [34] | 204 | 17 | 157 | 1 | 361 | 18 | 5.0\% |
| Karapu [35] | 189 | 4 | 151 | 9 | 340 | 13 | 3.8\% |
| Khudi [36] | 379 | 30 | 275 | 5 | 654 | 35 | 5.4\% |
| Kolki [37] | 130 | 38 | 115 | 37 | 245 | 75 | 30.6\% |
| Kunchha [38] | 165 | 10 | 136 | 2 | 301 | 12 | 4.0\% |
| Maling [39] | 107 | 5 | 85 | 2 | 192 | 7 | 3.6\% |
| Mohoriyakot [40] | 225 | 10 | 183 | 4 | 408 | 14 | 3.4\% |
| Nalma [41] | 154 | 4 | 147 | 2 | 301 | 6 | 2.0\% |
| Nauthar [42] | 235 | 17 | 179 | 4 | 414 | 21 | 5.1\% |
| Neta [43] | 177 | 18 | 146 | 1 | 323 | 19 | 5.9\% |
| Pachok [44] | 238 | 10 | 193 | 3 | 431 | 13 | 3.0\% |
| Parewadanda [45] | 275 | 4 | 211 | 1 | 486 | 5 | 1.0\% |
| Pasagaun [46] | 206 | 5 | 135 | 1 | 341 | 6 | 1.8\% |
| Purankot [47] | 54 | 3 | 81 | 8 | 135 | 11 | 8.1\% |
| Pyarjung [48] | 143 | 6 | 124 | 3 | 267 | 9 | 3.4\% |
| Ramgha [49] | 336 | 37 | 237 | 3 | 573 | 40 | 7.0\% |
| Samibhanjyang [50] | 131 | 2 | 98 | 2 | 229 | 4 | 1.7\% |
| Shree Bhanjyang [51] | 201 | 21 | 125 | 5 | 326 | 26 | 8.0\% |
| Simpani [52] | 364 | 23 | 269 | 7 | 633 | 30 | 4.7\% |
| Sindure [53] | 137 | 7 | 93 | 1 | 230 | 8 | 3.5\% |
| Sundarbazar [54] | 789 | 31 | 576 | 6 | 1365 | 37 | 2.7\% |
| Suryapal [55] | 146 | 6 | 128 | 0 | 274 | 6 | 2.2\% |
| Taghring [56] | 218 | 42 | 169 | 5 | 387 | 47 | 12.1\% |
| Tangrang Taksar [57] | 223 | 15 | 182 | 3 | 405 | 18 | 4.4\% |
| Tarku [58] | 164 | 9 | 134 | 0 | 298 | 9 | 3.0\% |
| Tarkughat [59] | 296 | 21 | 247 | 5 | 543 | 26 | 4.8\% |
| Udipur [60] | 311 | 7 | 175 | 3 | 486 | 10 | 2.1\% |
| Uttar Kanya [61] | 85 | 4 | 74 | 2 | 159 | 6 | 3.8\% |
| Mahottari | 90207 | 30687 | 58971 | 14620 | 149178 | 45307 | 30.4\% |
| Anakar [1] | 923 | 300 | 558 | 137 | 1481 | 437 | 29.5\% |
| Aurahi [2] | 1344 | 336 | 808 | 117 | 2152 | 453 | 21.1\% |
| Badiya Banchauri [4] | 970 | 332 | 615 | 175 | 1585 | 507 | 32.0\% |
| Bagada [3] | 880 | 455 | 615 | 291 | 1495 | 746 | 49.9\% |
| Bairgiya Laxminiya [5] | 667 | 256 | 379 | 73 | 1046 | 329 | 31.5\% |
| Balawa [6] | 1226 | 398 | 829 | 256 | 2055 | 654 | 31.8\% |
| Banauli Donauli [7] | 558 | 100 | 439 | 51 | 997 | 151 | 15.1\% |
| Banouta [8] | 969 | 303 | 631 | 146 | 1600 | 449 | 28.1\% |
| Bardibas [9] | 1381 | 132 | 1035 | 64 | 2416 | 196 | 8.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Basabitti [10] | 1050 | 565 | 661 | 289 | 1711 | 854 | 49.9\% |
| Bathanaha [11] | 1319 | 501 | 875 | 263 | 2194 | 764 | 34.8\% |
| Belgachhi [12] | 798 | 283 | 582 | 83 | 1380 | 366 | 26.5\% |
| Bharatpur [13] | 1492 | 502 | 1015 | 204 | 2507 | 706 | 28.2\% |
| Bhatauliya [14] | 730 | 213 | 442 | 109 | 1172 | 322 | 27.5\% |
| Bijayalpura [15] | 1130 | 410 | 792 | 141 | 1922 | 551 | 28.7\% |
| Bramarpura [16] | 1212 | 313 | 722 | 143 | 1934 | 456 | 23.6\% |
| Damhimarayee [17] | 1354 | 543 | 879 | 271 | 2233 | 814 | 36.5\% |
| Dhamaura [18] | 2200 | 1028 | 1471 | 507 | 3671 | 1535 | 41.8\% |
| Dharmapur [19] | 982 | 477 | 571 | 231 | 1553 | 708 | 45.6\% |
| Dhirapur [20] | 1505 | 478 | 932 | 258 | 2437 | 736 | 30.2\% |
| Ekadarabela [21] | 1607 | 648 | 923 | 327 | 2530 | 975 | 38.5\% |
| Ekarahiya [22] | 1362 | 280 | 953 | 118 | 2315 | 398 | 17.2\% |
| Etaharwakatti [23] | 884 | 243 | 581 | 106 | 1465 | 349 | 23.8\% |
| Fulahatta Parikauli [24] | 823 | 219 | 499 | 82 | 1322 | 301 | 22.8\% |
| Fulakaha [25] | 1120 | 467 | 637 | 242 | 1757 | 709 | 40.4\% |
| Gaidha Bhetpur [26] | 820 | 367 | 545 | 172 | 1365 | 539 | 39.5\% |
| Gauribas [27] | 605 | 40 | 441 | 14 | 1046 | 54 | 5.2\% |
| Gaushala [28] | 2418 | 689 | 1568 | 319 | 3986 | 1008 | 25.3\% |
| Gonarpura [29] | 1065 | 235 | 657 | 130 | 1722 | 365 | 21.2\% |
| Halkhori [30] | 985 | 323 | 616 | 116 | 1601 | 439 | 27.4\% |
| Hariharpur Harinamari [31] | 964 | 298 | 664 | 159 | 1628 | 457 | 28.1\% |
| Hathilet [32] | 625 | 64 | 445 | 27 | 1070 | 91 | 8.5\% |
| Hatisarwa [33] | 1039 | 300 | 626 | 131 | 1665 | 431 | 25.9\% |
| Institutional [999] | 3 | 0 | 4 | 0 | 7 | 0 | 0.0\% |
| Jaleshwor Municipality [34] | 3094 | 698 | 2121 | 291 | 5215 | 989 | 19.0\% |
| Khairbanni [35] | 1450 | 423 | 833 | 229 | 2283 | 652 | 28.6\% |
| Khayar Mara [36] | 1070 | 285 | 763 | 82 | 1833 | 367 | 20.0\% |
| Khopi [37] | 1196 | 255 | 669 | 113 | 1865 | 368 | 19.7\% |
| Khuttapiparadhi [38] | 1455 | 644 | 1126 | 381 | 2581 | 1025 | 39.7\% |
| Kisan Nagar [39] | 1102 | 162 | 678 | 43 | 1780 | 205 | 11.5\% |
| Kolhuwa Bagaicha [40] | 1317 | 676 | 842 | 368 | 2159 | 1044 | 48.4\% |
| Laximiniya [41] | 1364 | 323 | 1029 | 145 | 2393 | 468 | 19.6\% |
| Loharpatti [42] | 1306 | 521 | 816 | 195 | 2122 | 716 | 33.7\% |
| Mahadaiyatapanpur [43] | 829 | 491 | 573 | 215 | 1402 | 706 | 50.4\% |
| Mahottari [44] | 1462 | 376 | 992 | 199 | 2454 | 575 | 23.4\% |
| Maisthan [45] | 1168 | 90 | 889 | 34 | 2057 | 124 | 6.0\% |
| Majhora Bishnupur [46] | 1082 | 345 | 637 | 164 | 1719 | 509 | 29.6\% |
| Manara [47] | 967 | 386 | 627 | 152 | 1594 | 538 | 33.8\% |
| Matihani [48] | 1396 | 618 | 897 | 330 | 2293 | 948 | 41.3\% |
| Meghanath Gorahanna [49] | 729 | 177 | 548 | 99 | 1277 | 276 | 21.6\% |
| Nainhi [50] | 1204 | 514 | 799 | 219 | 2003 | 733 | 36.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Nigaul [51] | 1236 | 550 | 706 | 235 | 1942 | 785 | 40.4\% |
| Paraul [52] | 1041 | 207 | 673 | 83 | 1714 | 290 | 16.9\% |
| Parsa Dewadh [53] | 1802 | 1156 | 1114 | 577 | 2916 | 1733 | 59.4\% |
| Parsa Pateli [54] | 452 | 29 | 356 | 17 | 808 | 46 | 5.7\% |
| Pasupatinagar [55] | 709 | 122 | 481 | 35 | 1190 | 157 | 13.2\% |
| Pigouna [56] | 479 | 73 | 326 | 27 | 805 | 100 | 12.4\% |
| Pipra [57] | 1155 | 400 | 779 | 220 | 1934 | 620 | 32.1\% |
| Pokharibhinda Samgrampur [58] | 891 | 511 | 512 | 263 | 1403 | 774 | 55.2\% |
| Raghunathpur [59] | 1002 | 349 | 598 | 146 | 1600 | 495 | 30.9\% |
| Ramgopalpur [60] | 1942 | 433 | 1233 | 179 | 3175 | 612 | 19.3\% |
| Ramnagar [61] | 954 | 194 | 608 | 84 | 1562 | 278 | 17.8\% |
| Ratauli [62] | 713 | 215 | 587 | 128 | 1300 | 343 | 26.4\% |
| Sahasaula [63] | 1165 | 490 | 751 | 269 | 1916 | 759 | 39.6\% |
| Sahorawa [64] | 800 | 255 | 551 | 121 | 1351 | 376 | 27.8\% |
| Sandha [65] | 575 | 208 | 414 | 104 | 989 | 312 | 31.5\% |
| Sarpallo [66] | 1497 | 537 | 1055 | 286 | 2552 | 823 | 32.2\% |
| Shamsi [67] | 1307 | 712 | 802 | 388 | 2109 | 1100 | 52.2\% |
| Shreepur [68] | 1737 | 592 | 1138 | 311 | 2875 | 903 | 31.4\% |
| Simardahi [69] | 856 | 479 | 492 | 215 | 1348 | 694 | 51.5\% |
| Singyahi [70] | 1163 | 508 | 805 | 270 | 1968 | 778 | 39.5\% |
| Sisawakataiya [71] | 1227 | 362 | 813 | 189 | 2040 | 551 | 27.0\% |
| Sonama [72] | 1373 | 624 | 935 | 304 | 2308 | 928 | 40.2\% |
| Sonamai [73] | 1442 | 548 | 860 | 191 | 2302 | 739 | 32.1\% |
| Sonaul [74] | 609 | 347 | 450 | 207 | 1059 | 554 | 52.3\% |
| Suga Vawani [75] | 801 | 238 | 549 | 85 | 1350 | 323 | 23.9\% |
| Sundarpur [76] | 2157 | 905 | 1246 | 407 | 3403 | 1312 | 38.6\% |
| Vagaha [77] | 1921 | 561 | 1288 | 268 | 3209 | 829 | 25.8\% |
| Makwanpur | 49597 | 8386 | 34091 | 2271 | 83688 | 10657 | 12.7\% |
| Agara [1] | 1041 | 109 | 715 | 28 | 1756 | 137 | 7.8\% |
| Ambhanjyang [2] | 802 | 65 | 596 | 16 | 1398 | 81 | 5.8\% |
| Bajrabarahi [3] | 848 | 114 | 607 | 39 | 1455 | 153 | 10.5\% |
| Basamadi [4] | 1958 | 328 | 1405 | 90 | 3363 | 418 | 12.4\% |
| Betini [5] | 474 | 63 | 274 | 7 | 748 | 70 | 9.4\% |
| Bhaise [6] | 766 | 92 | 558 | 21 | 1324 | 113 | 8.5\% |
| Bharta Pundyadevi [7] | 616 | 266 | 411 | 127 | 1027 | 393 | 38.3\% |
| Bhimfedi [8] | 583 | 51 | 449 | 24 | 1032 | 75 | 7.3\% |
| Budhichaur [9] | 346 | 56 | 195 | 4 | 541 | 60 | 11.1\% |
| Chitlang [10] | 438 | 42 | 329 | 7 | 767 | 49 | 6.4\% |
| Churiyamai [11] | 1595 | 129 | 1137 | 46 | 2732 | 175 | 6.4\% |
| Daman [12] | 963 | 112 | 635 | 30 | 1598 | 142 | 8.9\% |
| Dandakharka [13] | 649 | 157 | 410 | 45 | 1059 | 202 | 19.1\% |
| Dhiyal [14] | 1083 | 372 | 531 | 87 | 1614 | 459 | 28.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oosc | Total | OOSC |  |  |  |
| Fakhel [15] | 470 | 109 | 386 | 52 | 856 | 161 | 18.8\% |
| Faparbari [16] | 2364 | 594 | 1586 | 141 | 3950 | 735 | 18.6\% |
| Gogane [17] | 804 | 106 | 538 | 21 | 1342 | 127 | 9.5\% |
| Handikhola [18] | 2336 | 436 | 1570 | 91 | 3906 | 527 | 13.5\% |
| Hatiya [19] | 1276 | 114 | 932 | 42 | 2208 | 156 | 7.1\% |
| Hetauda Municipality [20] | 7318 | 407 | 5326 | 124 | 12644 | 531 | 4.2\% |
| Hurnamadi [21] | 684 | 45 | 463 | 16 | 1147 | 61 | 5.3\% |
| Institutional [999] | 113 | 10 | 106 | 11 | 219 | 21 | 9.6\% |
| Ipa Panchakanya [22] | 329 | 66 | 219 | 27 | 548 | 93 | 17.0\% |
| Kalikatar [23] | 748 | 229 | 432 | 67 | 1180 | 296 | 25.1\% |
| Kankada [24] | 1213 | 528 | 753 | 126 | 1966 | 654 | 33.3\% |
| Khairang [25] | 501 | 182 | 354 | 82 | 855 | 264 | 30.9\% |
| Kogate [26] | 147 | 46 | 111 | 10 | 258 | 56 | 21.7\% |
| Kulekhani [27] | 317 | 50 | 225 | 25 | 542 | 75 | 13.8\% |
| Makwanpurgadhi [28] | 1511 | 233 | 1082 | 44 | 2593 | 277 | 10.7\% |
| Manahari [29] | 2462 | 300 | 1683 | 93 | 4145 | 393 | 9.5\% |
| Manthali [30] | 400 | 78 | 254 | 27 | 654 | 105 | 16.1\% |
| Markhu [31] | 307 | 75 | 230 | 18 | 537 | 93 | 17.3\% |
| Namtar [32] | 1155 | 228 | 808 | 50 | 1963 | 278 | 14.2\% |
| Nibuwatar [33] | 539 | 82 | 366 | 11 | 905 | 93 | 10.3\% |
| Padam Pokhari [34] | 1779 | 96 | 1416 | 36 | 3195 | 132 | 4.1\% |
| Palung [35] | 574 | 39 | 411 | 24 | 985 | 63 | 6.4\% |
| Raigaun [36] | 1619 | 572 | 1004 | 133 | 2623 | 705 | 26.9\% |
| Raksirang [37] | 997 | 196 | 641 | 54 | 1638 | 250 | 15.3\% |
| Sarikhet Palase [38] | 1147 | 358 | 808 | 75 | 1955 | 433 | 22.1\% |
| Shikharpur [39] | 909 | 261 | 563 | 55 | 1472 | 316 | 21.5\% |
| Shreepur Chhatiwan [40] | 2863 | 460 | 1925 | 131 | 4788 | 591 | 12.3\% |
| Sisneri Mahadevsthan [41] | 371 | 54 | 242 | 10 | 613 | 64 | 10.4\% |
| Sukaura [42] | 507 | 73 | 353 | 18 | 860 | 91 | 10.6\% |
| Thingan [43] | 653 | 264 | 412 | 43 | 1065 | 307 | 28.8\% |
| Tistung Deurali [44] | 1022 | 139 | 640 | 43 | 1662 | 182 | 11.0\% |
| Manang | 476 | 30 | 310 | 13 | 786 | 43 | 5.5\% |
| Bhraka [1] | 26 | 2 | 15 | 2 | 41 | 4 | 9.8\% |
| Chame [2] | 82 | 6 | 53 | 3 | 135 | 9 | 6.7\% |
| Dharapani [3] | 76 | 3 | 50 | 1 | 126 | 4 | 3.2\% |
| Fu [4] | 22 | 1 | 13 | 0 | 35 | 1 | 2.9\% |
| Ghyaru [5] | 5 | 0 | 2 | 0 | 7 | 0 | 0.0\% |
| Institutional [999] | 26 | 0 | 34 | 0 | 60 | 0 | 0.0\% |
| Khangsar [6] | 14 | 0 | 16 | 4 | 30 | 4 | 13.3\% |
| Manang [7] | 40 | 5 | 18 | 1 | 58 | 6 | 10.3\% |
| Nar [8] | 32 | 3 | 12 | 2 | 44 | 5 | 11.4\% |
| Ngawal [9] | 12 | 0 | 10 | 0 | 22 | 0 | 0.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pisang [10] | 20 | 5 | 13 | 0 | 33 | 5 | 15.2\% |
| Tachai Bagarchhap [11] | 49 | 1 | 34 | 0 | 83 | 1 | 1.2\% |
| Tanki Manang [12] | 33 | 3 | 17 | 0 | 50 | 3 | 6.0\% |
| Thoche [13] | 39 | 1 | 23 | 0 | 62 | 1 | 1.6\% |
| Morang | 102809 | 13913 | 69909 | 4753 | 172718 | 18666 | 10.8\% |
| Amahibariyati [1] | 802 | 204 | 498 | 44 | 1300 | 248 | 19.1\% |
| Amardaha [2] | 1622 | 205 | 1072 | 77 | 2694 | 282 | 10.5\% |
| Amgachhi [3] | 604 | 91 | 458 | 25 | 1062 | 116 | 10.9\% |
| Babiya Birta [4] | 1496 | 325 | 1095 | 109 | 2591 | 434 | 16.8\% |
| Bahuni [5] | 1178 | 82 | 888 | 28 | 2066 | 110 | 5.3\% |
| Baijanathpur [6] | 637 | 173 | 420 | 56 | 1057 | 229 | 21.7\% |
| Banigama [7] | 758 | 96 | 528 | 22 | 1286 | 118 | 9.2\% |
| Baradanga [8] | 1485 | 500 | 1020 | 263 | 2505 | 763 | 30.5\% |
| Bayarban [9] | 2167 | 148 | 1508 | 44 | 3675 | 192 | 5.2\% |
| Belbari [10] | 2447 | 152 | 1621 | 41 | 4068 | 193 | 4.7\% |
| Bhaudaha [11] | 748 | 119 | 570 | 32 | 1318 | 151 | 11.5\% |
| Bhogateni [12] | 677 | 167 | 464 | 71 | 1141 | 238 | 20.9\% |
| Biratnagar Sub-Metropolitan City [13] | 19402 | 2152 | 13692 | 933 | 33094 | 3085 | 9.3\% |
| Budhanagar [14] | 2018 | 559 | 1183 | 140 | 3201 | 699 | 21.8\% |
| Dadarbairiya [15] | 960 | 117 | 670 | 38 | 1630 | 155 | 9.5\% |
| Dainiya [16] | 1961 | 733 | 1232 | 345 | 3193 | 1078 | 33.8\% |
| Dangihat [17] | 2265 | 196 | 1593 | 45 | 3858 | 241 | 6.2\% |
| Dangraha [18] | 524 | 90 | 364 | 30 | 888 | 120 | 13.5\% |
| Drabesh [19] | 1802 | 302 | 1150 | 84 | 2952 | 386 | 13.1\% |
| Dulari [20] | 1482 | 92 | 1073 | 36 | 2555 | 128 | 5.0\% |
| Govindapur [21] | 1747 | 362 | 1167 | 123 | 2914 | 485 | 16.6\% |
| Haraicha [22] | 652 | 44 | 434 | 15 | 1086 | 59 | 5.4\% |
| Hasandaha [23] | 1188 | 72 | 827 | 32 | 2015 | 104 | 5.2\% |
| Hathimudha [24] | 1125 | 253 | 729 | 69 | 1854 | 322 | 17.4\% |
| Hoklabari [25] | 479 | 48 | 358 | 10 | 837 | 58 | 6.9\% |
| Indrapur [26] | 2932 | 321 | 1997 | 145 | 4929 | 466 | 9.5\% |
| Institutional [999] | 226 | 7 | 394 | 4 | 620 | 11 | 1.8\% |
| Itahara [27] | 1486 | 84 | 1062 | 28 | 2548 | 112 | 4.4\% |
| Jante [28] | 904 | 56 | 635 | 20 | 1539 | 76 | 4.9\% |
| Jhorahat [29] | 532 | 58 | 353 | 26 | 885 | 84 | 9.5\% |
| Jhurkiya [30] | 1464 | 374 | 883 | 131 | 2347 | 505 | 21.5\% |
| Kadmaha [33] | 1103 | 168 | 699 | 90 | 1802 | 258 | 14.3\% |
| Kaseni [31] | 716 | 50 | 521 | 11 | 1237 | 61 | 4.9\% |
| Katahari [32] | 2926 | 610 | 1900 | 172 | 4826 | 782 | 16.2\% |
| Kerabari [34] | 1972 | 203 | 1347 | 57 | 3319 | 260 | 7.8\% |
| Keroun [35] | 1354 | 102 | 880 | 47 | 2234 | 149 | 6.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Lakhantari [36] | 376 | 58 | 282 | 29 | 658 | 87 | 13.2\% |
| Letang [37] | 1957 | 89 | 1297 | 32 | 3254 | 121 | 3.7\% |
| Madhumalla [38] | 2416 | 130 | 1551 | 31 | 3967 | 161 | 4.1\% |
| Mahadewa [39] | 610 | 148 | 372 | 41 | 982 | 189 | 19.2\% |
| Majhare [40] | 1346 | 403 | 883 | 118 | 2229 | 521 | 23.4\% |
| Matigachha [41] | 1788 | 486 | 1154 | 141 | 2942 | 627 | 21.3\% |
| Motipur [42] | 366 | 37 | 274 | 14 | 640 | 51 | 8.0\% |
| Mrigauliya [43] | 1327 | 96 | 975 | 30 | 2302 | 126 | 5.5\% |
| Necha [44] | 503 | 106 | 358 | 28 | 861 | 134 | 15.6\% |
| Pathari [45] | 2570 | 174 | 1728 | 25 | 4298 | 199 | 4.6\% |
| Patigaun [46] | 275 | 48 | 200 | 7 | 475 | 55 | 11.6\% |
| Pokhariya [47] | 453 | 111 | 272 | 43 | 725 | 154 | 21.2\% |
| Rajghat [48] | 1141 | 74 | 825 | 17 | 1966 | 91 | 4.6\% |
| Ramite Khola [49] | 433 | 75 | 293 | 9 | 726 | 84 | 11.6\% |
| Rangeli [50] | 1757 | 261 | 1182 | 52 | 2939 | 313 | 10.6\% |
| Sanischare [51] | 2613 | 143 | 1704 | 57 | 4317 | 200 | 4.6\% |
| Sidharaha [52] | 256 | 27 | 208 | 6 | 464 | 33 | 7.1\% |
| Sijuwa [53] | 1157 | 102 | 762 | 33 | 1919 | 135 | 7.0\% |
| Sinhadevi Sombare [54] | 280 | 34 | 178 | 15 | 458 | 49 | 10.7\% |
| Sisabanibadahara [55] | 437 | 29 | 300 | 21 | 737 | 50 | 6.8\% |
| Sisawanijahada [56] | 1019 | 262 | 684 | 58 | 1703 | 320 | 18.8\% |
| Sorabhag [57] | 1670 | 466 | 970 | 117 | 2640 | 583 | 22.1\% |
| Sundarpur [58] | 1917 | 160 | 1306 | 55 | 3223 | 215 | 6.7\% |
| Takuwa [59] | 885 | 147 | 570 | 40 | 1455 | 187 | 12.9\% |
| Tandi [60] | 1060 | 104 | 650 | 26 | 1710 | 130 | 7.6\% |
| Tankisinuwari [61] | 2201 | 350 | 1406 | 121 | 3607 | 471 | 13.1\% |
| Tetariya [62] | 460 | 50 | 347 | 17 | 807 | 67 | 8.3\% |
| Thalaha [63] | 952 | 109 | 686 | 29 | 1638 | 138 | 8.4\% |
| Urlabari [64] | 3649 | 184 | 2426 | 66 | 6075 | 250 | 4.1\% |
| Warangi [65] | 369 | 69 | 247 | 17 | 616 | 86 | 14.0\% |
| Yangshila [66] | 725 | 66 | 534 | 15 | 1259 | 81 | 6.4\% |
| Mugu | 7857 | 1686 | 4468 | 277 | 12325 | 1963 | 15.9\% |
| Bhiyee [1] | 205 | 39 | 108 | 10 | 313 | 49 | 15.7\% |
| Dhainakot [2] | 342 | 31 | 192 | 6 | 534 | 37 | 6.9\% |
| Dolphu [3] | 61 | 29 | 31 | 11 | 92 | 40 | 43.5\% |
| Gumtha [4] | 358 | 59 | 217 | 7 | 575 | 66 | 11.5\% |
| Hyanglu [5] | 293 | 114 | 181 | 8 | 474 | 122 | 25.7\% |
| Institutional [999] | 8 | 0 | 10 | 1 | 18 | 1 | 5.6\% |
| Jima [6] | 422 | 25 | 245 | 7 | 667 | 32 | 4.8\% |
| Kalai [17] | 244 | 106 | 132 | 25 | 376 | 131 | 34.8\% |
| Karkibada [7] | 499 | 110 | 248 | 23 | 747 | 133 | 17.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Khamale [20] | 266 | 32 | 163 | 8 | 429 | 40 | 9.3\% |
| Kimri [8] | 75 | 8 | 36 | 1 | 111 | 9 | 8.1\% |
| Kot Danda [9] | 267 | 83 | 154 | 7 | 421 | 90 | 21.4\% |
| Mangri [10] | 333 | 86 | 168 | 20 | 501 | 106 | 21.2\% |
| Mugu [11] | 95 | 24 | 47 | 5 | 142 | 29 | 20.4\% |
| Natharpu [12] | 204 | 37 | 122 | 9 | 326 | 46 | 14.1\% |
| Photu [13] | 224 | 19 | 85 | 3 | 309 | 22 | 7.1\% |
| Pina [14] | 530 | 101 | 347 | 17 | 877 | 118 | 13.5\% |
| Pulu [15] | 180 | 51 | 78 | 10 | 258 | 61 | 23.6\% |
| Rara [16] | 194 | 19 | 118 | 8 | 312 | 27 | 8.7\% |
| Rowa [18] | 653 | 103 | 378 | 15 | 1031 | 118 | 11.4\% |
| Ruga [19] | 565 | 113 | 297 | 8 | 862 | 121 | 14.0\% |
| Seri [21] | 384 | 162 | 200 | 20 | 584 | 182 | 31.2\% |
| Shreekot [22] | 524 | 154 | 305 | 17 | 829 | 171 | 20.6\% |
| Shreenagar [23] | 508 | 76 | 339 | 9 | 847 | 85 | 10.0\% |
| Sukadhik [24] | 423 | 105 | 267 | 22 | 690 | 127 | 18.4\% |
| Mustang | 1004 | 94 | 687 | 36 | 1691 | 130 | 7.7\% |
| Charang [1] | 31 | 13 | 2 | 0 | 33 | 13 | 39.4\% |
| Chhonhup [2] | 65 | 13 | 15 | 4 | 80 | 17 | 21.3\% |
| Chhoser [3] | 38 | 4 | 7 | 2 | 45 | 6 | 13.3\% |
| Chhusang [4] | 10 | 6 | 5 | 1 | 15 | 7 | 46.7\% |
| Ghami [5] | 41 | 1 | 8 | 0 | 49 | 1 | 2.0\% |
| Institutional [999] | 203 | 2 | 242 | 6 | 445 | 8 | 1.8\% |
| Jhong [6] | 6 | 1 | 5 | 0 | 11 | 1 | 9.1\% |
| Jomsom [7] | 102 | 3 | 70 | 1 | 172 | 4 | 2.3\% |
| Kagbeni [8] | 39 | 10 | 13 | 6 | 52 | 16 | 30.8\% |
| Kobang [9] | 57 | 2 | 44 | 2 | 101 | 4 | 4.0\% |
| Kunjo [10] | 72 | 1 | 62 | 0 | 134 | 1 | 0.7\% |
| Lete [11] | 76 | 6 | 68 | 2 | 144 | 8 | 5.6\% |
| Lomanthang [12] | 22 | 8 | 12 | 2 | 34 | 10 | 29.4\% |
| Marpha [13] | 117 | 8 | 65 | 5 | 182 | 13 | 7.1\% |
| Muktinath [14] | 23 | 3 | 16 | 2 | 39 | 5 | 12.8\% |
| Surkhang [15] | 30 | 3 | 1 | 0 | 31 | 3 | 9.7\% |
| Tukuche [16] | 72 | 10 | 52 | 3 | 124 | 13 | 10.5\% |
| Myagdi | 13224 | 1034 | 8911 | 257 | 22135 | 1291 | 5.8\% |
| Arman [1] | 516 | 29 | 354 | 5 | 870 | 34 | 3.9\% |
| Arthunge [2] | 1507 | 58 | 992 | 14 | 2499 | 72 | 2.9\% |
| Babiyachaur [3] | 408 | 56 | 272 | 7 | 680 | 63 | 9.3\% |
| Baranja [5] | 579 | 37 | 418 | 5 | 997 | 42 | 4.2\% |
| Begkhola [4] | 155 | 12 | 102 | 3 | 257 | 15 | 5.8\% |
| Bhakimli [6] | 396 | 29 | 220 | 2 | 616 | 31 | 5.0\% |
| Bhurung Tatopani [40] | 61 | 2 | 48 | 2 | 109 | 4 | 3.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oosc | Total | OOSC |  |  |  |
| Bim [7] | 240 | 11 | 166 | 5 | 406 | 16 | 3.9\% |
| Chimkhola [8] | 137 | 6 | 84 | 4 | 221 | 10 | 4.5\% |
| Dagnam [9] | 115 | 5 | 87 | 4 | 202 | 9 | 4.5\% |
| Dana [10] | 175 | 16 | 117 | 3 | 292 | 19 | 6.5\% |
| Darwang [11] | 457 | 60 | 305 | 13 | 762 | 73 | 9.6\% |
| Devisthan [12] | 421 | 68 | 279 | 8 | 700 | 76 | 10.9\% |
| Dowa [14] | 100 | 3 | 49 | 1 | 149 | 4 | 2.7\% |
| Ghar [41] | 245 | 15 | 180 | 12 | 425 | 27 | 6.4\% |
| Ghatan [13] | 515 | 30 | 386 | 3 | 901 | 33 | 3.7\% |
| Gurja Khani [15] | 113 | 8 | 70 | 0 | 183 | 8 | 4.4\% |
| Histhan Mandali [16] | 149 | 6 | 94 | 6 | 243 | 12 | 4.9\% |
| Institutional [999] | 178 | 3 | 149 | 2 | 327 | 5 | 1.5\% |
| Jhin [17] | 134 | 3 | 66 | 0 | 200 | 3 | 1.5\% |
| Jyamrungkot [18] | 378 | 13 | 261 | 3 | 639 | 16 | 2.5\% |
| Kuhun [19] | 362 | 11 | 242 | 9 | 604 | 20 | 3.3\% |
| Kuinemangale [20] | 117 | 5 | 81 | 3 | 198 | 8 | 4.0\% |
| Lulang [21] | 199 | 6 | 129 | 4 | 328 | 10 | 3.0\% |
| Malkwang [22] | 159 | 6 | 89 | 1 | 248 | 7 | 2.8\% |
| Marang [23] | 231 | 37 | 141 | 4 | 372 | 41 | 11.0\% |
| Mudi [24] | 357 | 88 | 194 | 31 | 551 | 119 | 21.6\% |
| Muna [25] | 307 | 43 | 176 | 7 | 483 | 50 | 10.4\% |
| Narchyang [26] | 144 | 9 | 106 | 2 | 250 | 11 | 4.4\% |
| Niskot [27] | 244 | 34 | 238 | 15 | 482 | 49 | 10.2\% |
| Okharbot [28] | 308 | 38 | 213 | 8 | 521 | 46 | 8.8\% |
| Pakhapani [29] | 230 | 33 | 143 | 4 | 373 | 37 | 9.9\% |
| Patlekhet [30] | 201 | 7 | 138 | 0 | 339 | 7 | 2.1\% |
| Pulachaur [31] | 371 | 23 | 269 | 1 | 640 | 24 | 3.8\% |
| Rakhu Bhagawati [32] | 424 | 23 | 236 | 4 | 660 | 27 | 4.1\% |
| Rakhupiple [33] | 418 | 19 | 299 | 8 | 717 | 27 | 3.8\% |
| Ramche [34] | 136 | 10 | 108 | 3 | 244 | 13 | 5.3\% |
| Ratnechaur [35] | 217 | 2 | 157 | 2 | 374 | 4 | 1.1\% |
| Room [36] | 807 | 66 | 552 | 27 | 1359 | 93 | 6.8\% |
| Shikha [37] | 162 | 9 | 117 | 4 | 279 | 13 | 4.7\% |
| Singa [38] | 376 | 10 | 262 | 6 | 638 | 16 | 2.5\% |
| Takam [39] | 475 | 85 | 322 | 12 | 797 | 97 | 12.2\% |
| Nawalparasi | 73281 | 7053 | 52731 | 2098 | 126012 | 9151 | 7.3\% |
| Agryouli [1] | 1325 | 62 | 971 | 20 | 2296 | 82 | 3.6\% |
| Amarapuri [2] | 871 | 34 | 632 | 17 | 1503 | 51 | 3.4\% |
| Amraut [3] | 530 | 54 | 418 | 18 | 948 | 72 | 7.6\% |
| Badahara Dubauliya [4] | 961 | 310 | 662 | 90 | 1623 | 400 | 24.6\% |
| Baidauli [5] | 866 | 207 | 505 | 71 | 1371 | 278 | 20.3\% |
| Banjariya [6] | 872 | 54 | 615 | 28 | 1487 | 82 | 5.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Benimanipur [7] | 1128 | 62 | 758 | 14 | 1886 | 76 | 4.0\% |
| Bharatipur [8] | 461 | 52 | 318 | 10 | 779 | 62 | 8.0\% |
| Bhujahawa [9] | 839 | 181 | 565 | 69 | 1404 | 250 | 17.8\% |
| Bulingtar [10] | 445 | 15 | 293 | 7 | 738 | 22 | 3.0\% |
| Dadajheri Tadi [11] | 348 | 35 | 242 | 7 | 590 | 42 | 7.1\% |
| Dawanne Devi [12] | 1612 | 187 | 1168 | 17 | 2780 | 204 | 7.3\% |
| Dedgaun [13] | 418 | 8 | 250 | 7 | 668 | 15 | 2.2\% |
| Deurali [14] | 1937 | 111 | 1351 | 37 | 3288 | 148 | 4.5\% |
| Devachuli [15] | 866 | 62 | 618 | 24 | 1484 | 86 | 5.8\% |
| Devagawa [16] | 709 | 97 | 482 | 25 | 1191 | 122 | 10.2\% |
| Dhaubadi [17] | 803 | 69 | 523 | 30 | 1326 | 99 | 7.5\% |
| Dhurkot [18] | 741 | 39 | 522 | 20 | 1263 | 59 | 4.7\% |
| Dibyapuri [19] | 1134 | 87 | 776 | 28 | 1910 | 115 | 6.0\% |
| Dumkibas [20] | 1362 | 48 | 877 | 25 | 2239 | 73 | 3.3\% |
| Gaidakot [21] | 3280 | 272 | 2498 | 55 | 5778 | 327 | 5.7\% |
| Gairami [22] | 771 | 185 | 565 | 41 | 1336 | 226 | 16.9\% |
| Guthi Parsauni [23] | 1036 | 189 | 649 | 99 | 1685 | 288 | 17.1\% |
| Guthisuryapura [24] | 678 | 60 | 441 | 15 | 1119 | 75 | 6.7\% |
| Hakui [25] | 762 | 97 | 538 | 22 | 1300 | 119 | 9.2\% |
| Harpur [26] | 797 | 103 | 594 | 45 | 1391 | 148 | 10.6\% |
| Hupsekot [27] | 560 | 45 | 347 | 16 | 907 | 61 | 6.7\% |
| Institutional [999] | 71 | 1 | 145 | 2 | 216 | 3 | 1.4\% |
| Jahada [28] | 841 | 146 | 636 | 23 | 1477 | 169 | 11.4\% |
| Jamuniya [29] | 961 | 139 | 722 | 40 | 1683 | 179 | 10.6\% |
| Jaubari [30] | 539 | 77 | 360 | 3 | 899 | 80 | 8.9\% |
| Kawaswoti [31] | 1306 | 89 | 948 | 17 | 2254 | 106 | 4.7\% |
| Kolhuwa [32] | 967 | 71 | 684 | 11 | 1651 | 82 | 5.0\% |
| Kotathar [33] | 370 | 34 | 264 | 6 | 634 | 40 | 6.3\% |
| Kudiya [34] | 1353 | 207 | 895 | 59 | 2248 | 266 | 11.8\% |
| Kumarwarti [35] | 528 | 35 | 479 | 6 | 1007 | 41 | 4.1\% |
| Kusma [36] | 899 | 163 | 614 | 29 | 1513 | 192 | 12.7\% |
| Mainaghat [37] | 547 | 33 | 364 | 11 | 911 | 44 | 4.8\% |
| Makar [38] | 2484 | 108 | 1941 | 51 | 4425 | 159 | 3.6\% |
| Manari [39] | 615 | 58 | 400 | 11 | 1015 | 69 | 6.8\% |
| Mithukaram [40] | 328 | 13 | 239 | 2 | 567 | 15 | 2.6\% |
| Mukundapur [41] | 1228 | 73 | 990 | 14 | 2218 | 87 | 3.9\% |
| Naram [42] | 457 | 31 | 307 | 5 | 764 | 36 | 4.7\% |
| Narayani [43] | 983 | 41 | 817 | 12 | 1800 | 53 | 2.9\% |
| Narsahi [44] | 763 | 135 | 530 | 50 | 1293 | 185 | 14.3\% |
| Naya Belhani [45] | 1381 | 69 | 994 | 18 | 2375 | 87 | 3.7\% |
| Pakalihawa [46] | 1441 | 312 | 928 | 83 | 2369 | 395 | 16.7\% |
| Palhi [47] | 687 | 63 | 546 | 23 | 1233 | 86 | 7.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Panchanagar [48] | 933 | 54 | 756 | 10 | 1689 | 64 | 3.8\% |
| Parsauni [49] | 675 | 41 | 487 | 9 | 1162 | 50 | 4.3\% |
| Pithauli [50] | 890 | 19 | 656 | 7 | 1546 | 26 | 1.7\% |
| Pragatinagar [51] | 1397 | 58 | 990 | 16 | 2387 | 74 | 3.1\% |
| Pratappur [52] | 877 | 152 | 536 | 19 | 1413 | 171 | 12.1\% |
| Rajahar [53] | 1085 | 47 | 873 | 22 | 1958 | 69 | 3.5\% |
| Rakachuli [54] | 660 | 68 | 437 | 9 | 1097 | 77 | 7.0\% |
| Rakuwa [55] | 258 | 13 | 187 | 7 | 445 | 20 | 4.5\% |
| Ramgram Municipality [56] | 2899 | 254 | 2037 | 99 | 4936 | 353 | 7.2\% |
| Ramnagar [57] | 1616 | 72 | 1269 | 31 | 2885 | 103 | 3.6\% |
| Rampur Khadauna [58] | 521 | 124 | 428 | 65 | 949 | 189 | 19.9\% |
| Rampurkha [59] | 647 | 158 | 467 | 41 | 1114 | 199 | 17.9\% |
| Ratanapur [60] | 455 | 27 | 329 | 4 | 784 | 31 | 4.0\% |
| Ruchang [61] | 410 | 52 | 300 | 6 | 710 | 58 | 8.2\% |
| Rupauliya [62] | 925 | 98 | 688 | 19 | 1613 | 117 | 7.3\% |
| Sanai [63] | 974 | 219 | 662 | 57 | 1636 | 276 | 16.9\% |
| Sarawal [64] | 631 | 103 | 454 | 41 | 1085 | 144 | 13.3\% |
| Shivmandir [65] | 2500 | 107 | 1846 | 55 | 4346 | 162 | 3.7\% |
| Somani [66] | 810 | 104 | 621 | 37 | 1431 | 141 | 9.9\% |
| Sukrauli [67] | 671 | 71 | 477 | 15 | 1148 | 86 | 7.5\% |
| Sunwal [68] | 3171 | 171 | 2362 | 49 | 5533 | 220 | 4.0\% |
| Swathi [69] | 1111 | 72 | 845 | 41 | 1956 | 113 | 5.8\% |
| Tamasariya [70] | 1128 | 41 | 833 | 18 | 1961 | 59 | 3.0\% |
| Thulo Khairatawa [71] | 605 | 114 | 407 | 23 | 1012 | 137 | 13.5\% |
| Tilakpur [72] | 854 | 41 | 598 | 9 | 1452 | 50 | 3.4\% |
| Tribenisusta [73] | 1140 | 102 | 771 | 45 | 1911 | 147 | 7.7\% |
| Upallo Arkhale [74] | 577 | 48 | 434 | 11 | 1011 | 59 | 5.8\% |
| Nuwakot | 29670 | 4858 | 22257 | 1522 | 51927 | 6380 | 12.3\% |
| Bageswori [1] | 551 | 77 | 410 | 5 | 961 | 82 | 8.5\% |
| Balkumari [2] | 289 | 88 | 206 | 22 | 495 | 110 | 22.2\% |
| Barsunchet [3] | 47 | 3 | 34 | 0 | 81 | 3 | 3.7\% |
| Belkot [4] | 843 | 83 | 586 | 24 | 1429 | 107 | 7.5\% |
| Betini [5] | 635 | 250 | 422 | 75 | 1057 | 325 | 30.7\% |
| Bhadrutar [6] | 289 | 55 | 241 | 17 | 530 | 72 | 13.6\% |
| Bhalche [7] | 438 | 108 | 332 | 21 | 770 | 129 | 16.8\% |
| Bidur Municipality [8] | 2703 | 145 | 1842 | 60 | 4545 | 205 | 4.5\% |
| Budhasing [9] | 311 | 36 | 244 | 14 | 555 | 50 | 9.0\% |
| Bungtang [10] | 151 | 14 | 145 | 7 | 296 | 21 | 7.1\% |
| Charghare [11] | 540 | 62 | 384 | 19 | 924 | 81 | 8.8\% |
| Chaturale [12] | 328 | 49 | 258 | 13 | 586 | 62 | 10.6\% |
| Chaughada [13] | 531 | 56 | 399 | 13 | 930 | 69 | 7.4\% |
| Chauthe [14] | 370 | 29 | 280 | 13 | 650 | 42 | 6.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Chhap [15] | 251 | 80 | 202 | 36 | 453 | 116 | 25.6\% |
| Dangsing [16] | 344 | 64 | 243 | 9 | 587 | 73 | 12.4\% |
| Deurali [17] | 335 | 35 | 253 | 9 | 588 | 44 | 7.5\% |
| Duipipal [18] | 993 | 162 | 746 | 39 | 1739 | 201 | 11.6\% |
| Fikuri [19] | 346 | 34 | 249 | 8 | 595 | 42 | 7.1\% |
| Ganeshthan [20] | 398 | 50 | 296 | 12 | 694 | 62 | 8.9\% |
| Gaunkharka [21] | 437 | 108 | 278 | 42 | 715 | 150 | 21.0\% |
| Gerkhu [22] | 654 | 14 | 519 | 7 | 1173 | 21 | 1.8\% |
| Ghyangphedi [23] | 424 | 247 | 255 | 112 | 679 | 359 | 52.9\% |
| Gorsyang [24] | 406 | 79 | 315 | 24 | 721 | 103 | 14.3\% |
| Halde Kalika [28] | 428 | 66 | 301 | 11 | 729 | 77 | 10.6\% |
| Institutional [999] | 106 | 1 | 71 | 2 | 177 | 3 | 1.7\% |
| Jiling [25] | 704 | 101 | 513 | 23 | 1217 | 124 | 10.2\% |
| Kabilas [26] | 389 | 58 | 310 | 10 | 699 | 68 | 9.7\% |
| Kakani [27] | 777 | 88 | 642 | 25 | 1419 | 113 | 8.0\% |
| Kalyanpur [29] | 534 | 54 | 475 | 22 | 1009 | 76 | 7.5\% |
| Kaule [30] | 307 | 34 | 235 | 11 | 542 | 45 | 8.3\% |
| Khadag Bhanjyang [31] | 636 | 72 | 456 | 13 | 1092 | 85 | 7.8\% |
| Khanigaun [33] | 512 | 17 | 419 | 6 | 931 | 23 | 2.5\% |
| Kharanitar [32] | 134 | 37 | 108 | 9 | 242 | 46 | 19.0\% |
| Kimtang [34] | 205 | 36 | 148 | 14 | 353 | 50 | 14.2\% |
| Kumari [35] | 1008 | 169 | 741 | 28 | 1749 | 197 | 11.3\% |
| Lachyang [36] | 610 | 209 | 399 | 83 | 1009 | 292 | 28.9\% |
| Likhu [37] | 298 | 34 | 225 | 8 | 523 | 42 | 8.0\% |
| Madanpur [38] | 897 | 141 | 706 | 30 | 1603 | 171 | 10.7\% |
| Mahakali [39] | 409 | 41 | 289 | 12 | 698 | 53 | 7.6\% |
| Manakamana [40] | 287 | 22 | 278 | 11 | 565 | 33 | 5.8\% |
| Narjamandap [41] | 646 | 178 | 435 | 31 | 1081 | 209 | 19.3\% |
| Okharpauwa [42] | 853 | 158 | 606 | 53 | 1459 | 211 | 14.5\% |
| Panchakanya [43] | 278 | 31 | 219 | 14 | 497 | 45 | 9.1\% |
| Ralukadevi [44] | 437 | 105 | 356 | 31 | 793 | 136 | 17.2\% |
| Ratmate [45] | 419 | 179 | 294 | 65 | 713 | 244 | 34.2\% |
| Rautbesi [46] | 477 | 120 | 320 | 42 | 797 | 162 | 20.3\% |
| Salme [47] | 274 | 53 | 206 | 9 | 480 | 62 | 12.9\% |
| Samari [48] | 591 | 74 | 478 | 32 | 1069 | 106 | 9.9\% |
| Samundradevi [49] | 269 | 62 | 233 | 9 | 502 | 71 | 14.1\% |
| Samundratar [50] | 226 | 34 | 194 | 6 | 420 | 40 | 9.5\% |
| Shikharbesi [51] | 456 | 114 | 309 | 73 | 765 | 187 | 24.4\% |
| Sikre [52] | 143 | 27 | 107 | 5 | 250 | 32 | 12.8\% |
| Sundaradevi [53] | 250 | 67 | 184 | 22 | 434 | 89 | 20.5\% |
| Sunkhani [54] | 211 | 20 | 200 | 6 | 411 | 26 | 6.3\% |
| Suryamati [55] | 325 | 58 | 262 | 29 | 587 | 87 | 14.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Talakhu [56] | 282 | 44 | 232 | 17 | 514 | 61 | 11.9\% |
| Taruka [57] | 572 | 47 | 410 | 16 | 982 | 63 | 6.4\% |
| Thanapati [58] | 241 | 53 | 203 | 22 | 444 | 75 | 16.9\% |
| Thansing [59] | 544 | 45 | 426 | 17 | 970 | 62 | 6.4\% |
| Thaprek [60] | 423 | 86 | 348 | 25 | 771 | 111 | 14.4\% |
| Tupche [61] | 469 | 35 | 430 | 12 | 899 | 47 | 5.2\% |
| Urleni [62] | 429 | 160 | 350 | 67 | 779 | 227 | 29.1\% |
| Okhaldhunga | 17554 | 2526 | 12601 | 517 | 30155 | 3043 | 10.1\% |
| Andheri Narayansthan [1] | 245 | 76 | 194 | 13 | 439 | 89 | 20.3\% |
| Baksa [2] | 228 | 51 | 183 | 6 | 411 | 57 | 13.9\% |
| Balakhu [3] | 500 | 112 | 359 | 14 | 859 | 126 | 14.7\% |
| Barnalu [4] | 342 | 34 | 247 | 7 | 589 | 41 | 7.0\% |
| Baruneshwor [5] | 346 | 23 | 256 | 11 | 602 | 34 | 5.6\% |
| Betini [6] | 249 | 39 | 206 | 5 | 455 | 44 | 9.7\% |
| Bhadaure [7] | 400 | 48 | 250 | 8 | 650 | 56 | 8.6\% |
| Bhussinga [8] | 197 | 36 | 146 | 12 | 343 | 48 | 14.0\% |
| Bigutar [9] | 239 | 42 | 178 | 13 | 417 | 55 | 13.2\% |
| Bilandu [10] | 269 | 53 | 180 | 8 | 449 | 61 | 13.6\% |
| Chyanam [11] | 338 | 25 | 228 | 3 | 566 | 28 | 4.9\% |
| Diyale [12] | 294 | 18 | 186 | 3 | 480 | 21 | 4.4\% |
| Fediguth [13] | 489 | 63 | 370 | 22 | 859 | 85 | 9.9\% |
| Fulbari [14] | 401 | 90 | 285 | 10 | 686 | 100 | 14.6\% |
| Gamnangtar [15] | 351 | 29 | 215 | 4 | 566 | 33 | 5.8\% |
| Harkapur [16] | 289 | 52 | 194 | 11 | 483 | 63 | 13.0\% |
| Institutional [999] | 51 | 1 | 28 | 0 | 79 | 1 | 1.3\% |
| Jantarkhani [17] | 219 | 40 | 151 | 8 | 370 | 48 | 13.0\% |
| Jyamire [18] | 200 | 13 | 160 | 4 | 360 | 17 | 4.7\% |
| Kalikadevi [19] | 321 | 39 | 190 | 4 | 511 | 43 | 8.4\% |
| Katunje [21] | 516 | 72 | 378 | 13 | 894 | 85 | 9.5\% |
| Ketuke [22] | 305 | 38 | 215 | 2 | 520 | 40 | 7.7\% |
| Khigikati [20] | 213 | 40 | 150 | 7 | 363 | 47 | 12.9\% |
| Khiji Chandeshwori [23] | 163 | 21 | 114 | 4 | 277 | 25 | 9.0\% |
| Khijifalate [24] | 427 | 96 | 312 | 25 | 739 | 121 | 16.4\% |
| Kuibhir [25] | 180 | 22 | 149 | 4 | 329 | 26 | 7.9\% |
| Kuntadevi [26] | 231 | 22 | 174 | 3 | 405 | 25 | 6.2\% |
| Madhavpur [27] | 283 | 27 | 236 | 12 | 519 | 39 | 7.5\% |
| Mamkha [28] | 382 | 32 | 271 | 7 | 653 | 39 | 6.0\% |
| Manebhanjyang [29] | 360 | 56 | 265 | 3 | 625 | 59 | 9.4\% |
| Moli [30] | 220 | 26 | 165 | 0 | 385 | 26 | 6.8\% |
| Mulkharka [31] | 335 | 44 | 318 | 17 | 653 | 61 | 9.3\% |
| Narmedeshwor [32] | 186 | 22 | 128 | 2 | 314 | 24 | 7.6\% |
| Okhaldhunga [33] | 532 | 21 | 362 | 7 | 894 | 28 | 3.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Palapu [34] | 729 | 101 | 493 | 41 | 1222 | 142 | 11.6\% |
| Palte [35] | 516 | 176 | 300 | 66 | 816 | 242 | 29.7\% |
| Pokali [36] | 373 | 58 | 276 | 6 | 649 | 64 | 9.9\% |
| Pokhare [37] | 144 | 15 | 100 | 1 | 244 | 16 | 6.6\% |
| Prapcha [38] | 136 | 8 | 103 | 1 | 239 | 9 | 3.8\% |
| Ragadeep [39] | 234 | 49 | 171 | 7 | 405 | 56 | 13.8\% |
| Ragani [40] | 480 | 61 | 333 | 5 | 813 | 66 | 8.1\% |
| Raniban [41] | 233 | 51 | 171 | 5 | 404 | 56 | 13.9\% |
| Ratmata [42] | 262 | 25 | 193 | 5 | 455 | 30 | 6.6\% |
| Rawadolu [43] | 163 | 29 | 130 | 4 | 293 | 33 | 11.3\% |
| Rumjatar [44] | 243 | 21 | 193 | 5 | 436 | 26 | 6.0\% |
| Salleri [45] | 180 | 3 | 135 | 1 | 315 | 4 | 1.3\% |
| Serna [46] | 164 | 22 | 95 | 4 | 259 | 26 | 10.0\% |
| Shreechaur [47] | 403 | 77 | 286 | 22 | 689 | 99 | 14.4\% |
| Singhadevi [48] | 219 | 21 | 207 | 4 | 426 | 25 | 5.9\% |
| Sisneri [49] | 577 | 110 | 397 | 14 | 974 | 124 | 12.7\% |
| Taluwa [50] | 240 | 16 | 190 | 9 | 430 | 25 | 5.8\% |
| Tarkerabari [51] | 226 | 44 | 169 | 3 | 395 | 47 | 11.9\% |
| Thakle [52] | 354 | 55 | 269 | 8 | 623 | 63 | 10.1\% |
| Thulachhap [54] | 351 | 38 | 232 | 9 | 583 | 47 | 8.1\% |
| Toksel [53] | 352 | 51 | 234 | 9 | 586 | 60 | 10.2\% |
| Ubu [55] | 337 | 41 | 246 | 12 | 583 | 53 | 9.1\% |
| Yasam [56] | 337 | 31 | 235 | 4 | 572 | 35 | 6.1\% |
| Palpa | 30160 | 1990 | 21414 | 432 | 51574 | 2422 | 4.7\% |
| Archale [1] | 327 | 28 | 227 | 7 | 554 | 35 | 6.3\% |
| Argali [2] | 369 | 21 | 248 | 6 | 617 | 27 | 4.4\% |
| Bahadurpur [3] | 229 | 22 | 142 | 6 | 371 | 28 | 7.5\% |
| Baldengadhi [4] | 228 | 16 | 187 | 3 | 415 | 19 | 4.6\% |
| Bandipokhara [5] | 237 | 20 | 180 | 8 | 417 | 28 | 6.7\% |
| Barangdi [6] | 257 | 15 | 180 | 0 | 437 | 15 | 3.4\% |
| Bhairabsthan [7] | 238 | 18 | 194 | 5 | 432 | 23 | 5.3\% |
| Bhuwanpokhari [8] | 639 | 32 | 524 | 9 | 1163 | 41 | 3.5\% |
| Birkot [9] | 449 | 26 | 320 | 2 | 769 | 28 | 3.6\% |
| Bodhapokharathok [10] | 261 | 8 | 186 | 1 | 447 | 9 | 2.0\% |
| Boudhagumba [11] | 219 | 2 | 149 | 2 | 368 | 4 | 1.1\% |
| Chappani [12] | 196 | 10 | 139 | 3 | 335 | 13 | 3.9\% |
| Chhahara [13] | 587 | 30 | 407 | 4 | 994 | 34 | 3.4\% |
| Chidipani [14] | 447 | 32 | 347 | 3 | 794 | 35 | 4.4\% |
| Chirtungdhara [15] | 411 | 12 | 324 | 10 | 735 | 22 | 3.0\% |
| Darchha [16] | 921 | 52 | 632 | 14 | 1553 | 66 | 4.2\% |
| Darlamdanda [17] | 198 | 7 | 153 | 3 | 351 | 10 | 2.8\% |
| Deurali [18] | 258 | 35 | 177 | 14 | 435 | 49 | 11.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Devinagar [19] | 363 | 2 | 238 | 4 | 601 | 6 | 1.0\% |
| Dobhan [20] | 774 | 59 | 579 | 15 | 1353 | 74 | 5.5\% |
| Fek [21] | 400 | 17 | 256 | 9 | 656 | 26 | 4.0\% |
| Foksingkot [22] | 439 | 20 | 343 | 5 | 782 | 25 | 3.2\% |
| Gadakot [23] | 661 | 50 | 430 | 13 | 1091 | 63 | 5.8\% |
| Galdha [24] | 478 | 103 | 349 | 15 | 827 | 118 | 14.3\% |
| Gejha [25] | 736 | 52 | 482 | 8 | 1218 | 60 | 4.9\% |
| Gothadi [26] | 601 | 116 | 410 | 17 | 1011 | 133 | 13.2\% |
| Haklang [27] | 413 | 37 | 271 | 9 | 684 | 46 | 6.7\% |
| Humin [28] | 246 | 15 | 212 | 2 | 458 | 17 | 3.7\% |
| Hungi [29] | 534 | 34 | 378 | 8 | 912 | 42 | 4.6\% |
| Institutional [999] | 70 | 3 | 72 | 3 | 142 | 6 | 4.2\% |
| Jalpa [30] | 353 | 12 | 267 | 1 | 620 | 13 | 2.1\% |
| Jhadewa [31] | 552 | 22 | 381 | 10 | 933 | 32 | 3.4\% |
| Jhirubas [32] | 425 | 9 | 267 | 2 | 692 | 11 | 1.6\% |
| Juthapauwa [33] | 479 | 92 | 334 | 14 | 813 | 106 | 13.0\% |
| Jyamire [34] | 507 | 47 | 313 | 9 | 820 | 56 | 6.8\% |
| Kachal [35] | 469 | 50 | 307 | 6 | 776 | 56 | 7.2\% |
| Kaseni [36] | 660 | 27 | 486 | 10 | 1146 | 37 | 3.2\% |
| Khaliban [37] | 728 | 28 | 545 | 6 | 1273 | 34 | 2.7\% |
| Khanichhap [38] | 255 | 8 | 187 | 1 | 442 | 9 | 2.0\% |
| Khanigau [39] | 212 | 5 | 160 | 0 | 372 | 5 | 1.3\% |
| Khasyoli [40] | 194 | 4 | 138 | 4 | 332 | 8 | 2.4\% |
| Khyaha [41] | 300 | 12 | 171 | 1 | 471 | 13 | 2.8\% |
| Koldada [42] | 457 | 42 | 308 | 7 | 765 | 49 | 6.4\% |
| Kusumkhola [43] | 162 | 5 | 127 | 1 | 289 | 6 | 2.1\% |
| Madanpokhara [44] | 672 | 35 | 457 | 3 | 1129 | 38 | 3.4\% |
| Masyam [45] | 510 | 67 | 396 | 15 | 906 | 82 | 9.1\% |
| Mityal [46] | 694 | 67 | 383 | 6 | 1077 | 73 | 6.8\% |
| Mujhung [47] | 204 | 12 | 177 | 4 | 381 | 16 | 4.2\% |
| Nayarnamtales [48] | 185 | 18 | 126 | 0 | 311 | 18 | 5.8\% |
| Palung Mainadi [49] | 329 | 8 | 232 | 2 | 561 | 10 | 1.8\% |
| Pipaldada [50] | 532 | 31 | 436 | 6 | 968 | 37 | 3.8\% |
| Pokharathok [51] | 233 | 11 | 178 | 0 | 411 | 11 | 2.7\% |
| Rahabas [52] | 313 | 39 | 165 | 3 | 478 | 42 | 8.8\% |
| Rampur [53] | 1391 | 52 | 1010 | 18 | 2401 | 70 | 2.9\% |
| Ringneraha [54] | 283 | 12 | 209 | 2 | 492 | 14 | 2.8\% |
| Rupse [55] | 213 | 29 | 158 | 8 | 371 | 37 | 10.0\% |
| Sahalkot [56] | 228 | 44 | 165 | 1 | 393 | 45 | 11.5\% |
| Satyawati [57] | 330 | 16 | 255 | 2 | 585 | 18 | 3.1\% |
| Siddheshwor [58] | 343 | 21 | 280 | 6 | 623 | 27 | 4.3\% |
| Siluwa [59] | 700 | 36 | 429 | 14 | 1129 | 50 | 4.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Somadi [60] | 297 | 7 | 253 | 3 | 550 | 10 | 1.8\% |
| Tahu [61] | 380 | 8 | 301 | 4 | 681 | 12 | 1.8\% |
| Tansen Municipality [62] | 2961 | 130 | 2103 | 33 | 5064 | 163 | 3.2\% |
| Telgha [63] | 347 | 8 | 244 | 3 | 591 | 11 | 1.9\% |
| Timure [64] | 272 | 34 | 232 | 6 | 504 | 40 | 7.9\% |
| Wakamalang [65] | 379 | 30 | 234 | 7 | 613 | 37 | 6.0\% |
| Yamgha [66] | 425 | 18 | 264 | 6 | 689 | 24 | 3.5\% |
| Panchthar | 23157 | 3218 | 15754 | 529 | 38911 | 3747 | 9.6\% |
| Aangna [1] | 436 | 74 | 262 | 4 | 698 | 78 | 11.2\% |
| Aangsarang [2] | 666 | 92 | 491 | 12 | 1157 | 104 | 9.0\% |
| Aarubote [3] | 454 | 43 | 347 | 3 | 801 | 46 | 5.7\% |
| Amarpur [4] | 793 | 84 | 589 | 25 | 1382 | 109 | 7.9\% |
| Bharapa [5] | 806 | 122 | 571 | 21 | 1377 | 143 | 10.4\% |
| Chilingdin [6] | 450 | 69 | 320 | 9 | 770 | 78 | 10.1\% |
| Chokmagu [7] | 453 | 24 | 339 | 4 | 792 | 28 | 3.5\% |
| Chyangthapu [8] | 305 | 61 | 150 | 1 | 455 | 62 | 13.6\% |
| Durdimba [9] | 374 | 66 | 260 | 4 | 634 | 70 | 11.0\% |
| Ekteen [10] | 588 | 108 | 414 | 9 | 1002 | 117 | 11.7\% |
| Embung [11] | 317 | 26 | 179 | 7 | 496 | 33 | 6.7\% |
| Hangum [13] | 354 | 65 | 259 | 6 | 613 | 71 | 11.6\% |
| Institutional [999] | 22 | 0 | 11 | 1 | 33 | 1 | 3.0\% |
| Kurumba [14] | 406 | 93 | 298 | 5 | 704 | 98 | 13.9\% |
| Limba [15] | 520 | 56 | 357 | 12 | 877 | 68 | 7.8\% |
| Lumphabung [17] | 281 | 94 | 211 | 37 | 492 | 131 | 26.6\% |
| Lungrupa [16] | 686 | 187 | 453 | 52 | 1139 | 239 | 21.0\% |
| Mangjabung [18] | 466 | 95 | 334 | 19 | 800 | 114 | 14.3\% |
| Mauwa [19] | 600 | 235 | 422 | 22 | 1022 | 257 | 25.1\% |
| Memeng [20] | 613 | 118 | 353 | 15 | 966 | 133 | 13.8\% |
| Nagi [21] | 488 | 45 | 315 | 10 | 803 | 55 | 6.8\% |
| Nangeen [22] | 834 | 56 | 597 | 21 | 1431 | 77 | 5.4\% |
| Nawamidanda [23] | 517 | 48 | 309 | 13 | 826 | 61 | 7.4\% |
| Olane [24] | 300 | 53 | 257 | 7 | 557 | 60 | 10.8\% |
| Oyam [25] | 518 | 75 | 305 | 7 | 823 | 82 | 10.0\% |
| Panchami [26] | 588 | 62 | 334 | 7 | 922 | 69 | 7.5\% |
| Pauwa Sartap [27] | 498 | 83 | 406 | 6 | 904 | 89 | 9.8\% |
| Phaktep [28] | 479 | 49 | 331 | 8 | 810 | 57 | 7.0\% |
| Phalaincha [12] | 405 | 68 | 261 | 9 | 666 | 77 | 11.6\% |
| Phidim [29] | 2151 | 126 | 1421 | 38 | 3572 | 164 | 4.6\% |
| Prangbung [30] | 565 | 64 | 346 | 10 | 911 | 74 | 8.1\% |
| Rabi [31] | 478 | 28 | 321 | 9 | 799 | 37 | 4.6\% |
| Rani Gaun [32] | 576 | 80 | 426 | 13 | 1002 | 93 | 9.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Ranitar [33] | 821 | 149 | 596 | 26 | 1417 | 175 | 12.4\% |
| Sarang Danda [34] | 665 | 48 | 481 | 8 | 1146 | 56 | 4.9\% |
| Sidin [35] | 583 | 143 | 381 | 23 | 964 | 166 | 17.2\% |
| Siwa [36] | 415 | 49 | 299 | 5 | 714 | 54 | 7.6\% |
| Subhang [37] | 541 | 53 | 374 | 8 | 915 | 61 | 6.7\% |
| Syabrumba [38] | 377 | 74 | 294 | 8 | 671 | 82 | 12.2\% |
| Tharpu [39] | 616 | 48 | 340 | 6 | 956 | 54 | 5.6\% |
| Yanganam [40] | 673 | 60 | 415 | 8 | 1088 | 68 | 6.3\% |
| Yasok [41] | 479 | 45 | 325 | 11 | 804 | 56 | 7.0\% |
| Parbat | 16027 | 1228 | 11676 | 258 | 27703 | 1486 | 5.4\% |
| Arthar Dadakharka [1] | 237 | 23 | 202 | 2 | 439 | 25 | 5.7\% |
| Bachchha [2] | 201 | 10 | 138 | 4 | 339 | 14 | 4.1\% |
| Bahaki Thanti [3] | 195 | 13 | 138 | 3 | 333 | 16 | 4.8\% |
| Bajung [4] | 424 | 29 | 353 | 2 | 777 | 31 | 4.0\% |
| Balakot [5] | 135 | 8 | 96 | 2 | 231 | 10 | 4.3\% |
| Banou [6] | 143 | 5 | 91 | 5 | 234 | 10 | 4.3\% |
| Baskharka [7] | 96 | 4 | 73 | 1 | 169 | 5 | 3.0\% |
| Beulibas [8] | 330 | 46 | 212 | 7 | 542 | 53 | 9.8\% |
| Bhangara [9] | 198 | 32 | 157 | 1 | 355 | 33 | 9.3\% |
| Bhoksing [10] | 89 | 5 | 65 | 0 | 154 | 5 | 3.2\% |
| Bhorle [11] | 214 | 25 | 200 | 6 | 414 | 31 | 7.5\% |
| Bhuktangle [12] | 239 | 25 | 167 | 6 | 406 | 31 | 7.6\% |
| Bihadi Barachaur [13] | 286 | 24 | 217 | 7 | 503 | 31 | 6.2\% |
| Bihadi Ranipani [14] | 281 | 20 | 211 | 7 | 492 | 27 | 5.5\% |
| Bitalawa Pipaltari [15] | 270 | 5 | 187 | 1 | 457 | 6 | 1.3\% |
| Chitre [16] | 152 | 10 | 138 | 8 | 290 | 18 | 6.2\% |
| Chuwa [17] | 201 | 9 | 163 | 5 | 364 | 14 | 3.8\% |
| Deupurkot [18] | 313 | 19 | 232 | 8 | 545 | 27 | 5.0\% |
| Deurali [19] | 185 | 14 | 144 | 3 | 329 | 17 | 5.2\% |
| Dhairing [20] | 420 | 46 | 330 | 9 | 750 | 55 | 7.3\% |
| Durlung [21] | 307 | 37 | 197 | 9 | 504 | 46 | 9.1\% |
| Falamkhani [22] | 93 | 14 | 74 | 2 | 167 | 16 | 9.6\% |
| Falebas Devisthan [23] | 307 | 16 | 228 | 2 | 535 | 18 | 3.4\% |
| Fulebas Khanigaun [24] | 174 | 15 | 138 | 4 | 312 | 19 | 6.1\% |
| Hosrangdi [25] | 175 | 8 | 131 | 3 | 306 | 11 | 3.6\% |
| Huwas [26] | 625 | 80 | 426 | 23 | 1051 | 103 | 9.8\% |
| Institutional [999] | 33 | 1 | 29 | 3 | 62 | 4 | 6.5\% |
| Karkineta [27] | 220 | 11 | 122 | 1 | 342 | 12 | 3.5\% |
| Katuwa Chaupari [28] | 201 | 50 | 155 | 5 | 356 | 55 | 15.4\% |
| Khaula Lakuri [29] | 220 | 34 | 161 | 3 | 381 | 37 | 9.7\% |
| Khurkot [30] | 470 | 40 | 294 | 5 | 764 | 45 | 5.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kurgha [31] | 289 | 18 | 225 | 4 | 514 | 22 | 4.3\% |
| Kyang [32] | 188 | 33 | 136 | 5 | 324 | 38 | 11.7\% |
| Lekhfant [33] | 221 | 16 | 206 | 5 | 427 | 21 | 4.9\% |
| Limithana [34] | 144 | 17 | 130 | 4 | 274 | 21 | 7.7\% |
| Lunkhu Deurali [35] | 243 | 21 | 175 | 5 | 418 | 26 | 6.2\% |
| Majhphant Mallaj [36] | 980 | 39 | 670 | 11 | 1650 | 50 | 3.0\% |
| Mudikuwa [37] | 164 | 7 | 149 | 4 | 313 | 11 | 3.5\% |
| Nagliwang [38] | 293 | 24 | 211 | 9 | 504 | 33 | 6.5\% |
| Pakhapani [39] | 252 | 5 | 191 | 3 | 443 | 8 | 1.8\% |
| Pakuwa [40] | 241 | 14 | 174 | 1 | 415 | 15 | 3.6\% |
| Pang [41] | 490 | 48 | 387 | 12 | 877 | 60 | 6.8\% |
| Pangrang [42] | 252 | 17 | 181 | 3 | 433 | 20 | 4.6\% |
| Ramja Deurali [43] | 151 | 5 | 120 | 3 | 271 | 8 | 3.0\% |
| Saligram [44] | 345 | 21 | 221 | 3 | 566 | 24 | 4.2\% |
| Salija [45] | 226 | 28 | 169 | 2 | 395 | 30 | 7.6\% |
| Saraukhola [46] | 259 | 20 | 187 | 3 | 446 | 23 | 5.2\% |
| Shankar Pokhari [47] | 413 | 26 | 298 | 4 | 711 | 30 | 4.2\% |
| Shivalaya [48] | 1563 | 78 | 1019 | 15 | 2582 | 93 | 3.6\% |
| Taklak [49] | 163 | 19 | 132 | 1 | 295 | 20 | 6.8\% |
| Thana Maulo [50] | 176 | 26 | 94 | 2 | 270 | 28 | 10.4\% |
| Thapathana [51] | 306 | 8 | 224 | 3 | 530 | 11 | 2.1\% |
| Thuli Pokhari [52] | 240 | 11 | 194 | 3 | 434 | 14 | 3.2\% |
| Tilahar [53] | 496 | 26 | 366 | 6 | 862 | 32 | 3.7\% |
| Tribeni [54] | 219 | 13 | 146 | 0 | 365 | 13 | 3.6\% |
| Urampokhara [55] | 279 | 10 | 202 | 0 | 481 | 10 | 2.1\% |
| Parsa | 85444 | 22212 | 51131 | 9457 | 136575 | 31669 | 23.2\% |
| Alau [1] | 1358 | 509 | 786 | 193 | 2144 | 702 | 32.7\% |
| Amarpatti [2] | 747 | 274 | 448 | 70 | 1195 | 344 | 28.8\% |
| Auraha [3] | 765 | 159 | 401 | 65 | 1166 | 224 | 19.2\% |
| Bagahi [4] | 995 | 286 | 532 | 135 | 1527 | 421 | 27.6\% |
| Bagbana [5] | 861 | 127 | 506 | 65 | 1367 | 192 | 14.0\% |
| Bageshwari Titrona [6] | 1033 | 413 | 556 | 183 | 1589 | 596 | 37.5\% |
| Bahauri Pidari [7] | 901 | 381 | 563 | 191 | 1464 | 572 | 39.1\% |
| Bahuarbamatha [8] | 1000 | 283 | 647 | 129 | 1647 | 412 | 25.0\% |
| Bairiya Birta (Da.Pu.) [13] | 979 | 205 | 487 | 73 | 1466 | 278 | 19.0\% |
| Bairiya Birta (Nau.Ta.Ja.) [12] | 814 | 320 | 419 | 117 | 1233 | 437 | 35.4\% |
| Basadilwa [9] | 1031 | 328 | 602 | 147 | 1633 | 475 | 29.1\% |
| Basantpur [10] | 1142 | 457 | 627 | 156 | 1769 | 613 | 34.7\% |
| Belwa Parsauni [11] | 1512 | 316 | 868 | 142 | 2380 | 458 | 19.2\% |
| Bhawanipur [14] | 913 | 130 | 529 | 99 | 1442 | 229 | 15.9\% |
| Bhedihari [15] | 929 | 194 | 491 | 50 | 1420 | 244 | 17.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhikhampur [52] | 722 | 164 | 427 | 68 | 1149 | 232 | 20.2\% |
| Bhisawa [16] | 909 | 267 | 477 | 103 | 1386 | 370 | 26.7\% |
| Bijbaniya [17] | 651 | 139 | 310 | 38 | 961 | 177 | 18.4\% |
| Bindabasini [18] | 830 | 342 | 455 | 140 | 1285 | 482 | 37.5\% |
| Biranchibarwa [19] | 592 | 87 | 267 | 32 | 859 | 119 | 13.9\% |
| Birgunj Sub-Metropolitan City [20] | 16644 | 2447 | 11196 | 1109 | 27840 | 3556 | 12.8\% |
| Birwaguthi [21] | 1817 | 542 | 1069 | 188 | 2886 | 730 | 25.3\% |
| Bishrampur [22] | 1191 | 641 | 615 | 195 | 1806 | 836 | 46.3\% |
| Chorni [23] | 1380 | 352 | 856 | 129 | 2236 | 481 | 21.5\% |
| Deukhana [24] | 701 | 163 | 459 | 62 | 1160 | 225 | 19.4\% |
| Dhaubini [25] | 728 | 300 | 437 | 120 | 1165 | 420 | 36.1\% |
| Dhore [26] | 754 | 149 | 416 | 50 | 1170 | 199 | 17.0\% |
| Gadi [27] | 467 | 117 | 369 | 71 | 836 | 188 | 22.5\% |
| Gamhariya [28] | 644 | 262 | 332 | 100 | 976 | 362 | 37.1\% |
| Ghaudhdaur Pipara [29] | 499 | 85 | 280 | 46 | 779 | 131 | 16.8\% |
| Govindapur [30] | 459 | 160 | 249 | 63 | 708 | 223 | 31.5\% |
| Hariharpur (Nau.Ta.Ja.) [31] | 650 | 189 | 392 | 112 | 1042 | 301 | 28.9\% |
| Hariharpur Birta [32] | 406 | 133 | 243 | 59 | 649 | 192 | 29.6\% |
| Harpatagunj [33] | 694 | 124 | 420 | 72 | 1114 | 196 | 17.6\% |
| Harpur [34] | 831 | 265 | 539 | 103 | 1370 | 368 | 26.9\% |
| Institutional [999] | 45 | 2 | 54 | 5 | 99 | 7 | 7.1\% |
| Jagarnathpur [35] | 969 | 263 | 764 | 223 | 1733 | 486 | 28.0\% |
| Jaimangalapur [36] | 873 | 333 | 524 | 148 | 1397 | 481 | 34.4\% |
| Janakitola [37] | 757 | 300 | 451 | 162 | 1208 | 462 | 38.2\% |
| Jeetpur [38] | 690 | 182 | 395 | 73 | 1085 | 255 | 23.5\% |
| Jhouwa Guthi [39] | 1018 | 282 | 511 | 103 | 1529 | 385 | 25.2\% |
| Kauwa Ban Kataiya [40] | 915 | 99 | 419 | 30 | 1334 | 129 | 9.7\% |
| Lahawarthakari [41] | 640 | 224 | 326 | 70 | 966 | 294 | 30.4\% |
| Lakhanpur [42] | 787 | 418 | 422 | 148 | 1209 | 566 | 46.8\% |
| Lal Parsa [43] | 772 | 370 | 392 | 77 | 1164 | 447 | 38.4\% |
| Langadi [44] | 489 | 88 | 299 | 50 | 788 | 138 | 17.5\% |
| Lipani Birta [45] | 1018 | 251 | 599 | 90 | 1617 | 341 | 21.1\% |
| Madhuban Mathaul [46] | 835 | 123 | 516 | 58 | 1351 | 181 | 13.4\% |
| Mahadevpatti [47] | 1001 | 214 | 638 | 120 | 1639 | 334 | 20.4\% |
| Mahuwan [48] | 735 | 160 | 390 | 35 | 1125 | 195 | 17.3\% |
| Mainpur (Pakaha) [49] | 519 | 137 | 324 | 43 | 843 | 180 | 21.4\% |
| Maniyari [50] | 1068 | 220 | 622 | 128 | 1690 | 348 | 20.6\% |
| Masihani [51] | 853 | 318 | 509 | 126 | 1362 | 444 | 32.6\% |
| Mirjapur [53] | 635 | 181 | 422 | 94 | 1057 | 275 | 26.0\% |
| Mudali [54] | 937 | 295 | 551 | 156 | 1488 | 451 | 30.3\% |
| Nagardaha [55] | 483 | 186 | 337 | 113 | 820 | 299 | 36.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Nichuta [56] | 1077 | 313 | 511 | 120 | 1588 | 433 | 27.3\% |
| Nirmal Basti [57] | 1025 | 91 | 765 | 35 | 1790 | 126 | 7.0\% |
| Pacharukhi [58] | 867 | 442 | 448 | 148 | 1315 | 590 | 44.9\% |
| Parsauni Birta [59] | 767 | 246 | 449 | 89 | 1216 | 335 | 27.5\% |
| Pidariguthi [61] | 833 | 238 | 431 | 123 | 1264 | 361 | 28.6\% |
| Pokhariya [62] | 1041 | 251 | 560 | 74 | 1601 | 325 | 20.3\% |
| Prasauni Matha [60] | 996 | 441 | 515 | 167 | 1511 | 608 | 40.2\% |
| Prasurampur [63] | 397 | 51 | 237 | 37 | 634 | 88 | 13.9\% |
| Ramgadhawa [64] | 1003 | 119 | 613 | 60 | 1616 | 179 | 11.1\% |
| Ramnagari [65] | 486 | 44 | 296 | 20 | 782 | 64 | 8.2\% |
| Sabaithawa [66] | 711 | 256 | 376 | 80 | 1087 | 336 | 30.9\% |
| Sakhuwa Prasauni [67] | 901 | 271 | 661 | 179 | 1562 | 450 | 28.8\% |
| Samjhauta [68] | 1083 | 389 | 601 | 156 | 1684 | 545 | 32.4\% |
| Sedhawa [70] | 381 | 106 | 227 | 46 | 608 | 152 | 25.0\% |
| Shankar Saraiya [69] | 599 | 82 | 351 | 68 | 950 | 150 | 15.8\% |
| Shibarwa [71] | 1071 | 279 | 576 | 133 | 1647 | 412 | 25.0\% |
| Sirsiya Khalwatola [72] | 891 | 247 | 580 | 102 | 1471 | 349 | 23.7\% |
| Sonbarsa [73] | 1098 | 526 | 626 | 304 | 1724 | 830 | 48.1\% |
| Sreesiya (Nau.Ta.Ja.) [74] | 484 | 201 | 294 | 92 | 778 | 293 | 37.7\% |
| Subarnapur [75] | 368 | 27 | 246 | 6 | 614 | 33 | 5.4\% |
| Sugauli Birta [76] | 1056 | 124 | 604 | 52 | 1660 | 176 | 10.6\% |
| Sugauli Partewa [77] | 846 | 233 | 439 | 92 | 1285 | 325 | 25.3\% |
| Supauli [78] | 361 | 72 | 262 | 39 | 623 | 111 | 17.8\% |
| Surjaha [79] | 576 | 118 | 322 | 43 | 898 | 161 | 17.9\% |
| Thori [80] | 778 | 44 | 550 | 15 | 1328 | 59 | 4.4\% |
| Tulasi Barwa [81] | 613 | 99 | 393 | 74 | 1006 | 173 | 17.2\% |
| Udayapur Ghurmi [82] | 1121 | 345 | 588 | 152 | 1709 | 497 | 29.1\% |
| Vauratar [83] | 1426 | 601 | 875 | 224 | 2301 | 825 | 35.9\% |
| Pyuthan | 34038 | 4488 | 22087 | 965 | 56125 | 5453 | 9.7\% |
| Arkha [1] | 974 | 342 | 515 | 65 | 1489 | 407 | 27.3\% |
| Badikot [2] | 815 | 75 | 526 | 24 | 1341 | 99 | 7.4\% |
| Bangesal [3] | 1012 | 118 | 636 | 42 | 1648 | 160 | 9.7\% |
| Baraula [4] | 594 | 52 | 417 | 14 | 1011 | 66 | 6.5\% |
| Barjiwang [5] | 361 | 24 | 227 | 2 | 588 | 26 | 4.4\% |
| Belwas [6] | 869 | 85 | 566 | 27 | 1435 | 112 | 7.8\% |
| Bhingri [7] | 747 | 58 | 541 | 14 | 1288 | 72 | 5.6\% |
| Bijaya Nagar [8] | 557 | 45 | 375 | 13 | 932 | 58 | 6.2\% |
| Bijubar [9] | 951 | 60 | 631 | 23 | 1582 | 83 | 5.2\% |
| Bijuli [10] | 580 | 12 | 347 | 6 | 927 | 18 | 1.9\% |
| Chuja [11] | 887 | 80 | 577 | 14 | 1464 | 94 | 6.4\% |
| Dakhakwadi [12] | 809 | 38 | 616 | 13 | 1425 | 51 | 3.6\% |
| Damri [13] | 745 | 286 | 453 | 68 | 1198 | 354 | 29.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Dangwang [14] | 713 | 62 | 451 | 7 | 1164 | 69 | 5.9\% |
| Dharampani [15] | 429 | 18 | 290 | 7 | 719 | 25 | 3.5\% |
| Dharmawati [16] | 637 | 73 | 435 | 28 | 1072 | 101 | 9.4\% |
| Dhobaghat (Udayapur Kot) [17] | 532 | 100 | 314 | 13 | 846 | 113 | 13.4\% |
| Dhuwang [18] | 571 | 37 | 374 | 9 | 945 | 46 | 4.9\% |
| Dungegadi [19] | 703 | 132 | 466 | 13 | 1169 | 145 | 12.4\% |
| Gothiwang [20] | 861 | 126 | 570 | 15 | 1431 | 141 | 9.9\% |
| Hansapur [21] | 618 | 62 | 410 | 20 | 1028 | 82 | 8.0\% |
| Institutional [999] | 54 | 0 | 60 | 0 | 114 | 0 | 0.0\% |
| Jumrikanda [22] | 760 | 263 | 452 | 40 | 1212 | 303 | 25.0\% |
| Khaira [23] | 532 | 22 | 398 | 12 | 930 | 34 | 3.7\% |
| Khawang [24] | 940 | 88 | 556 | 18 | 1496 | 106 | 7.1\% |
| Khung [25] | 537 | 8 | 316 | 4 | 853 | 12 | 1.4\% |
| Kochiwang [26] | 559 | 85 | 352 | 21 | 911 | 106 | 11.6\% |
| Ligha [27] | 577 | 288 | 331 | 67 | 908 | 355 | 39.1\% |
| Liwang [28] | 761 | 58 | 539 | 14 | 1300 | 72 | 5.5\% |
| Lung [29] | 727 | 41 | 466 | 8 | 1193 | 49 | 4.1\% |
| Majhakot [30] | 491 | 34 | 280 | 5 | 771 | 39 | 5.1\% |
| Maranthana [31] | 920 | 97 | 575 | 11 | 1495 | 108 | 7.2\% |
| Markawang [32] | 518 | 58 | 313 | 9 | 831 | 67 | 8.1\% |
| Narikot [33] | 534 | 80 | 350 | 7 | 884 | 87 | 9.8\% |
| Naya Gaun [34] | 514 | 33 | 358 | 13 | 872 | 46 | 5.3\% |
| Okharkot [35] | 761 | 90 | 599 | 8 | 1360 | 98 | 7.2\% |
| Pakala [36] | 679 | 89 | 456 | 12 | 1135 | 101 | 8.9\% |
| Phopli [37] | 1287 | 172 | 756 | 44 | 2043 | 216 | 10.6\% |
| Puja [38] | 821 | 160 | 509 | 10 | 1330 | 170 | 12.8\% |
| Pythan Khalanga [39] | 660 | 25 | 435 | 10 | 1095 | 35 | 3.2\% |
| Rajbara [40] | 811 | 152 | 474 | 32 | 1285 | 184 | 14.3\% |
| Ramdi [41] | 309 | 29 | 216 | 7 | 525 | 36 | 6.9\% |
| Ruspur Kot [42] | 474 | 13 | 319 | 8 | 793 | 21 | 2.6\% |
| Sari [43] | 513 | 28 | 366 | 12 | 879 | 40 | 4.6\% |
| Swargadwarikhal [44] | 709 | 162 | 477 | 44 | 1186 | 206 | 17.4\% |
| Syauliwang [45] | 534 | 193 | 324 | 55 | 858 | 248 | 28.9\% |
| Tiram [46] | 879 | 109 | 590 | 33 | 1469 | 142 | 9.7\% |
| Torwang [47] | 591 | 46 | 426 | 13 | 1017 | 59 | 5.8\% |
| Tusara [48] | 903 | 89 | 576 | 3 | 1479 | 92 | 6.2\% |
| Wangemarot [49] | 718 | 91 | 481 | 8 | 1199 | 99 | 8.3\% |
| Ramechhap | 23051 | 3377 | 17752 | 684 | 40803 | 4061 | 10.0\% |
| Bamti Bhandar [1] | 366 | 45 | 260 | 9 | 626 | 54 | 8.6\% |
| Betali [2] | 436 | 102 | 357 | 21 | 793 | 123 | 15.5\% |
| Bethan [3] | 467 | 55 | 369 | 8 | 836 | 63 | 7.5\% |
| Bhaluwajor [34] | 363 | 52 | 307 | 17 | 670 | 69 | 10.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhatauli [5] | 426 | 42 | 377 | 11 | 803 | 53 | 6.6\% |
| Bhirpani [6] | 381 | 15 | 283 | 7 | 664 | 22 | 3.3\% |
| Bhujee [7] | 308 | 84 | 212 | 7 | 520 | 91 | 17.5\% |
| Bijulikot [8] | 633 | 154 | 482 | 33 | 1115 | 187 | 16.8\% |
| Chanakhu [9] | 274 | 58 | 224 | 10 | 498 | 68 | 13.7\% |
| Chisapani [10] | 345 | 23 | 256 | 6 | 601 | 29 | 4.8\% |
| Chuchure [11] | 280 | 28 | 217 | 17 | 497 | 45 | 9.1\% |
| Dadhuwa [12] | 561 | 107 | 424 | 27 | 985 | 134 | 13.6\% |
| Deurali [13] | 395 | 56 | 303 | 2 | 698 | 58 | 8.3\% |
| Dimipokhari [14] | 285 | 44 | 272 | 3 | 557 | 47 | 8.4\% |
| Doramba [15] | 321 | 108 | 289 | 39 | 610 | 147 | 24.1\% |
| Duragaun [16] | 375 | 87 | 271 | 10 | 646 | 97 | 15.0\% |
| Farpu [17] | 256 | 58 | 182 | 16 | 438 | 74 | 16.9\% |
| Gagal Bhadaure [4] | 252 | 60 | 179 | 15 | 431 | 75 | 17.4\% |
| Gelu [18] | 608 | 109 | 515 | 17 | 1123 | 126 | 11.2\% |
| Goswara [19] | 489 | 96 | 336 | 6 | 825 | 102 | 12.4\% |
| Gothgaun [20] | 254 | 13 | 208 | 6 | 462 | 19 | 4.1\% |
| Gumdel [21] | 269 | 93 | 191 | 16 | 460 | 109 | 23.7\% |
| Gunsi Bhadaure [22] | 515 | 86 | 450 | 16 | 965 | 102 | 10.6\% |
| Gupteshwor [23] | 235 | 53 | 153 | 7 | 388 | 60 | 15.5\% |
| Hiledevi [24] | 317 | 18 | 232 | 4 | 549 | 22 | 4.0\% |
| Himganga [25] | 499 | 56 | 408 | 13 | 907 | 69 | 7.6\% |
| Institutional [999] | 0 | 0 | 5 | 0 | 5 | 0 | 0.0\% |
| Kathjor [26] | 522 | 75 | 413 | 8 | 935 | 83 | 8.9\% |
| Khandadevi [27] | 438 | 37 | 347 | 17 | 785 | 54 | 6.9\% |
| Khaniyapani [28] | 513 | 63 | 336 | 14 | 849 | 77 | 9.1\% |
| Khimti [29] | 538 | 87 | 402 | 6 | 940 | 93 | 9.9\% |
| Kubukasthali [30] | 273 | 22 | 242 | 6 | 515 | 28 | 5.4\% |
| Lakhanpur [31] | 781 | 144 | 626 | 18 | 1407 | 162 | 11.5\% |
| Majuwa [32] | 251 | 40 | 187 | 11 | 438 | 51 | 11.6\% |
| Makadum [33] | 219 | 22 | 164 | 3 | 383 | 25 | 6.5\% |
| Manthali [35] | 803 | 73 | 568 | 20 | 1371 | 93 | 6.8\% |
| Nagdaha [36] | 447 | 94 | 355 | 11 | 802 | 105 | 13.1\% |
| Namadi [37] | 445 | 56 | 353 | 10 | 798 | 66 | 8.3\% |
| Okhreni [38] | 369 | 29 | 252 | 12 | 621 | 41 | 6.6\% |
| Pakarbas [39] | 759 | 74 | 566 | 16 | 1325 | 90 | 6.8\% |
| Phulasi [40] | 687 | 89 | 533 | 19 | 1220 | 108 | 8.9\% |
| Pinkhuri [41] | 230 | 33 | 190 | 1 | 420 | 34 | 8.1\% |
| Pritee [42] | 650 | 110 | 445 | 24 | 1095 | 134 | 12.2\% |
| Puranagaun [43] | 382 | 78 | 277 | 11 | 659 | 89 | 13.5\% |
| Rakathum [44] | 426 | 72 | 348 | 26 | 774 | 98 | 12.7\% |
| Ramechhap [45] | 629 | 105 | 433 | 19 | 1062 | 124 | 11.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Rampur [46] | 451 | 53 | 371 | 10 | 822 | 63 | 7.7\% |
| Rasanalu [47] | 514 | 58 | 399 | 11 | 913 | 69 | 7.6\% |
| Saipu [48] | 371 | 9 | 249 | 2 | 620 | 11 | 1.8\% |
| Salu [49] | 408 | 32 | 305 | 4 | 713 | 36 | 5.0\% |
| Sanghutar [50] | 260 | 30 | 218 | 6 | 478 | 36 | 7.5\% |
| Sukajor [51] | 452 | 28 | 290 | 8 | 742 | 36 | 4.9\% |
| Sunarpani [52] | 230 | 37 | 192 | 9 | 422 | 46 | 10.9\% |
| Those [53] | 259 | 35 | 221 | 7 | 480 | 42 | 8.8\% |
| Tilpung [54] | 406 | 26 | 367 | 9 | 773 | 35 | 4.5\% |
| Tokarpur [55] | 428 | 64 | 341 | 23 | 769 | 87 | 11.3\% |
| Rasuwa | 4944 | 737 | 3779 | 162 | 8723 | 899 | 10.3\% |
| Bhorle [1] | 658 | 106 | 521 | 14 | 1179 | 120 | 10.2\% |
| Bridhim [2] | 18 | 5 | 6 | 0 | 24 | 5 | 20.8\% |
| Chilime [3] | 149 | 16 | 101 | 3 | 250 | 19 | 7.6\% |
| Dandagoun [4] | 257 | 48 | 219 | 2 | 476 | 50 | 10.5\% |
| Dhaibung [9] | 503 | 52 | 402 | 8 | 905 | 60 | 6.6\% |
| Dhunche [5] | 301 | 14 | 219 | 9 | 520 | 23 | 4.4\% |
| Gatlang [6] | 218 | 39 | 166 | 5 | 384 | 44 | 11.5\% |
| Goljung [7] | 118 | 10 | 88 | 0 | 206 | 10 | 4.9\% |
| Haku [8] | 316 | 41 | 224 | 4 | 540 | 45 | 8.3\% |
| Institutional [999] | 114 | 1 | 139 | 0 | 253 | 1 | 0.4\% |
| Laharepouwa [10] | 447 | 28 | 369 | 2 | 816 | 30 | 3.7\% |
| Langtang [11] | 17 | 10 | 3 | 3 | 20 | 13 | 65.0\% |
| Ramche [12] | 270 | 66 | 214 | 25 | 484 | 91 | 18.8\% |
| Saramthali [13] | 554 | 118 | 378 | 30 | 932 | 148 | 15.9\% |
| Syafru [14] | 198 | 9 | 182 | 9 | 380 | 18 | 4.7\% |
| Thulogoun [15] | 146 | 5 | 110 | 2 | 256 | 7 | 2.7\% |
| Thuman [16] | 101 | 11 | 47 | 0 | 148 | 11 | 7.4\% |
| Timure [17] | 49 | 6 | 16 | 0 | 65 | 6 | 9.2\% |
| Yarsa [18] | 510 | 152 | 375 | 46 | 885 | 198 | 22.4\% |
| Rautahat | 103805 | 42667 | 65198 | 19718 | 169003 | 62385 | 36.9\% |
| Ajagabi [1] | 585 | 185 | 394 | 64 | 979 | 249 | 25.4\% |
| Akolawa [2] | 1271 | 958 | 721 | 467 | 1992 | 1425 | 71.5\% |
| Auraiya [3] | 1623 | 499 | 970 | 192 | 2593 | 691 | 26.6\% |
| Badharwa [4] | 712 | 83 | 469 | 34 | 1181 | 117 | 9.9\% |
| Bagahi [5] | 881 | 376 | 500 | 112 | 1381 | 488 | 35.3\% |
| Bairiya [7] | 867 | 609 | 479 | 310 | 1346 | 919 | 68.3\% |
| Baluwa Madanpur [6] | 360 | 69 | 180 | 17 | 540 | 86 | 15.9\% |
| Banjaraha [8] | 415 | 192 | 285 | 112 | 700 | 304 | 43.4\% |
| Bariyarpur [9] | 1335 | 555 | 784 | 192 | 2119 | 747 | 35.3\% |
| Basantapatti [10] | 1149 | 571 | 774 | 331 | 1923 | 902 | 46.9\% |
| Basatpur [11] | 801 | 253 | 502 | 113 | 1303 | 366 | 28.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Basbiti Jingadiya [12] | 1086 | 645 | 695 | 349 | 1781 | 994 | 55.8\% |
| Bhalohiya (Pipra) [13] | 712 | 373 | 409 | 150 | 1121 | 523 | 46.7\% |
| Bhediyahi [14] | 540 | 390 | 318 | 153 | 858 | 543 | 63.3\% |
| Birtiprastoka [15] | 716 | 273 | 403 | 104 | 1119 | 377 | 33.7\% |
| Bishrampur [16] | 1754 | 504 | 1143 | 190 | 2897 | 694 | 24.0\% |
| Bisunpurwa Manpur [17] | 624 | 278 | 444 | 100 | 1068 | 378 | 35.4\% |
| Brahmapuri [18] | 539 | 120 | 360 | 77 | 899 | 197 | 21.9\% |
| Chandranigahapur [19] | 3225 | 617 | 2168 | 235 | 5393 | 852 | 15.8\% |
| Debahi [20] | 1086 | 539 | 643 | 210 | 1729 | 749 | 43.3\% |
| Dharampur [21] | 1290 | 886 | 943 | 584 | 2233 | 1470 | 65.8\% |
| Dharhari [22] | 433 | 114 | 251 | 45 | 684 | 159 | 23.2\% |
| Dipahi [23] | 603 | 231 | 374 | 87 | 977 | 318 | 32.5\% |
| Dumariya (Matiauna) [24] | 1906 | 584 | 1279 | 189 | 3185 | 773 | 24.3\% |
| Dumriya (Paroha) [25] | 677 | 316 | 395 | 94 | 1072 | 410 | 38.2\% |
| Fatuha Maheshpur [26] | 801 | 47 | 616 | 27 | 1417 | 74 | 5.2\% |
| Fatuwa Harsaha [27] | 532 | 134 | 393 | 67 | 925 | 201 | 21.7\% |
| Gadhi Bhanawanpur [28] | 137 | 92 | 94 | 47 | 231 | 139 | 60.2\% |
| Gamhariya Birta [29] | 1187 | 679 | 765 | 348 | 1952 | 1027 | 52.6\% |
| Gamhariya Parsa [30] | 1067 | 399 | 650 | 221 | 1717 | 620 | 36.1\% |
| Gangapipara [31] | 467 | 110 | 300 | 65 | 767 | 175 | 22.8\% |
| Garuda Bairiya [32] | 683 | 154 | 473 | 40 | 1156 | 194 | 16.8\% |
| Gaur Municipality [33] | 4981 | 1284 | 3269 | 464 | 8250 | 1748 | 21.2\% |
| Gedahiguthi [34] | 815 | 354 | 508 | 132 | 1323 | 486 | 36.7\% |
| Hadirya Paltuwa [35] | 607 | 305 | 423 | 162 | 1030 | 467 | 45.3\% |
| Hajminiya [36] | 671 | 182 | 383 | 92 | 1054 | 274 | 26.0\% |
| Hathiyahi [37] | 874 | 269 | 563 | 176 | 1437 | 445 | 31.0\% |
| Iharbari Jyutahi [38] | 1024 | 464 | 586 | 181 | 1610 | 645 | 40.1\% |
| Inaruwa [39] | 715 | 347 | 425 | 127 | 1140 | 474 | 41.6\% |
| Institutional [999] | 33 | 1 | 33 | 2 | 66 | 3 | 4.5\% |
| Jatahara [40] | 1382 | 660 | 911 | 410 | 2293 | 1070 | 46.7\% |
| Jayanagar [41] | 1000 | 682 | 583 | 387 | 1583 | 1069 | 67.5\% |
| Jethrahiya [42] | 632 | 234 | 432 | 122 | 1064 | 356 | 33.5\% |
| Jhunkhunwa [43] | 1128 | 306 | 654 | 104 | 1782 | 410 | 23.0\% |
| Jingadawa Belbichwa [44] | 1038 | 681 | 575 | 327 | 1613 | 1008 | 62.5\% |
| Jowaha(Jokaha) [45] | 1435 | 787 | 983 | 496 | 2418 | 1283 | 53.1\% |
| Judibela [46] | 685 | 77 | 469 | 22 | 1154 | 99 | 8.6\% |
| Kakanpur [47] | 1484 | 453 | 914 | 224 | 2398 | 677 | 28.2\% |
| Karkach Karmaiya [48] | 1208 | 672 | 725 | 266 | 1933 | 938 | 48.5\% |
| Karuniya [49] | 1167 | 630 | 842 | 364 | 2009 | 994 | 49.5\% |
| Katahariya [50] | 1639 | 570 | 1009 | 287 | 2648 | 857 | 32.4\% |
| Khesarhiya [51] | 481 | 163 | 271 | 56 | 752 | 219 | 29.1\% |
| Laxminiya Do. [52] | 1566 | 404 | 974 | 164 | 2540 | 568 | 22.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Laxmipur (Do.) [53] | 1177 | 471 | 662 | 184 | 1839 | 655 | 35.6\% |
| Laxmipur Belbichawa [54] | 524 | 170 | 335 | 67 | 859 | 237 | 27.6\% |
| Lokaha [55] | 793 | 409 | 506 | 180 | 1299 | 589 | 45.3\% |
| Madhopur [56] | 1191 | 454 | 680 | 197 | 1871 | 651 | 34.8\% |
| Mahamadpur [57] | 1306 | 304 | 842 | 145 | 2148 | 449 | 20.9\% |
| Malahi [58] | 516 | 272 | 274 | 103 | 790 | 375 | 47.5\% |
| Maryadpur [59] | 935 | 506 | 482 | 128 | 1417 | 634 | 44.7\% |
| Masedawa [60] | 1029 | 285 | 656 | 129 | 1685 | 414 | 24.6\% |
| Mathiya [61] | 921 | 199 | 548 | 76 | 1469 | 275 | 18.7\% |
| Matsari [62] | 550 | 156 | 323 | 68 | 873 | 224 | 25.7\% |
| Mithuawa [63] | 632 | 291 | 437 | 177 | 1069 | 468 | 43.8\% |
| Mudwalawa [64] | 633 | 262 | 410 | 92 | 1043 | 354 | 33.9\% |
| Narkatiya Guthi [65] | 1265 | 647 | 768 | 311 | 2033 | 958 | 47.1\% |
| Pacharukhi [66] | 775 | 272 | 508 | 134 | 1283 | 406 | 31.6\% |
| Pataura [67] | 1314 | 564 | 761 | 289 | 2075 | 853 | 41.1\% |
| Pathara Budharam [68] | 1099 | 441 | 694 | 219 | 1793 | 660 | 36.8\% |
| Paurai [69] | 1072 | 139 | 821 | 39 | 1893 | 178 | 9.4\% |
| Pipara Pokhariya [70] | 1026 | 548 | 633 | 224 | 1659 | 772 | 46.5\% |
| Pipariya (Dostiya) [71] | 775 | 200 | 437 | 77 | 1212 | 277 | 22.9\% |
| Pipariya (Paroha) [72] | 1390 | 693 | 769 | 275 | 2159 | 968 | 44.8\% |
| Pipra Bhagwanpur [73] | 981 | 543 | 647 | 320 | 1628 | 863 | 53.0\% |
| Pipra Rajbara [74] | 1094 | 483 | 660 | 245 | 1754 | 728 | 41.5\% |
| Pothiyahi [75] | 1103 | 420 | 683 | 209 | 1786 | 629 | 35.2\% |
| Pratappur Paltuwa [76] | 1364 | 652 | 933 | 316 | 2297 | 968 | 42.1\% |
| Prempur Gunahi [77] | 1130 | 499 | 721 | 255 | 1851 | 754 | 40.7\% |
| Raghunathpur [78] | 974 | 612 | 613 | 305 | 1587 | 917 | 57.8\% |
| Rajdevi [79] | 659 | 278 | 439 | 123 | 1098 | 401 | 36.5\% |
| Rajpur Farhadawa [80] | 3155 | 1900 | 1777 | 977 | 4932 | 2877 | 58.3\% |
| Rajpur Tulsi [81] | 1056 | 719 | 494 | 312 | 1550 | 1031 | 66.5\% |
| Ramoli Bairiya [82] | 910 | 496 | 647 | 271 | 1557 | 767 | 49.3\% |
| Rampur Khap [83] | 826 | 267 | 525 | 85 | 1351 | 352 | 26.1\% |
| Rangapur [84] | 1266 | 295 | 848 | 64 | 2114 | 359 | 17.0\% |
| Sakhuawa [85] | 769 | 247 | 474 | 82 | 1243 | 329 | 26.5\% |
| Sakhuwa Dhamaura [86] | 1931 | 1277 | 1202 | 607 | 3133 | 1884 | 60.1\% |
| Samanpur [87] | 1114 | 413 | 724 | 215 | 1838 | 628 | 34.2\% |
| Sangrampur [88] | 916 | 353 | 508 | 120 | 1424 | 473 | 33.2\% |
| Santapur (Dostiya) [89] | 1240 | 652 | 697 | 303 | 1937 | 955 | 49.3\% |
| Santpur (Matiaun) [90] | 1584 | 493 | 1223 | 218 | 2807 | 711 | 25.3\% |
| Sarmujawa [91] | 1619 | 549 | 1094 | 311 | 2713 | 860 | 31.7\% |
| Saruatha [92] | 1182 | 428 | 725 | 198 | 1907 | 626 | 32.8\% |
| Saunaraniya [93] | 1048 | 381 | 506 | 143 | 1554 | 524 | 33.7\% |
| Shitalpur Bairgania [94] | 1058 | 498 | 823 | 286 | 1881 | 784 | 41.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Simara Bhawanipur [95] | 1474 | 806 | 958 | 398 | 2432 | 1204 | 49.5\% |
| Tejapakar [96] | 854 | 276 | 489 | 120 | 1343 | 396 | 29.5\% |
| Tengraha [97] | 946 | 487 | 536 | 230 | 1482 | 717 | 48.4\% |
| Rolpa | 31996 | 6683 | 20688 | 1280 | 52684 | 7963 | 15.1\% |
| Aresh [1] | 634 | 187 | 409 | 54 | 1043 | 241 | 23.1\% |
| Badachaur [49] | 849 | 108 | 520 | 17 | 1369 | 125 | 9.1\% |
| Bhabang [2] | 458 | 48 | 347 | 17 | 805 | 65 | 8.1\% |
| Budagaun [4] | 972 | 84 | 603 | 15 | 1575 | 99 | 6.3\% |
| Dhawang [5] | 737 | 244 | 438 | 28 | 1175 | 272 | 23.1\% |
| Dubidanda [7] | 609 | 75 | 411 | 11 | 1020 | 86 | 8.4\% |
| Dubring [6] | 676 | 72 | 441 | 15 | 1117 | 87 | 7.8\% |
| Eriwang [8] | 723 | 125 | 506 | 17 | 1229 | 142 | 11.6\% |
| Fagaam [9] | 454 | 189 | 259 | 46 | 713 | 235 | 33.0\% |
| Gaam [10] | 627 | 346 | 315 | 56 | 942 | 402 | 42.7\% |
| Gairigaun [11] | 635 | 71 | 404 | 12 | 1039 | 83 | 8.0\% |
| Gajul [12] | 795 | 173 | 509 | 21 | 1304 | 194 | 14.9\% |
| Gharti Gaun [13] | 662 | 104 | 447 | 12 | 1109 | 116 | 10.5\% |
| Ghodagaun [14] | 476 | 35 | 329 | 16 | 805 | 51 | 6.3\% |
| Gumchal [15] | 593 | 178 | 351 | 16 | 944 | 194 | 20.6\% |
| Harjang [16] | 358 | 200 | 230 | 69 | 588 | 269 | 45.7\% |
| Hwama [50] | 551 | 94 | 331 | 12 | 882 | 106 | 12.0\% |
| Institutional [999] | 55 | 0 | 47 | 2 | 102 | 2 | 2.0\% |
| Jailwang [17] | 354 | 103 | 176 | 11 | 530 | 114 | 21.5\% |
| Jaimakasala [18] | 434 | 116 | 240 | 12 | 674 | 128 | 19.0\% |
| Jangkot [19] | 363 | 61 | 238 | 12 | 601 | 73 | 12.1\% |
| Jaulipokhari [20] | 725 | 166 | 478 | 31 | 1203 | 197 | 16.4\% |
| Jedwang [21] | 571 | 49 | 363 | 22 | 934 | 71 | 7.6\% |
| Jhenam [22] | 787 | 86 | 511 | 18 | 1298 | 104 | 8.0\% |
| Jinabang [23] | 723 | 66 | 527 | 11 | 1250 | 77 | 6.2\% |
| Jungar [24] | 720 | 29 | 503 | 9 | 1223 | 38 | 3.1\% |
| Kareti [25] | 370 | 55 | 212 | 7 | 582 | 62 | 10.7\% |
| Khumel [26] | 502 | 34 | 298 | 9 | 800 | 43 | 5.4\% |
| Khungri [27] | 600 | 113 | 414 | 8 | 1014 | 121 | 11.9\% |
| Korchabang [28] | 403 | 52 | 263 | 8 | 666 | 60 | 9.0\% |
| Kotgaun [29] | 567 | 40 | 377 | 10 | 944 | 50 | 5.3\% |
| Kureli [30] | 346 | 84 | 269 | 20 | 615 | 104 | 16.9\% |
| Liwang [31] | 1347 | 172 | 889 | 33 | 2236 | 205 | 9.2\% |
| Masina [32] | 771 | 242 | 490 | 41 | 1261 | 283 | 22.4\% |
| Mijhing [33] | 1057 | 204 | 728 | 27 | 1785 | 231 | 12.9\% |
| Mirul [3] | 300 | 62 | 190 | 12 | 490 | 74 | 15.1\% |
| Nuwagaun [34] | 714 | 46 | 445 | 8 | 1159 | 54 | 4.7\% |
| Pachhabang [35] | 643 | 237 | 496 | 28 | 1139 | 265 | 23.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pakhapani [36] | 1031 | 193 | 617 | 46 | 1648 | 239 | 14.5\% |
| Pang [37] | 675 | 256 | 435 | 66 | 1110 | 322 | 29.0\% |
| Rangkot [38] | 453 | 61 | 326 | 17 | 779 | 78 | 10.0\% |
| Rangsi [39] | 612 | 78 | 422 | 20 | 1034 | 98 | 9.5\% |
| Rank [40] | 991 | 114 | 641 | 20 | 1632 | 134 | 8.2\% |
| Sakhi [41] | 414 | 22 | 275 | 6 | 689 | 28 | 4.1\% |
| Seram [42] | 287 | 111 | 159 | 11 | 446 | 122 | 27.4\% |
| Sirpa [43] | 1147 | 425 | 699 | 99 | 1846 | 524 | 28.4\% |
| Siuri [44] | 261 | 122 | 148 | 22 | 409 | 144 | 35.2\% |
| Talabang [45] | 661 | 235 | 502 | 48 | 1163 | 283 | 24.3\% |
| Tewang [46] | 565 | 244 | 328 | 29 | 893 | 273 | 30.6\% |
| Thabang [47] | 618 | 93 | 350 | 18 | 968 | 111 | 11.5\% |
| Uwa [48] | 485 | 247 | 357 | 100 | 842 | 347 | 41.2\% |
| Wot [51] | 635 | 132 | 425 | 5 | 1060 | 137 | 12.9\% |
| Rukum | 30430 | 5366 | 19818 | 826 | 50248 | 6192 | 12.3\% |
| Aathbisdandagaun [1] | 1235 | 305 | 757 | 65 | 1992 | 370 | 18.6\% |
| Aathbiskot [2] | 1271 | 226 | 851 | 27 | 2122 | 253 | 11.9\% |
| Arma [3] | 640 | 82 | 403 | 4 | 1043 | 86 | 8.2\% |
| Banfikot [4] | 689 | 76 | 469 | 14 | 1158 | 90 | 7.8\% |
| Bhalakcha [5] | 540 | 86 | 400 | 5 | 940 | 91 | 9.7\% |
| Bijayaswori [6] | 1175 | 140 | 800 | 28 | 1975 | 168 | 8.5\% |
| Chaukhawang [8] | 446 | 69 | 349 | 9 | 795 | 78 | 9.8\% |
| Chhiwang [7] | 901 | 62 | 584 | 5 | 1485 | 67 | 4.5\% |
| Chunwang [9] | 437 | 33 | 322 | 9 | 759 | 42 | 5.5\% |
| Duli [10] | 790 | 165 | 470 | 18 | 1260 | 183 | 14.5\% |
| Garayala [11] | 906 | 197 | 575 | 10 | 1481 | 207 | 14.0\% |
| Ghetma [13] | 764 | 78 | 459 | 6 | 1223 | 84 | 6.9\% |
| Gotamkot [12] | 1112 | 323 | 634 | 55 | 1746 | 378 | 21.6\% |
| Hukam [14] | 314 | 139 | 183 | 28 | 497 | 167 | 33.6\% |
| Institutional [999] | 127 | 7 | 72 | 0 | 199 | 7 | 3.5\% |
| Jang [15] | 398 | 214 | 297 | 90 | 695 | 304 | 43.7\% |
| Jhula [16] | 482 | 75 | 290 | 12 | 772 | 87 | 11.3\% |
| Kanda [17] | 318 | 87 | 219 | 15 | 537 | 102 | 19.0\% |
| Kankri [18] | 662 | 213 | 411 | 38 | 1073 | 251 | 23.4\% |
| Khalanga [27] | 1716 | 121 | 1177 | 21 | 2893 | 142 | 4.9\% |
| Khara [19] | 941 | 103 | 634 | 3 | 1575 | 106 | 6.7\% |
| Kholagaun [20] | 917 | 120 | 629 | 11 | 1546 | 131 | 8.5\% |
| Kol [21] | 358 | 110 | 279 | 25 | 637 | 135 | 21.2\% |
| Kotjahari [22] | 764 | 133 | 586 | 30 | 1350 | 163 | 12.1\% |
| Magma [23] | 957 | 174 | 530 | 12 | 1487 | 186 | 12.5\% |
| Mahat [24] | 616 | 183 | 442 | 40 | 1058 | 223 | 21.1\% |
| Morawang [25] | 324 | 65 | 215 | 5 | 539 | 70 | 13.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00sC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Muru [26] | 571 | 37 | 358 | 2 | 929 | 39 | 4.2\% |
| Nuwakot [28] | 897 | 96 | 597 | 22 | 1494 | 118 | 7.9\% |
| Peugha [33] | 665 | 88 | 448 | 4 | 1113 | 92 | 8.3\% |
| Pipal [29] | 688 | 185 | 406 | 19 | 1094 | 204 | 18.6\% |
| Pokhara [30] | 698 | 117 | 393 | 6 | 1091 | 123 | 11.3\% |
| Purtimkanda [31] | 818 | 168 | 548 | 10 | 1366 | 178 | 13.0\% |
| Pwang [32] | 275 | 16 | 167 | 1 | 442 | 17 | 3.8\% |
| Rangsi [34] | 316 | 39 | 174 | 14 | 490 | 53 | 10.8\% |
| Ranmamaikot [35] | 528 | 177 | 293 | 47 | 821 | 224 | 27.3\% |
| Rugha [36] | 636 | 87 | 399 | 3 | 1035 | 90 | 8.7\% |
| Rukumkot [40] | 722 | 90 | 531 | 16 | 1253 | 106 | 8.5\% |
| Sankha [37] | 676 | 76 | 523 | 13 | 1199 | 89 | 7.4\% |
| Simli [38] | 850 | 118 | 537 | 6 | 1387 | 124 | 8.9\% |
| Sisne [39] | 347 | 97 | 171 | 14 | 518 | 111 | 21.4\% |
| Syalakhadi [41] | 823 | 199 | 423 | 29 | 1246 | 228 | 18.3\% |
| Syalapakha [42] | 670 | 130 | 517 | 20 | 1187 | 150 | 12.6\% |
| Taksera [43] | 450 | 60 | 296 | 15 | 746 | 75 | 10.1\% |
| Rupandehi | 103699 | 17341 | 72904 | 6023 | 176603 | 23364 | 13.2\% |
| Aama [1] | 1627 | 512 | 1098 | 212 | 2725 | 724 | 26.6\% |
| Aanandaban [2] | 1223 | 121 | 942 | 77 | 2165 | 198 | 9.1\% |
| Asuraina [4] | 966 | 236 | 654 | 41 | 1620 | 277 | 17.1\% |
| Bagaha [5] | 747 | 153 | 497 | 54 | 1244 | 207 | 16.6\% |
| Bagauli [6] | 1358 | 540 | 898 | 201 | 2256 | 741 | 32.8\% |
| Bairghat [7] | 799 | 315 | 597 | 49 | 1396 | 364 | 26.1\% |
| Basantapur [8] | 1069 | 217 | 706 | 67 | 1775 | 284 | 16.0\% |
| Betakuiya [9] | 684 | 245 | 475 | 65 | 1159 | 310 | 26.7\% |
| Bhagawanpur [10] | 1695 | 388 | 1083 | 203 | 2778 | 591 | 21.3\% |
| Bishnupura [11] | 2036 | 379 | 1374 | 136 | 3410 | 515 | 15.1\% |
| Bodawar [12] | 1148 | 438 | 762 | 111 | 1910 | 549 | 28.7\% |
| Bogadi [13] | 1466 | 361 | 994 | 96 | 2460 | 457 | 18.6\% |
| Butwal Municipality [14] | 11612 | 626 | 8155 | 268 | 19767 | 894 | 4.5\% |
| Chhipagadh [15] | 679 | 99 | 455 | 46 | 1134 | 145 | 12.8\% |
| Chhotaki Ramnagar [16] | 655 | 63 | 444 | 19 | 1099 | 82 | 7.5\% |
| Chilhiya [17] | 573 | 32 | 393 | 11 | 966 | 43 | 4.5\% |
| Dayanagar [18] | 1046 | 109 | 740 | 40 | 1786 | 149 | 8.3\% |
| Devdaha [19] | 2946 | 158 | 2316 | 57 | 5262 | 215 | 4.1\% |
| Dhakadhai [20] | 845 | 141 | 651 | 51 | 1496 | 192 | 12.8\% |
| Dhamauli [21] | 897 | 194 | 629 | 78 | 1526 | 272 | 17.8\% |
| Dudharaksha [22] | 2152 | 148 | 1576 | 29 | 3728 | 177 | 4.7\% |
| Ekala [23] | 1475 | 401 | 1019 | 115 | 2494 | 516 | 20.7\% |
| Gajedi [25] | 1458 | 147 | 1077 | 46 | 2535 | 193 | 7.6\% |
| Gangoliya [26] | 772 | 61 | 555 | 19 | 1327 | 80 | 6.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Gonaha [27] | 1885 | 484 | 1242 | 216 | 3127 | 700 | 22.4\% |
| Harnaiya [28] | 592 | 130 | 460 | 23 | 1052 | 153 | 14.5\% |
| Hati Bangai [29] | 964 | 156 | 668 | 41 | 1632 | 197 | 12.1\% |
| Hati Pharsatikar [30] | 567 | 82 | 414 | 26 | 981 | 108 | 11.0\% |
| Institutional [999] | 161 | 1 | 197 | 3 | 358 | 4 | 1.1\% |
| Jogada [31] | 859 | 265 | 619 | 112 | 1478 | 377 | 25.5\% |
| Kamahariya [32] | 2706 | 722 | 1777 | 271 | 4483 | 993 | 22.2\% |
| Karahiya [33] | 1762 | 155 | 1400 | 38 | 3162 | 193 | 6.1\% |
| Karauta [34] | 1682 | 501 | 1086 | 172 | 2768 | 673 | 24.3\% |
| Kerwani [35] | 1606 | 149 | 1264 | 35 | 2870 | 184 | 6.4\% |
| Khadawa Bangai [36] | 1012 | 198 | 768 | 61 | 1780 | 259 | 14.6\% |
| Khudabagar [37] | 756 | 403 | 531 | 152 | 1287 | 555 | 43.1\% |
| Lumbini Aadarsha [38] | 1503 | 641 | 997 | 288 | 2500 | 929 | 37.2\% |
| Madhawaliya [39] | 1028 | 51 | 766 | 22 | 1794 | 73 | 4.1\% |
| Madhuwani [40] | 940 | 172 | 639 | 74 | 1579 | 246 | 15.6\% |
| Mainahiya [41] | 955 | 93 | 682 | 41 | 1637 | 134 | 8.2\% |
| Majhagawa [42] | 768 | 204 | 519 | 49 | 1287 | 253 | 19.7\% |
| Makrahar [43] | 1736 | 97 | 1376 | 32 | 3112 | 129 | 4.1\% |
| Manmateriya [44] | 1255 | 311 | 952 | 97 | 2207 | 408 | 18.5\% |
| Manpakadi [45] | 856 | 76 | 580 | 18 | 1436 | 94 | 6.5\% |
| Maryadapur [46] | 791 | 230 | 520 | 85 | 1311 | 315 | 24.0\% |
| Masina [47] | 922 | 198 | 576 | 86 | 1498 | 284 | 19.0\% |
| Motipur [48] | 1119 | 77 | 820 | 31 | 1939 | 108 | 5.6\% |
| Padsari [49] | 1074 | 135 | 730 | 26 | 1804 | 161 | 8.9\% |
| Pajarkatti [50] | 684 | 130 | 454 | 41 | 1138 | 171 | 15.0\% |
| Parroha [52] | 2858 | 156 | 2010 | 42 | 4868 | 198 | 4.1\% |
| Paschim Amuwa [3] | 1257 | 87 | 942 | 28 | 2199 | 115 | 5.2\% |
| Patakhauli [53] | 680 | 166 | 472 | 34 | 1152 | 200 | 17.4\% |
| Pharena [24] | 618 | 96 | 378 | 37 | 996 | 133 | 13.4\% |
| Pokharvindi [54] | 807 | 139 | 581 | 38 | 1388 | 177 | 12.8\% |
| Rayapur [55] | 1667 | 406 | 1045 | 130 | 2712 | 536 | 19.8\% |
| Roinihawa [56] | 799 | 145 | 489 | 62 | 1288 | 207 | 16.1\% |
| Rudrapur [57] | 2382 | 240 | 1711 | 48 | 4093 | 288 | 7.0\% |
| Sadi [58] | 898 | 258 | 581 | 85 | 1479 | 343 | 23.2\% |
| Sakraun Pakadi [51] | 711 | 314 | 522 | 149 | 1233 | 463 | 37.6\% |
| Saljhandi [59] | 1138 | 83 | 852 | 21 | 1990 | 104 | 5.2\% |
| Sauraha Pharsatikar [67] | 1051 | 35 | 716 | 12 | 1767 | 47 | 2.7\% |
| Semara Marchawar [60] | 1071 | 386 | 740 | 145 | 1811 | 531 | 29.3\% |
| Semlar [61] | 1042 | 49 | 721 | 10 | 1763 | 59 | 3.3\% |
| Shankar Nagar [62] | 2284 | 81 | 1640 | 24 | 3924 | 105 | 2.7\% |
| Siddharthanagar Municipality [63] | 6244 | 723 | 4508 | 262 | 10752 | 985 | 9.2\% |
| Siktahan [64] | 1290 | 357 | 873 | 76 | 2163 | 433 | 20.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Silautiya [65] | 1249 | 414 | 878 | 162 | 2127 | 576 | 27.1\% |
| Sipawa [66] | 1084 | 285 | 658 | 80 | 1742 | 365 | 21.0\% |
| Suryapura [68] | 2848 | 600 | 1885 | 208 | 4733 | 808 | 17.1\% |
| Tenuhawa [69] | 1687 | 401 | 1128 | 168 | 2815 | 569 | 20.2\% |
| Thumhawa Piparhawa [70] | 596 | 118 | 459 | 49 | 1055 | 167 | 15.8\% |
| Tikuligadh [71] | 1327 | 57 | 988 | 22 | 2315 | 79 | 3.4\% |
| Salyan | 33878 | 6001 | 22951 | 760 | 56829 | 6761 | 11.9\% |
| Badagaun [1] | 540 | 118 | 369 | 7 | 909 | 125 | 13.8\% |
| Bafukhola [2] | 548 | 117 | 378 | 3 | 926 | 120 | 13.0\% |
| Bajh Kanda [3] | 464 | 25 | 290 | 3 | 754 | 28 | 3.7\% |
| Bame [4] | 742 | 207 | 474 | 24 | 1216 | 231 | 19.0\% |
| Bhalchaur [5] | 967 | 109 | 682 | 27 | 1649 | 136 | 8.2\% |
| Chande [6] | 868 | 370 | 513 | 68 | 1381 | 438 | 31.7\% |
| Chhayachhetra [7] | 734 | 64 | 562 | 21 | 1296 | 85 | 6.6\% |
| Damachaur [8] | 753 | 104 | 571 | 13 | 1324 | 117 | 8.8\% |
| Dandagaun [9] | 629 | 46 | 427 | 7 | 1056 | 53 | 5.0\% |
| Darmakot [10] | 801 | 209 | 528 | 22 | 1329 | 231 | 17.4\% |
| Devsthal [11] | 720 | 139 | 411 | 7 | 1131 | 146 | 12.9\% |
| Dhajari Pipal [12] | 851 | 296 | 563 | 30 | 1414 | 326 | 23.1\% |
| Dhakadam [13] | 1119 | 165 | 762 | 12 | 1881 | 177 | 9.4\% |
| Dhanwang [14] | 713 | 40 | 520 | 14 | 1233 | 54 | 4.4\% |
| Hiwalcha [15] | 563 | 110 | 363 | 8 | 926 | 118 | 12.7\% |
| Institutional [999] | 0 | 0 | 0 | 0 | 0 | 0 | \#DIV/0! |
| Jimali [16] | 510 | 75 | 337 | 3 | 847 | 78 | 9.2\% |
| Kabhrechaur [17] | 709 | 85 | 482 | 14 | 1191 | 99 | 8.3\% |
| Kajeri [18] | 775 | 77 | 516 | 20 | 1291 | 97 | 7.5\% |
| Kalagaun [19] | 968 | 133 | 722 | 20 | 1690 | 153 | 9.1\% |
| Kalimati Kalche [20] | 973 | 211 | 561 | 29 | 1534 | 240 | 15.6\% |
| Kalimati Rampur [21] | 980 | 79 | 662 | 10 | 1642 | 89 | 5.4\% |
| Karagithi [22] | 372 | 40 | 300 | 3 | 672 | 43 | 6.4\% |
| Kavra [23] | 517 | 81 | 356 | 24 | 873 | 105 | 12.0\% |
| Khalanga [24] | 866 | 128 | 613 | 19 | 1479 | 147 | 9.9\% |
| Korbang Jhimpe [25] | 872 | 224 | 664 | 35 | 1536 | 259 | 16.9\% |
| Kotbara [26] | 1028 | 182 | 638 | 19 | 1666 | 201 | 12.1\% |
| Kotmala [27] | 702 | 89 | 472 | 6 | 1174 | 95 | 8.1\% |
| Kupinde Daha [28] | 1121 | 337 | 702 | 29 | 1823 | 366 | 20.1\% |
| Laxmipur [29] | 588 | 115 | 405 | 23 | 993 | 138 | 13.9\% |
| Lekhpokhara [30] | 496 | 82 | 354 | 10 | 850 | 92 | 10.8\% |
| Majh Kanda [31] | 712 | 179 | 504 | 27 | 1216 | 206 | 16.9\% |
| Marke [32] | 636 | 116 | 404 | 11 | 1040 | 127 | 12.2\% |
| Marmaparikanda [33] | 682 | 126 | 447 | 6 | 1129 | 132 | 11.7\% |
| Mulkhola [34] | 773 | 175 | 488 | 13 | 1261 | 188 | 14.9\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Nigalchula [35] | 357 | 61 | 241 | 6 | 598 | 67 | 11.2\% |
| Phalawang [36] | 722 | 95 | 517 | 29 | 1239 | 124 | 10.0\% |
| Pipal Neta [37] | 280 | 13 | 217 | 2 | 497 | 15 | 3.0\% |
| $\operatorname{Rim}$ [38] | 583 | 45 | 386 | 7 | 969 | 52 | 5.4\% |
| Saijuwal Takura [39] | 451 | 46 | 293 | 11 | 744 | 57 | 7.7\% |
| Sarpani Garpa [40] | 719 | 96 | 457 | 23 | 1176 | 119 | 10.1\% |
| Sibaratha [41] | 988 | 191 | 653 | 10 | 1641 | 201 | 12.2\% |
| Siddheswar [42] | 655 | 115 | 486 | 17 | 1141 | 132 | 11.6\% |
| Sinwang [43] | 460 | 74 | 339 | 8 | 799 | 82 | 10.3\% |
| Suikot [44] | 856 | 215 | 526 | 32 | 1382 | 247 | 17.9\% |
| Syanikhal [45] | 618 | 79 | 447 | 10 | 1065 | 89 | 8.4\% |
| Tharmare [46] | 1295 | 221 | 885 | 7 | 2180 | 228 | 10.5\% |
| Tribeni [47] | 602 | 97 | 464 | 11 | 1066 | 108 | 10.1\% |
| Sankhuwasabha | 20423 | 3266 | 12772 | 607 | 33195 | 3873 | 11.7\% |
| Ankhibhui [1] | 930 | 155 | 612 | 19 | 1542 | 174 | 11.3\% |
| Bahrabise [2] | 487 | 122 | 328 | 18 | 815 | 140 | 17.2\% |
| Bala [3] | 397 | 77 | 221 | 9 | 618 | 86 | 13.9\% |
| Bana [4] | 660 | 116 | 435 | 19 | 1095 | 135 | 12.3\% |
| Baneswor [5] | 589 | 62 | 344 | 7 | 933 | 69 | 7.4\% |
| Chainpur [6] | 692 | 78 | 458 | 17 | 1150 | 95 | 8.3\% |
| Chepuwa [7] | 179 | 55 | 172 | 34 | 351 | 89 | 25.4\% |
| Dhupu [8] | 542 | 101 | 344 | 12 | 886 | 113 | 12.8\% |
| Diding [9] | 354 | 35 | 225 | 5 | 579 | 40 | 6.9\% |
| Hatiya [10] | 438 | 110 | 255 | 33 | 693 | 143 | 20.6\% |
| Institutional [999] | 1 | 1 | 0 | 0 | 1 | 1 | 100.0\% |
| Jaljala [11] | 815 | 88 | 461 | 10 | 1276 | 98 | 7.7\% |
| Keemathnka [12] | 53 | 11 | 19 | 3 | 72 | 14 | 19.4\% |
| Khandbari Municipality [13] | 3217 | 325 | 2041 | 95 | 5258 | 420 | 8.0\% |
| Kharang [14] | 701 | 101 | 439 | 15 | 1140 | 116 | 10.2\% |
| Madi Mulkharka [15] | 739 | 135 | 434 | 40 | 1173 | 175 | 14.9\% |
| Madi Rambeni [16] | 658 | 58 | 420 | 13 | 1078 | 71 | 6.6\% |
| Makalu [17] | 574 | 166 | 344 | 38 | 918 | 204 | 22.2\% |
| Mamling [18] | 514 | 78 | 329 | 21 | 843 | 99 | 11.7\% |
| Mangtewa [19] | 237 | 65 | 149 | 8 | 386 | 73 | 18.9\% |
| Matsya Pokhari [20] | 455 | 40 | 306 | 1 | 761 | 41 | 5.4\% |
| Mawadin [21] | 393 | 67 | 259 | 4 | 652 | 71 | 10.9\% |
| Num [22] | 534 | 130 | 307 | 17 | 841 | 147 | 17.5\% |
| Nundhaki [23] | 330 | 60 | 209 | 17 | 539 | 77 | 14.3\% |
| Pathibhara [24] | 407 | 74 | 264 | 9 | 671 | 83 | 12.4\% |
| Pawakhola [25] | 480 | 134 | 264 | 29 | 744 | 163 | 21.9\% |
| Sabha Pokhari [26] | 470 | 101 | 253 | 17 | 723 | 118 | 16.3\% |
| Siddhakali [27] | 663 | 104 | 442 | 10 | 1105 | 114 | 10.3\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Siddhapokhari [28] | 468 | 65 | 296 | 12 | 764 | 77 | 10.1\% |
| Sisuwakhola [29] | 392 | 99 | 215 | 11 | 607 | 110 | 18.1\% |
| Sitalpati [30] | 555 | 81 | 338 | 5 | 893 | 86 | 9.6\% |
| Syabun [31] | 878 | 111 | 557 | 20 | 1435 | 131 | 9.1\% |
| Tamafok [32] | 960 | 91 | 631 | 19 | 1591 | 110 | 6.9\% |
| Tamku [33] | 382 | 77 | 203 | 11 | 585 | 88 | 15.0\% |
| Yafu [34] | 279 | 93 | 198 | 9 | 477 | 102 | 21.4\% |
| Saptari | 86133 | 21601 | 55126 | 9147 | 141259 | 30748 | 21.8\% |
| Arnaha [1] | 715 | 137 | 462 | 69 | 1177 | 206 | 17.5\% |
| Aurahi [2] | 842 | 223 | 496 | 67 | 1338 | 290 | 21.7\% |
| Badgama [3] | 641 | 247 | 419 | 124 | 1060 | 371 | 35.0\% |
| Bairawa [4] | 701 | 284 | 439 | 138 | 1140 | 422 | 37.0\% |
| Bakdhauwa [5] | 1019 | 276 | 719 | 151 | 1738 | 427 | 24.6\% |
| Bamangamakatti [6] | 1083 | 276 | 726 | 123 | 1809 | 399 | 22.1\% |
| Banainiya [7] | 575 | 236 | 363 | 132 | 938 | 368 | 39.2\% |
| Banarjhula [8] | 595 | 111 | 363 | 26 | 958 | 137 | 14.3\% |
| Banaula [9] | 514 | 55 | 247 | 15 | 761 | 70 | 9.2\% |
| Banauli [10] | 807 | 157 | 502 | 92 | 1309 | 249 | 19.0\% |
| Baramjhiya [11] | 604 | 175 | 416 | 131 | 1020 | 306 | 30.0\% |
| Barsain (Ko.) [12] | 746 | 182 | 469 | 70 | 1215 | 252 | 20.7\% |
| Basbalpur [13] | 402 | 69 | 298 | 37 | 700 | 106 | 15.1\% |
| Basbiti [14] | 560 | 101 | 334 | 35 | 894 | 136 | 15.2\% |
| Bathanaha [15] | 734 | 198 | 431 | 63 | 1165 | 261 | 22.4\% |
| Belhi [16] | 663 | 175 | 351 | 87 | 1014 | 262 | 25.8\% |
| Belhichapena [17] | 970 | 310 | 523 | 129 | 1493 | 439 | 29.4\% |
| Bhagawatpur [18] | 737 | 176 | 441 | 71 | 1178 | 247 | 21.0\% |
| Bhangaha [19] | 829 | 181 | 544 | 65 | 1373 | 246 | 17.9\% |
| Bhardaha [20] | 1033 | 303 | 642 | 106 | 1675 | 409 | 24.4\% |
| Bhutahi [21] | 624 | 90 | 397 | 44 | 1021 | 134 | 13.1\% |
| Birpur Barahi [22] | 925 | 215 | 613 | 86 | 1538 | 301 | 19.6\% |
| Bishahariya [23] | 911 | 251 | 586 | 119 | 1497 | 370 | 24.7\% |
| Bodebarsaien [24] | 863 | 211 | 499 | 58 | 1362 | 269 | 19.8\% |
| Boriya [25] | 674 | 116 | 457 | 59 | 1131 | 175 | 15.5\% |
| Brahmapur [26] | 670 | 170 | 382 | 61 | 1052 | 231 | 22.0\% |
| Chhinnamasta [27] | 1523 | 353 | 889 | 122 | 2412 | 475 | 19.7\% |
| Dadha [28] | 939 | 246 | 572 | 118 | 1511 | 364 | 24.1\% |
| Daulatpur [29] | 610 | 155 | 442 | 59 | 1052 | 214 | 20.3\% |
| Deuri [30] | 740 | 198 | 433 | 70 | 1173 | 268 | 22.8\% |
| Deurimaruwa [31] | 414 | 96 | 295 | 26 | 709 | 122 | 17.2\% |
| Dhanagadi [32] | 750 | 114 | 420 | 54 | 1170 | 168 | 14.4\% |
| Dharampur [33] | 616 | 175 | 418 | 37 | 1034 | 212 | 20.5\% |
| Dhodhanpur [34] | 793 | 153 | 471 | 67 | 1264 | 220 | 17.4\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Didhawa [35] | 575 | 173 | 409 | 103 | 984 | 276 | 28.0\% |
| Diman [36] | 600 | 107 | 376 | 41 | 976 | 148 | 15.2\% |
| Fakira [37] | 791 | 78 | 513 | 56 | 1304 | 134 | 10.3\% |
| Farseth [38] | 520 | 73 | 293 | 19 | 813 | 92 | 11.3\% |
| Fatepur [39] | 1251 | 119 | 885 | 57 | 2136 | 176 | 8.2\% |
| Fulkahi [40] | 665 | 120 | 480 | 50 | 1145 | 170 | 14.8\% |
| Gamhariya Parwaha [41] | 894 | 209 | 562 | 87 | 1456 | 296 | 20.3\% |
| Gobar Gada [42] | 255 | 177 | 180 | 119 | 435 | 296 | 68.0\% |
| Goithi [43] | 525 | 189 | 323 | 125 | 848 | 314 | 37.0\% |
| Hanumannagar [44] | 789 | 235 | 517 | 129 | 1306 | 364 | 27.9\% |
| Hardiya [45] | 643 | 174 | 423 | 49 | 1066 | 223 | 20.9\% |
| Hariharpur [46] | 536 | 158 | 373 | 96 | 909 | 254 | 27.9\% |
| Haripur [47] | 671 | 77 | 429 | 25 | 1100 | 102 | 9.3\% |
| Inarwa [48] | 532 | 91 | 324 | 31 | 856 | 122 | 14.3\% |
| Inarwa Fulbariya [49] | 683 | 103 | 534 | 76 | 1217 | 179 | 14.7\% |
| Institutional [999] | 97 | 4 | 168 | 4 | 265 | 8 | 3.0\% |
| Itahari Bishnupur [50] | 826 | 251 | 557 | 94 | 1383 | 345 | 24.9\% |
| Jagatpur [51] | 569 | 118 | 390 | 71 | 959 | 189 | 19.7\% |
| Jamunimadhepura [52] | 1079 | 283 | 690 | 111 | 1769 | 394 | 22.3\% |
| Jandaul [53] | 533 | 137 | 349 | 58 | 882 | 195 | 22.1\% |
| Jhutaki [54] | 556 | 184 | 396 | 120 | 952 | 304 | 31.9\% |
| Joginiya-1 [55] | 619 | 171 | 375 | 86 | 994 | 257 | 25.9\% |
| Joginiya-2 [56] | 709 | 150 | 424 | 70 | 1133 | 220 | 19.4\% |
| Kabilash [57] | 650 | 158 | 337 | 63 | 987 | 221 | 22.4\% |
| Kachan [58] | 656 | 176 | 380 | 87 | 1036 | 263 | 25.4\% |
| Kalyanpur [59] | 1134 | 354 | 714 | 129 | 1848 | 483 | 26.1\% |
| Kamalpur [60] | 592 | 223 | 496 | 81 | 1088 | 304 | 27.9\% |
| Kanchanpur [61] | 821 | 110 | 571 | 56 | 1392 | 166 | 11.9\% |
| Kataiya [62] | 772 | 339 | 426 | 114 | 1198 | 453 | 37.8\% |
| Khadgapur [63] | 621 | 248 | 353 | 103 | 974 | 351 | 36.0\% |
| Khojpur [64] | 654 | 85 | 458 | 38 | 1112 | 123 | 11.1\% |
| Khoksarparbaha [65] | 627 | 130 | 345 | 55 | 972 | 185 | 19.0\% |
| Ko. Madhepura [66] | 681 | 80 | 373 | 36 | 1054 | 116 | 11.0\% |
| Kochabakhari [67] | 898 | 370 | 521 | 132 | 1419 | 502 | 35.4\% |
| Koiladi [68] | 604 | 285 | 437 | 185 | 1041 | 470 | 45.1\% |
| Kushaha [69] | 918 | 262 | 580 | 73 | 1498 | 335 | 22.4\% |
| Lalapati [70] | 806 | 209 | 494 | 76 | 1300 | 285 | 21.9\% |
| Launiya [71] | 496 | 86 | 251 | 24 | 747 | 110 | 14.7\% |
| Lohajara [72] | 710 | 158 | 483 | 96 | 1193 | 254 | 21.3\% |
| Madhawapur [73] | 787 | 238 | 495 | 91 | 1282 | 329 | 25.7\% |
| Madhupati [74] | 619 | 122 | 387 | 55 | 1006 | 177 | 17.6\% |
| Mahadeva [75] | 855 | 196 | 497 | 62 | 1352 | 258 | 19.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Mainakaderi [76] | 385 | 154 | 300 | 95 | 685 | 249 | 36.4\% |
| Mainasahasrabahu [77] | 535 | 184 | 370 | 75 | 905 | 259 | 28.6\% |
| Malekpur [78] | 981 | 210 | 514 | 82 | 1495 | 292 | 19.5\% |
| Maleth [79] | 1003 | 364 | 594 | 128 | 1597 | 492 | 30.8\% |
| Malhanama [80] | 522 | 125 | 448 | 48 | 970 | 173 | 17.8\% |
| Malhaniya [81] | 1010 | 142 | 677 | 69 | 1687 | 211 | 12.5\% |
| Manraja [82] | 643 | 237 | 393 | 62 | 1036 | 299 | 28.9\% |
| Mauwaha [83] | 725 | 145 | 365 | 53 | 1090 | 198 | 18.2\% |
| Mohanpur [84] | 641 | 94 | 459 | 47 | 1100 | 141 | 12.8\% |
| Nardho [85] | 1046 | 367 | 647 | 143 | 1693 | 510 | 30.1\% |
| Negada [86] | 590 | 113 | 420 | 34 | 1010 | 147 | 14.6\% |
| Odraha [87] | 487 | 130 | 344 | 71 | 831 | 201 | 24.2\% |
| Pakari [88] | 933 | 324 | 539 | 165 | 1472 | 489 | 33.2\% |
| Pansera [89] | 671 | 101 | 486 | 55 | 1157 | 156 | 13.5\% |
| Paterwa [90] | 531 | 94 | 352 | 39 | 883 | 133 | 15.1\% |
| Pato [91] | 834 | 191 | 473 | 86 | 1307 | 277 | 21.2\% |
| Patthargada [92] | 739 | 200 | 439 | 61 | 1178 | 261 | 22.2\% |
| Pipra Paschim [94] | 451 | 84 | 379 | 28 | 830 | 112 | 13.5\% |
| Pipra Purba [93] | 592 | 272 | 404 | 144 | 996 | 416 | 41.8\% |
| Portaha [95] | 697 | 136 | 420 | 41 | 1117 | 177 | 15.8\% |
| Prasabani [96] | 896 | 291 | 550 | 101 | 1446 | 392 | 27.1\% |
| Rajbiraj Municipality [97] | 4063 | 460 | 3043 | 173 | 7106 | 633 | 8.9\% |
| Ramnagar [98] | 493 | 91 | 179 | 42 | 672 | 133 | 19.8\% |
| Rampuramalhaniya [99] | 1047 | 432 | 589 | 173 | 1636 | 605 | 37.0\% |
| Rampurjamuwa [100] | 595 | 191 | 350 | 40 | 945 | 231 | 24.4\% |
| Rautahat [101] | 562 | 111 | 336 | 41 | 898 | 152 | 16.9\% |
| Rayapur [102] | 1343 | 373 | 861 | 111 | 2204 | 484 | 22.0\% |
| Rupnagar [103] | 555 | 157 | 429 | 93 | 984 | 250 | 25.4\% |
| Sambhunath [104] | 837 | 222 | 582 | 101 | 1419 | 323 | 22.8\% |
| Sankarpura [105] | 603 | 266 | 417 | 112 | 1020 | 378 | 37.1\% |
| Saraswor [106] | 805 | 127 | 512 | 62 | 1317 | 189 | 14.4\% |
| Simraha Sigiyoun [107] | 756 | 284 | 451 | 103 | 1207 | 387 | 32.1\% |
| Siswa Beihi [108] | 878 | 209 | 596 | 81 | 1474 | 290 | 19.7\% |
| Sitapur [109] | 498 | 115 | 316 | 48 | 814 | 163 | 20.0\% |
| Tarahi [110] | 610 | 191 | 410 | 64 | 1020 | 255 | 25.0\% |
| Terahauta [111] | 690 | 234 | 403 | 84 | 1093 | 318 | 29.1\% |
| Theliya [112] | 786 | 202 | 550 | 104 | 1336 | 306 | 22.9\% |
| Tikuliya [113] | 395 | 112 | 261 | 43 | 656 | 155 | 23.6\% |
| Tilathi [114] | 415 | 110 | 216 | 47 | 631 | 157 | 24.9\% |
| Trikaula [115] | 649 | 131 | 425 | 54 | 1074 | 185 | 17.2\% |
| Sarlahi | 109180 | 39599 | 71437 | 18288 | 180617 | 57887 | 32.0\% |
| Achalgadh [1] | 575 | 179 | 334 | 92 | 909 | 271 | 29.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Arnaha [2] | 546 | 217 | 352 | 156 | 898 | 373 | 41.5\% |
| Atrouli [3] | 871 | 287 | 638 | 78 | 1509 | 365 | 24.2\% |
| Aurahi [4] | 1180 | 506 | 706 | 220 | 1886 | 726 | 38.5\% |
| Babarganj [5] | 1752 | 507 | 1089 | 212 | 2841 | 719 | 25.3\% |
| Bagdaha [6] | 944 | 515 | 681 | 262 | 1625 | 777 | 47.8\% |
| Bahadurpur [7] | 273 | 136 | 207 | 82 | 480 | 218 | 45.4\% |
| Balara [8] | 1027 | 420 | 697 | 274 | 1724 | 694 | 40.3\% |
| Bara Udhoran [9] | 692 | 157 | 443 | 77 | 1135 | 234 | 20.6\% |
| Barahathawa [10] | 2480 | 520 | 1599 | 196 | 4079 | 716 | 17.6\% |
| Basantapur [11] | 1938 | 793 | 1178 | 413 | 3116 | 1206 | 38.7\% |
| Batraul [12] | 805 | 386 | 468 | 195 | 1273 | 581 | 45.6\% |
| Bela [13] | 675 | 112 | 422 | 44 | 1097 | 156 | 14.2\% |
| Belhi [14] | 491 | 227 | 389 | 106 | 880 | 333 | 37.8\% |
| Belwa Jabdi [15] | 923 | 401 | 597 | 181 | 1520 | 582 | 38.3\% |
| Bhadsar [16] | 645 | 255 | 359 | 105 | 1004 | 360 | 35.9\% |
| Bhagawatipur [17] | 652 | 346 | 462 | 142 | 1114 | 488 | 43.8\% |
| Bhaktipur [18] | 2020 | 561 | 1315 | 231 | 3335 | 792 | 23.7\% |
| Bhawanipur [19] | 493 | 324 | 361 | 161 | 854 | 485 | 56.8\% |
| Bhelhi [63] | 787 | 231 | 448 | 109 | 1235 | 340 | 27.5\% |
| Brahmapuri [20] | 1204 | 579 | 837 | 275 | 2041 | 854 | 41.8\% |
| Chandra Nagar [21] | 1280 | 421 | 801 | 240 | 2081 | 661 | 31.8\% |
| Chhataul [22] | 1001 | 385 | 637 | 207 | 1638 | 592 | 36.1\% |
| Chhatona [23] | 482 | 238 | 278 | 129 | 760 | 367 | 48.3\% |
| Dhanakaul Pachhawari [24] | 594 | 331 | 405 | 208 | 999 | 539 | 54.0\% |
| Dhanakaul Purba [25] | 1252 | 649 | 774 | 333 | 2026 | 982 | 48.5\% |
| Dhangadha [26] | 1082 | 496 | 674 | 219 | 1756 | 715 | 40.7\% |
| Dhungrekhola [27] | 1627 | 316 | 1228 | 132 | 2855 | 448 | 15.7\% |
| Dhurkauli [28] | 1172 | 272 | 871 | 106 | 2043 | 378 | 18.5\% |
| Dumariya [29] | 620 | 255 | 458 | 164 | 1078 | 419 | 38.9\% |
| Farahadawa [30] | 940 | 447 | 658 | 251 | 1598 | 698 | 43.7\% |
| Fulparasi [31] | 607 | 231 | 414 | 178 | 1021 | 409 | 40.1\% |
| Gadahiyabairi [32] | 986 | 504 | 592 | 234 | 1578 | 738 | 46.8\% |
| Gamhariya [33] | 1101 | 260 | 743 | 110 | 1844 | 370 | 20.1\% |
| Godeta [34] | 970 | 314 | 629 | 128 | 1599 | 442 | 27.6\% |
| Gourishankar [35] | 2016 | 758 | 1328 | 321 | 3344 | 1079 | 32.3\% |
| Hajariya [36] | 2225 | 810 | 1451 | 388 | 3676 | 1198 | 32.6\% |
| Harakthawa [37] | 850 | 277 | 569 | 104 | 1419 | 381 | 26.8\% |
| Haripur [38] | 1399 | 284 | 964 | 109 | 2363 | 393 | 16.6\% |
| Haripurwa [39] | 2346 | 1023 | 1481 | 481 | 3827 | 1504 | 39.3\% |
| Hariyon [40] | 2350 | 508 | 1683 | 233 | 4033 | 741 | 18.4\% |
| Hathiyol [41] | 1239 | 616 | 851 | 330 | 2090 | 946 | 45.3\% |
| Hempur [42] | 1022 | 553 | 669 | 261 | 1691 | 814 | 48.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Institutional [999] | 91 | 2 | 105 | 0 | 196 | 2 | 1.0\% |
| Ishworpur [43] | 2865 | 733 | 1967 | 407 | 4832 | 1140 | 23.6\% |
| Jabdi [44] | 991 | 141 | 704 | 57 | 1695 | 198 | 11.7\% |
| Jamuniya [45] | 1239 | 374 | 753 | 178 | 1992 | 552 | 27.7\% |
| Janaki Nagar [46] | 1042 | 265 | 706 | 123 | 1748 | 388 | 22.2\% |
| Jingadawa [47] | 679 | 333 | 406 | 154 | 1085 | 487 | 44.9\% |
| Kabilasi [48] | 1899 | 673 | 1099 | 256 | 2998 | 929 | 31.0\% |
| Kalinjor [49] | 634 | 79 | 436 | 27 | 1070 | 106 | 9.9\% |
| Karmaiya [50] | 1116 | 216 | 759 | 72 | 1875 | 288 | 15.4\% |
| Kaudena [55] | 1150 | 440 | 785 | 187 | 1935 | 627 | 32.4\% |
| Khirwa [51] | 1782 | 879 | 1081 | 407 | 2863 | 1286 | 44.9\% |
| Khoriya [52] | 697 | 325 | 521 | 140 | 1218 | 465 | 38.2\% |
| Khutauna [53] | 824 | 426 | 500 | 181 | 1324 | 607 | 45.8\% |
| Kisanpur [54] | 884 | 314 | 565 | 141 | 1449 | 455 | 31.4\% |
| Lalbandi [56] | 1595 | 102 | 1129 | 48 | 2724 | 150 | 5.5\% |
| Laukath [57] | 936 | 358 | 640 | 218 | 1576 | 576 | 36.5\% |
| Laxmipur Kodraha [58] | 1617 | 856 | 926 | 393 | 2543 | 1249 | 49.1\% |
| Laxmipur Su. [59] | 847 | 395 | 546 | 180 | 1393 | 575 | 41.3\% |
| Madhubangoth [60] | 976 | 433 | 588 | 246 | 1564 | 679 | 43.4\% |
| Madhubani [61] | 637 | 258 | 388 | 123 | 1025 | 381 | 37.2\% |
| Mahinathpur [62] | 548 | 278 | 273 | 84 | 821 | 362 | 44.1\% |
| Malangawa Municipality [64] | 3465 | 684 | 2305 | 287 | 5770 | 971 | 16.8\% |
| Manpur [65] | 1302 | 660 | 780 | 337 | 2082 | 997 | 47.9\% |
| Mirjapur [66] | 655 | 352 | 425 | 195 | 1080 | 547 | 50.6\% |
| Mohanpur [67] | 1130 | 536 | 647 | 233 | 1777 | 769 | 43.3\% |
| Motipur [68] | 649 | 389 | 417 | 164 | 1066 | 553 | 51.9\% |
| Murtiya [69] | 1099 | 204 | 859 | 75 | 1958 | 279 | 14.2\% |
| Musauli [70] | 779 | 247 | 500 | 117 | 1279 | 364 | 28.5\% |
| Narayan Khola [71] | 633 | 267 | 438 | 97 | 1071 | 364 | 34.0\% |
| Narayanpur [72] | 563 | 259 | 328 | 95 | 891 | 354 | 39.7\% |
| Netraganj [73] | 1238 | 188 | 857 | 61 | 2095 | 249 | 11.9\% |
| Noukailawa [74] | 1984 | 918 | 1257 | 443 | 3241 | 1361 | 42.0\% |
| Parsa [75] | 975 | 510 | 632 | 212 | 1607 | 722 | 44.9\% |
| Parwanipur [76] | 1023 | 173 | 814 | 70 | 1837 | 243 | 13.2\% |
| Pattharkot [77] | 977 | 136 | 691 | 39 | 1668 | 175 | 10.5\% |
| Pidari [78] | 758 | 250 | 483 | 110 | 1241 | 360 | 29.0\% |
| Pidariya [79] | 670 | 284 | 456 | 127 | 1126 | 411 | 36.5\% |
| Pipariya [80] | 978 | 558 | 562 | 212 | 1540 | 770 | 50.0\% |
| Rajghat [81] | 1178 | 170 | 853 | 56 | 2031 | 226 | 11.1\% |
| Ramban [82] | 802 | 314 | 499 | 124 | 1301 | 438 | 33.7\% |
| Ramnagar Bahuarwa [83] | 999 | 491 | 653 | 236 | 1652 | 727 | 44.0\% |
| Raniganj [84] | 640 | 102 | 448 | 42 | 1088 | 144 | 13.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Rohuwa [85] | 478 | 289 | 268 | 114 | 746 | 403 | 54.0\% |
| Sahodawa [96] | 627 | 250 | 348 | 142 | 975 | 392 | 40.2\% |
| Sakraul [86] | 773 | 343 | 460 | 130 | 1233 | 473 | 38.4\% |
| Salempur [87] | 1213 | 542 | 817 | 268 | 2030 | 810 | 39.9\% |
| Sangrampur [88] | 1261 | 647 | 737 | 318 | 1998 | 965 | 48.3\% |
| Sankarpur [89] | 1163 | 256 | 873 | 109 | 2036 | 365 | 17.9\% |
| Sasapur [90] | 784 | 137 | 614 | 60 | 1398 | 197 | 14.1\% |
| Shreepur [91] | 676 | 279 | 427 | 98 | 1103 | 377 | 34.2\% |
| Sikhauna [92] | 745 | 271 | 434 | 75 | 1179 | 346 | 29.3\% |
| Simara [93] | 1297 | 493 | 851 | 273 | 2148 | 766 | 35.7\% |
| Sisotiya [94] | 1345 | 332 | 873 | 117 | 2218 | 449 | 20.2\% |
| Sisout [95] | 1187 | 566 | 688 | 256 | 1875 | 822 | 43.8\% |
| Sudama [97] | 538 | 173 | 415 | 101 | 953 | 274 | 28.8\% |
| Sundarpur [98] | 1285 | 831 | 732 | 375 | 2017 | 1206 | 59.8\% |
| Sundarpur Choharwa [99] | 1553 | 751 | 1003 | 307 | 2556 | 1058 | 41.4\% |
| Tribhuwan Nagar [100] | 575 | 260 | 376 | 114 | 951 | 374 | 39.3\% |
| Sindhuli | 40508 | 8112 | 27046 | 1734 | 67554 | 9846 | 14.6\% |
| Amale [1] | 330 | 35 | 233 | 8 | 563 | 43 | 7.6\% |
| Ambote [54] | 610 | 124 | 359 | 25 | 969 | 149 | 15.4\% |
| Arunthakur [2] | 875 | 295 | 587 | 44 | 1462 | 339 | 23.2\% |
| Bahuntilpung [3] | 436 | 97 | 292 | 15 | 728 | 112 | 15.4\% |
| Balajor [4] | 572 | 75 | 390 | 21 | 962 | 96 | 10.0\% |
| Baseshwor [5] | 435 | 111 | 266 | 14 | 701 | 125 | 17.8\% |
| Bastipur [6] | 464 | 56 | 274 | 5 | 738 | 61 | 8.3\% |
| Belghari [7] | 532 | 68 | 348 | 19 | 880 | 87 | 9.9\% |
| Bhadrakali [8] | 575 | 42 | 427 | 11 | 1002 | 53 | 5.3\% |
| Bhimeshwor [9] | 288 | 32 | 191 | 11 | 479 | 43 | 9.0\% |
| Bhimsthan [10] | 724 | 76 | 521 | 16 | 1245 | 92 | 7.4\% |
| Bhuwaneshori Gwaltar [11] | 295 | 49 | 197 | 14 | 492 | 63 | 12.8\% |
| Bitijor Bagaiya [12] | 255 | 96 | 152 | 4 | 407 | 100 | 24.6\% |
| Dadiguranshe [13] | 670 | 115 | 475 | 26 | 1145 | 141 | 12.3\% |
| Dudbhanjyang [14] | 419 | 113 | 267 | 26 | 686 | 139 | 20.3\% |
| Dudhouli [15] | 1138 | 177 | 753 | 48 | 1891 | 225 | 11.9\% |
| Hariharpur Gadhi [16] | 842 | 328 | 486 | 75 | 1328 | 403 | 30.3\% |
| Harsahi [17] | 622 | 107 | 426 | 27 | 1048 | 134 | 12.8\% |
| Hatpate [18] | 1045 | 137 | 706 | 15 | 1751 | 152 | 8.7\% |
| Institutional [999] | 101 | 2 | 103 | 1 | 204 | 3 | 1.5\% |
| Jalkanya [19] | 204 | 12 | 137 | 1 | 341 | 13 | 3.8\% |
| Jarayotar [20] | 962 | 95 | 645 | 14 | 1607 | 109 | 6.8\% |
| Jhangajholi Ratmata [21] | 584 | 108 | 441 | 25 | 1025 | 133 | 13.0\% |
| Jinakhu [22] | 834 | 284 | 526 | 64 | 1360 | 348 | 25.6\% |
| Kakur Thakur [23] | 794 | 352 | 505 | 104 | 1299 | 456 | 35.1\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | 00SC | Total | OOSC |  |  |  |
| Kalpabrishykha [24] | 1481 | 302 | 944 | 77 | 2425 | 379 | 15.6\% |
| Kamalamai Municipality [25] | 4640 | 369 | 3359 | 97 | 7999 | 466 | 5.8\% |
| Kapilakot [26] | 1910 | 611 | 1044 | 116 | 2954 | 727 | 24.6\% |
| Khang Sang [27] | 400 | 144 | 264 | 22 | 664 | 166 | 25.0\% |
| Kholagaun [28] | 434 | 85 | 268 | 6 | 702 | 91 | 13.0\% |
| Kuseswor Dumja [29] | 612 | 162 | 431 | 40 | 1043 | 202 | 19.4\% |
| Kyaneshwor [30] | 1559 | 539 | 960 | 160 | 2519 | 699 | 27.7\% |
| Ladabhir [31] | 850 | 113 | 617 | 15 | 1467 | 128 | 8.7\% |
| Lampantar [32] | 827 | 67 | 580 | 14 | 1407 | 81 | 5.8\% |
| Mahadevdada [33] | 573 | 153 | 336 | 39 | 909 | 192 | 21.1\% |
| Mahadevsthan [34] | 951 | 73 | 628 | 27 | 1579 | 100 | 6.3\% |
| Mahendra jhyadi [35] | 992 | 191 | 624 | 28 | 1616 | 219 | 13.6\% |
| Majhuwa [36] | 263 | 29 | 225 | 4 | 488 | 33 | 6.8\% |
| Netrakali [37] | 546 | 328 | 355 | 64 | 901 | 392 | 43.5\% |
| Nipane [38] | 465 | 90 | 321 | 18 | 786 | 108 | 13.7\% |
| Pipalmadi [39] | 1228 | 211 | 704 | 56 | 1932 | 267 | 13.8\% |
| Purano Jhangajholi [40] | 587 | 87 | 425 | 14 | 1012 | 101 | 10.0\% |
| Ranibas [41] | 661 | 45 | 409 | 10 | 1070 | 55 | 5.1\% |
| Ranichuri [42] | 1151 | 276 | 868 | 53 | 2019 | 329 | 16.3\% |
| Ratanchura [43] | 387 | 62 | 259 | 14 | 646 | 76 | 11.8\% |
| Ratnawati [44] | 412 | 109 | 256 | 9 | 668 | 118 | 17.7\% |
| Santeswori (Rampur) [45] | 439 | 222 | 272 | 56 | 711 | 278 | 39.1\% |
| Sirthouli [46] | 952 | 159 | 698 | 42 | 1650 | 201 | 12.2\% |
| Sitalpati [47] | 565 | 78 | 384 | 3 | 949 | 81 | 8.5\% |
| Solpathana [48] | 308 | 58 | 208 | 12 | 516 | 70 | 13.6\% |
| Sunam Pokhari [49] | 388 | 58 | 260 | 9 | 648 | 67 | 10.3\% |
| Tamajor [50] | 336 | 78 | 226 | 21 | 562 | 99 | 17.6\% |
| Tandi [51] | 1174 | 232 | 827 | 43 | 2001 | 275 | 13.7\% |
| Tinkanya [52] | 543 | 145 | 395 | 26 | 938 | 171 | 18.2\% |
| Tosramkhola [53] | 268 | 50 | 192 | 6 | 460 | 56 | 12.2\% |
| Sindhupalchok | 31972 | 4816 | 23355 | 1412 | 55327 | 6228 | 11.3\% |
| Atarpur [1] | 174 | 18 | 129 | 2 | 303 | 20 | 6.6\% |
| Badegau [2] | 528 | 69 | 388 | 31 | 916 | 100 | 10.9\% |
| Bansbari [3] | 531 | 101 | 396 | 26 | 927 | 127 | 13.7\% |
| Banskharka [4] | 233 | 65 | 163 | 19 | 396 | 84 | 21.2\% |
| Baramchi [5] | 429 | 43 | 276 | 8 | 705 | 51 | 7.2\% |
| Barhabise [6] | 668 | 65 | 573 | 21 | 1241 | 86 | 6.9\% |
| Baruwa [7] | 207 | 78 | 172 | 11 | 379 | 89 | 23.5\% |
| Batase [8] | 615 | 128 | 408 | 27 | 1023 | 155 | 15.2\% |
| Bhimtar [9] | 570 | 87 | 394 | 20 | 964 | 107 | 11.1\% |
| Bhotang [49] | 319 | 76 | 218 | 33 | 537 | 109 | 20.3\% |
| Bhotasipa [10] | 556 | 54 | 386 | 18 | 942 | 72 | 7.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhote Namlang [11] | 457 | 219 | 318 | 55 | 775 | 274 | 35.4\% |
| Bhotechaur [12] | 481 | 62 | 344 | 11 | 825 | 73 | 8.8\% |
| Chautara [14] | 558 | 41 | 408 | 7 | 966 | 48 | 5.0\% |
| Chokati [13] | 272 | 48 | 195 | 9 | 467 | 57 | 12.2\% |
| Dhumthang [15] | 451 | 65 | 315 | 17 | 766 | 82 | 10.7\% |
| Dhuskun [23] | 313 | 26 | 195 | 3 | 508 | 29 | 5.7\% |
| Dubachour [16] | 704 | 141 | 480 | 28 | 1184 | 169 | 14.3\% |
| Fatakshila [17] | 472 | 42 | 332 | 27 | 804 | 69 | 8.6\% |
| Fulpingdanda [18] | 460 | 39 | 397 | 13 | 857 | 52 | 6.1\% |
| Fulpingkatti [19] | 388 | 70 | 237 | 21 | 625 | 91 | 14.6\% |
| Fulpingkot [20] | 452 | 59 | 326 | 15 | 778 | 74 | 9.5\% |
| Gati [21] | 470 | 95 | 334 | 44 | 804 | 139 | 17.3\% |
| Ghorthali [22] | 202 | 37 | 135 | 10 | 337 | 47 | 13.9\% |
| Gloche [24] | 497 | 95 | 331 | 37 | 828 | 132 | 15.9\% |
| Gumba [25] | 496 | 174 | 344 | 74 | 840 | 248 | 29.5\% |
| Gunsakot [26] | 283 | 10 | 143 | 13 | 426 | 23 | 5.4\% |
| Hagam [27] | 492 | 59 | 343 | 13 | 835 | 72 | 8.6\% |
| Haibung [28] | 244 | 28 | 208 | 14 | 452 | 42 | 9.3\% |
| Helambu [29] | 222 | 33 | 211 | 10 | 433 | 43 | 9.9\% |
| Ichok [30] | 536 | 139 | 488 | 55 | 1024 | 194 | 18.9\% |
| Institutional [999] | 202 | 3 | 256 | 2 | 458 | 5 | 1.1\% |
| Irkhu [31] | 434 | 55 | 318 | 17 | 752 | 72 | 9.6\% |
| Jalbire [32] | 294 | 14 | 198 | 3 | 492 | 17 | 3.5\% |
| Jethal [33] | 263 | 12 | 188 | 3 | 451 | 15 | 3.3\% |
| Jyamire [34] | 648 | 207 | 410 | 55 | 1058 | 262 | 24.8\% |
| Kadambas [35] | 361 | 23 | 266 | 5 | 627 | 28 | 4.5\% |
| Kalika [36] | 243 | 42 | 184 | 4 | 427 | 46 | 10.8\% |
| Karthali [37] | 372 | 49 | 281 | 16 | 653 | 65 | 10.0\% |
| Kiwool [38] | 323 | 49 | 249 | 13 | 572 | 62 | 10.8\% |
| Kubhinde [39] | 361 | 32 | 247 | 7 | 608 | 39 | 6.4\% |
| Kunchok [40] | 447 | 49 | 320 | 16 | 767 | 65 | 8.5\% |
| Langarche [41] | 299 | 79 | 222 | 26 | 521 | 105 | 20.2\% |
| Lisankhu [42] | 333 | 56 | 280 | 5 | 613 | 61 | 10.0\% |
| Listikot [43] | 353 | 51 | 231 | 18 | 584 | 69 | 11.8\% |
| Mahankal [44] | 647 | 56 | 396 | 23 | 1043 | 79 | 7.6\% |
| Maneswnara [45] | 401 | 62 | 295 | 19 | 696 | 81 | 11.6\% |
| Mankha [46] | 768 | 83 | 587 | 38 | 1355 | 121 | 8.9\% |
| Marming [47] | 388 | 62 | 315 | 32 | 703 | 94 | 13.4\% |
| Melamchi [48] | 614 | 87 | 436 | 14 | 1050 | 101 | 9.6\% |
| Nawalpur [50] | 394 | 37 | 311 | 11 | 705 | 48 | 6.8\% |
| Pagretar [51] | 255 | 24 | 186 | 7 | 441 | 31 | 7.0\% |
| Palchok [52] | 215 | 43 | 138 | 12 | 353 | 55 | 15.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Pangtang [53] | 359 | 51 | 206 | 11 | 565 | 62 | 11.0\% |
| Petaku [54] | 128 | 7 | 96 | 3 | 224 | 10 | 4.5\% |
| Pipaldanda [55] | 360 | 38 | 297 | 7 | 657 | 45 | 6.8\% |
| Piskar [56] | 283 | 45 | 168 | 17 | 451 | 62 | 13.7\% |
| Ramche [57] | 447 | 35 | 294 | 20 | 741 | 55 | 7.4\% |
| Sangachok [58] | 1043 | 110 | 844 | 31 | 1887 | 141 | 7.5\% |
| Sanusiruwari [59] | 351 | 20 | 262 | 8 | 613 | 28 | 4.6\% |
| Selang [60] | 327 | 96 | 206 | 17 | 533 | 113 | 21.2\% |
| Sikharpur [61] | 317 | 59 | 205 | 6 | 522 | 65 | 12.5\% |
| Sindhukot [62] | 377 | 64 | 241 | 11 | 618 | 75 | 12.1\% |
| Sipa Pokhare [63] | 442 | 70 | 317 | 10 | 759 | 80 | 10.5\% |
| Sipal Kavre [64] | 299 | 60 | 276 | 27 | 575 | 87 | 15.1\% |
| Sunkhani [65] | 205 | 43 | 196 | 6 | 401 | 49 | 12.2\% |
| Syaule Bazar [66] | 406 | 107 | 341 | 35 | 747 | 142 | 19.0\% |
| Talamarang [67] | 392 | 104 | 284 | 12 | 676 | 116 | 17.2\% |
| Tatopani [68] | 735 | 62 | 493 | 38 | 1228 | 100 | 8.1\% |
| Tauthali [69] | 256 | 55 | 221 | 16 | 477 | 71 | 14.9\% |
| Tekanpur [70] | 128 | 15 | 115 | 5 | 243 | 20 | 8.2\% |
| Thakani [71] | 400 | 44 | 310 | 14 | 710 | 58 | 8.2\% |
| Thampal Chhap [72] | 416 | 80 | 291 | 20 | 707 | 100 | 14.1\% |
| Thangpalkot [73] | 280 | 49 | 195 | 10 | 475 | 59 | 12.4\% |
| Thokarpa [74] | 494 | 50 | 348 | 20 | 842 | 70 | 8.3\% |
| Thulo Dhading [75] | 172 | 17 | 149 | 4 | 321 | 21 | 6.5\% |
| Thulo Pakhar [76] | 267 | 13 | 204 | 5 | 471 | 18 | 3.8\% |
| Thulo Sirubari [77] | 712 | 51 | 513 | 13 | 1225 | 64 | 5.2\% |
| Thum Pakhar [78] | 334 | 13 | 278 | 3 | 612 | 16 | 2.6\% |
| Yamunadanda [79] | 147 | 17 | 104 | 5 | 251 | 22 | 8.8\% |
| Siraha | 88490 | 25696 | 59044 | 10825 | 147534 | 36521 | 24.8\% |
| Arnamalalpur [1] | 1357 | 413 | 834 | 129 | 2191 | 542 | 24.7\% |
| Arnamarampur [2] | 536 | 108 | 374 | 74 | 910 | 182 | 20.0\% |
| Asanpur [3] | 1669 | 321 | 1134 | 135 | 2803 | 456 | 16.3\% |
| Ashokpur Balkawa [4] | 692 | 245 | 488 | 149 | 1180 | 394 | 33.4\% |
| Aurahi [5] | 853 | 261 | 551 | 145 | 1404 | 406 | 28.9\% |
| Ayodhyanagar [6] | 638 | 132 | 445 | 45 | 1083 | 177 | 16.3\% |
| Badharamal [7] | 2120 | 492 | 1428 | 208 | 3548 | 700 | 19.7\% |
| Barchhawa [8] | 531 | 235 | 370 | 126 | 901 | 361 | 40.1\% |
| Bariyarpatti [9] | 794 | 230 | 484 | 119 | 1278 | 349 | 27.3\% |
| Bastipur [10] | 915 | 260 | 590 | 62 | 1505 | 322 | 21.4\% |
| Belaha [11] | 909 | 204 | 610 | 77 | 1519 | 281 | 18.5\% |
| Belhi [12] | 592 | 74 | 410 | 23 | 1002 | 97 | 9.7\% |
| Betauna [13] | 751 | 343 | 482 | 133 | 1233 | 476 | 38.6\% |
| Bhadaiya [14] | 738 | 349 | 505 | 161 | 1243 | 510 | 41.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Bhagawatipur [16] | 619 | 96 | 406 | 53 | 1025 | 149 | 14.5\% |
| Bhagwanpur [15] | 630 | 147 | 353 | 64 | 983 | 211 | 21.5\% |
| Bhawanipur [17] | 681 | 177 | 474 | 79 | 1155 | 256 | 22.2\% |
| Bhawanpur Kalabanzar [18] | 499 | 167 | 376 | 67 | 875 | 234 | 26.7\% |
| Bhedia [78] | 512 | 149 | 398 | 78 | 910 | 227 | 24.9\% |
| Bhokraha [19] | 212 | 53 | 201 | 28 | 413 | 81 | 19.6\% |
| Bishnupur Pra.Ma. [20] | 763 | 146 | 474 | 26 | 1237 | 172 | 13.9\% |
| Bishnupur Pra.Ra [21] | 705 | 201 | 565 | 85 | 1270 | 286 | 22.5\% |
| Bishnupurkatti [22] | 1339 | 371 | 944 | 149 | 2283 | 520 | 22.8\% |
| Brahmagaughadi [23] | 330 | 80 | 336 | 33 | 666 | 113 | 17.0\% |
| Chandra Ayodhyapur [24] | 1108 | 520 | 677 | 189 | 1785 | 709 | 39.7\% |
| Chandralalpur [25] | 673 | 241 | 511 | 163 | 1184 | 404 | 34.1\% |
| Chandrodayapur [26] | 832 | 208 | 577 | 104 | 1409 | 312 | 22.1\% |
| Chatari [27] | 444 | 171 | 270 | 78 | 714 | 249 | 34.9\% |
| Chikana [28] | 509 | 317 | 336 | 162 | 845 | 479 | 56.7\% |
| Devipur [29] | 522 | 161 | 377 | 61 | 899 | 222 | 24.7\% |
| Dhangadi [30] | 1417 | 321 | 956 | 164 | 2373 | 485 | 20.4\% |
| Dhodhana [31] | 623 | 175 | 424 | 31 | 1047 | 206 | 19.7\% |
| Dumari [32] | 546 | 243 | 404 | 104 | 950 | 347 | 36.5\% |
| Durgapur [33] | 632 | 92 | 405 | 41 | 1037 | 133 | 12.8\% |
| Fulbariya [34] | 1348 | 496 | 1006 | 206 | 2354 | 702 | 29.8\% |
| Fulkaha Kati [35] | 1453 | 240 | 949 | 86 | 2402 | 326 | 13.6\% |
| Gadha [36] | 679 | 149 | 383 | 52 | 1062 | 201 | 18.9\% |
| Gauripur [37] | 463 | 68 | 336 | 29 | 799 | 97 | 12.1\% |
| Gautari [38] | 479 | 137 | 342 | 26 | 821 | 163 | 19.9\% |
| Govindapur Malahanama [39] | 1066 | 373 | 688 | 114 | 1754 | 487 | 27.8\% |
| Govindpur Taregana [40] | 684 | 146 | 576 | 101 | 1260 | 247 | 19.6\% |
| Hakpara [41] | 731 | 151 | 411 | 46 | 1142 | 197 | 17.3\% |
| Hanumannagar [42] | 1009 | 381 | 625 | 188 | 1634 | 569 | 34.8\% |
| Hanumannagar (Pra.Dha.) [43] | 575 | 171 | 398 | 107 | 973 | 278 | 28.6\% |
| Harakatti [44] | 477 | 145 | 305 | 55 | 782 | 200 | 25.6\% |
| Inarwa [45] | 1641 | 545 | 1002 | 189 | 2643 | 734 | 27.8\% |
| Institutional [999] | 358 | 0 | 204 | 2 | 562 | 2 | 0.4\% |
| Itarhawa [46] | 668 | 177 | 351 | 74 | 1019 | 251 | 24.6\% |
| Itari Parsahi [47] | 582 | 257 | 388 | 86 | 970 | 343 | 35.4\% |
| Itatar [48] | 666 | 167 | 426 | 70 | 1092 | 237 | 21.7\% |
| Jamadaha [49] | 720 | 215 | 448 | 68 | 1168 | 283 | 24.2\% |
| Janakinagar [50] | 674 | 105 | 417 | 46 | 1091 | 151 | 13.8\% |
| Jighaul [51] | 745 | 249 | 435 | 82 | 1180 | 331 | 28.1\% |
| Kabilasi [52] | 476 | 217 | 331 | 61 | 807 | 278 | 34.4\% |
| Kachanari [53] | 979 | 299 | 608 | 104 | 1587 | 403 | 25.4\% |
| Kalyanpur Jabadi [54] | 1165 | 307 | 954 | 195 | 2119 | 502 | 23.7\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kalyanpurkalabanzar [55] | 443 | 118 | 298 | 48 | 741 | 166 | 22.4\% |
| Karjanha [56] | 1020 | 267 | 713 | 106 | 1733 | 373 | 21.5\% |
| Kharukyanhi [57] | 805 | 290 | 533 | 160 | 1338 | 450 | 33.6\% |
| Khirauna [58] | 481 | 147 | 317 | 53 | 798 | 200 | 25.1\% |
| Krishnapur Birta [59] | 670 | 145 | 389 | 41 | 1059 | 186 | 17.6\% |
| Kushahalaxininiya [60] | 536 | 163 | 303 | 59 | 839 | 222 | 26.5\% |
| Lagadi Gadiyani [61] | 819 | 388 | 564 | 194 | 1383 | 582 | 42.1\% |
| Lagadigoth [62] | 566 | 143 | 370 | 83 | 936 | 226 | 24.1\% |
| Lahan Municipality [63] | 4475 | 961 | 2777 | 379 | 7252 | 1340 | 18.5\% |
| Lalpur [64] | 500 | 90 | 351 | 35 | 851 | 125 | 14.7\% |
| Laxminiya [65] | 740 | 254 | 447 | 85 | 1187 | 339 | 28.6\% |
| Laxmipur (Pra.Ma.) [66] | 544 | 208 | 396 | 63 | 940 | 271 | 28.8\% |
| Laxmipur Patari [67] | 648 | 191 | 412 | 77 | 1060 | 268 | 25.3\% |
| Madar [68] | 1256 | 525 | 858 | 257 | 2114 | 782 | 37.0\% |
| Mahadewa Portaha [69] | 573 | 133 | 351 | 43 | 924 | 176 | 19.0\% |
| Mahanaur [70] | 1006 | 567 | 556 | 305 | 1562 | 872 | 55.8\% |
| Maheshpur Gamharia [71] | 614 | 184 | 397 | 60 | 1011 | 244 | 24.1\% |
| Maheshpur Patari [72] | 706 | 255 | 395 | 85 | 1101 | 340 | 30.9\% |
| Majhauliya [73] | 700 | 246 | 487 | 103 | 1187 | 349 | 29.4\% |
| Majhaura [74] | 895 | 258 | 497 | 112 | 1392 | 370 | 26.6\% |
| Malhaniya Gamharia [75] | 330 | 173 | 210 | 81 | 540 | 254 | 47.0\% |
| Malhaniyakhori [76] | 559 | 95 | 348 | 44 | 907 | 139 | 15.3\% |
| Mauwahi [77] | 477 | 211 | 323 | 117 | 800 | 328 | 41.0\% |
| Mohanpur Kamalpur [79] | 682 | 172 | 405 | 53 | 1087 | 225 | 20.7\% |
| Muksar [80] | 437 | 155 | 346 | 55 | 783 | 210 | 26.8\% |
| Nahara Rigoul [81] | 820 | 209 | 524 | 97 | 1344 | 306 | 22.8\% |
| Naraha Balkawa [82] | 607 | 168 | 399 | 63 | 1006 | 231 | 23.0\% |
| Navarajpur [83] | 1424 | 469 | 787 | 200 | 2211 | 669 | 30.3\% |
| Padariya Tharutol [84] | 647 | 125 | 511 | 33 | 1158 | 158 | 13.6\% |
| Pipra Pra.Dha [85] | 542 | 171 | 370 | 42 | 912 | 213 | 23.4\% |
| Pipra Pra.Pi [86] | 964 | 120 | 638 | 48 | 1602 | 168 | 10.5\% |
| Pokharbhinda [87] | 419 | 66 | 344 | 23 | 763 | 89 | 11.7\% |
| Raghopur [88] | 520 | 235 | 396 | 123 | 916 | 358 | 39.1\% |
| Rajpur [89] | 690 | 215 | 509 | 112 | 1199 | 327 | 27.3\% |
| Ramnagar Mirchaiya [90] | 1781 | 440 | 1292 | 161 | 3073 | 601 | 19.6\% |
| Rampur Birta [91] | 643 | 229 | 532 | 129 | 1175 | 358 | 30.5\% |
| Sakhuwanankarkatti [92] | 475 | 132 | 237 | 49 | 712 | 181 | 25.4\% |
| Sanhaitha [93] | 784 | 315 | 500 | 156 | 1284 | 471 | 36.7\% |
| Sarswar [94] | 865 | 257 | 598 | 116 | 1463 | 373 | 25.5\% |
| Sikron [95] | 455 | 221 | 316 | 116 | 771 | 337 | 43.7\% |
| Silorba Pachhawari [96] | 731 | 283 | 456 | 144 | 1187 | 427 | 36.0\% |
| Siraha Municipality [97] | 3760 | 871 | 2721 | 334 | 6481 | 1205 | 18.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | oosc | Total | OOSC |  |  |  |
| Sisawani [98] | 733 | 139 | 479 | 56 | 1212 | 195 | 16.1\% |
| Sitapur Pra.Da. [99] | 881 | 111 | 655 | 78 | 1536 | 189 | 12.3\% |
| Sitapur Pra.Ra. [100] | 618 | 141 | 443 | 77 | 1061 | 218 | 20.5\% |
| Sonmati Majhaura [101] | 604 | 208 | 412 | 104 | 1016 | 312 | 30.7\% |
| Sothiyan [102] | 502 | 88 | 344 | 36 | 846 | 124 | 14.7\% |
| Sukhachina [103] | 407 | 72 | 279 | 21 | 686 | 93 | 13.6\% |
| Sukhipur [104] | 1362 | 551 | 960 | 226 | 2322 | 777 | 33.5\% |
| Tenuwapatti [105] | 616 | 170 | 363 | 72 | 979 | 242 | 24.7\% |
| Thalaha Kataha [106] | 635 | 336 | 350 | 81 | 985 | 417 | 42.3\% |
| Tulsipur [107] | 515 | 116 | 386 | 43 | 901 | 159 | 17.6\% |
| Vidhyanagar [108] | 679 | 201 | 448 | 55 | 1127 | 256 | 22.7\% |
| Solukhumbu | 12735 | 2560 | 8437 | 531 | 21172 | 3091 | 14.6\% |
| Baku [1] | 649 | 167 | 433 | 36 | 1082 | 203 | 18.8\% |
| Basa [2] | 419 | 44 | 253 | 6 | 672 | 50 | 7.4\% |
| Beni [3] | 176 | 25 | 111 | 5 | 287 | 30 | 10.5\% |
| Bhakanje [4] | 155 | 40 | 95 | 3 | 250 | 43 | 17.2\% |
| Bung [5] | 730 | 308 | 354 | 67 | 1084 | 375 | 34.6\% |
| Chaulakharka [6] | 226 | 41 | 180 | 4 | 406 | 45 | 11.1\% |
| Chaurikharka [7] | 362 | 40 | 237 | 13 | 599 | 53 | 8.8\% |
| Chheskam [8] | 587 | 198 | 325 | 29 | 912 | 227 | 24.9\% |
| Deusa [9] | 513 | 64 | 330 | 16 | 843 | 80 | 9.5\% |
| Garma [10] | 207 | 33 | 166 | 2 | 373 | 35 | 9.4\% |
| Goli [11] | 240 | 35 | 165 | 9 | 405 | 44 | 10.9\% |
| Gorakhani [12] | 155 | 22 | 130 | 9 | 285 | 31 | 10.9\% |
| Gudel [13] | 656 | 236 | 372 | 60 | 1028 | 296 | 28.8\% |
| Institutional [999] | 52 | 2 | 65 | 1 | 117 | 3 | 2.6\% |
| Jubing [14] | 340 | 67 | 267 | 19 | 607 | 86 | 14.2\% |
| Jubu [15] | 469 | 128 | 303 | 30 | 772 | 158 | 20.5\% |
| Kaku [16] | 431 | 49 | 275 | 11 | 706 | 60 | 8.5\% |
| Kangel [17] | 230 | 39 | 161 | 11 | 391 | 50 | 12.8\% |
| Kerung [19] | 389 | 44 | 336 | 15 | 725 | 59 | 8.1\% |
| Khumjung [18] | 149 | 40 | 64 | 7 | 213 | 47 | 22.1\% |
| Lokhim [21] | 416 | 99 | 309 | 24 | 725 | 123 | 17.0\% |
| Mukali [23] | 268 | 56 | 219 | 8 | 487 | 64 | 13.1\% |
| Namche [24] | 104 | 10 | 67 | 6 | 171 | 16 | 9.4\% |
| Necha Batase [25] | 409 | 57 | 259 | 14 | 668 | 71 | 10.6\% |
| Necha Bedghari [26] | 421 | 56 | 255 | 5 | 676 | 61 | 9.0\% |
| Nele [27] | 227 | 22 | 184 | 2 | 411 | 24 | 5.8\% |
| Panchan [28] | 177 | 31 | 115 | 5 | 292 | 36 | 12.3\% |
| Pawai [22] | 376 | 53 | 223 | 3 | 599 | 56 | 9.3\% |
| Salleri [29] | 730 | 65 | 513 | 27 | 1243 | 92 | 7.4\% |
| Salyan [30] | 627 | 117 | 425 | 18 | 1052 | 135 | 12.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sotang [31] | 845 | 179 | 498 | 28 | 1343 | 207 | 15.4\% |
| Takasindu [32] | 235 | 47 | 170 | 6 | 405 | 53 | 13.1\% |
| Tamakhani [20] | 102 | 14 | 75 | 4 | 177 | 18 | 10.2\% |
| Tapting [33] | 219 | 37 | 180 | 17 | 399 | 54 | 13.5\% |
| Tingla [34] | 444 | 95 | 323 | 11 | 767 | 106 | 13.8\% |
| Sunsari | 86542 | 15626 | 59071 | 5925 | 145613 | 21551 | 14.8\% |
| Amaduwa [2] | 958 | 311 | 730 | 119 | 1688 | 430 | 25.5\% |
| Amahibelaha [3] | 830 | 118 | 571 | 39 | 1401 | 157 | 11.2\% |
| Aurabani [4] | 868 | 135 | 580 | 67 | 1448 | 202 | 14.0\% |
| Babiya [5] | 1092 | 239 | 737 | 83 | 1829 | 322 | 17.6\% |
| Bakalauri [6] | 1305 | 179 | 963 | 53 | 2268 | 232 | 10.2\% |
| Barahachhetra [7] | 1266 | 95 | 937 | 12 | 2203 | 107 | 4.9\% |
| Basantapur [8] | 875 | 224 | 564 | 94 | 1439 | 318 | 22.1\% |
| Bhadgaun Sinawari [9] | 1748 | 283 | 1234 | 98 | 2982 | 381 | 12.8\% |
| Bhaluwa [10] | 382 | 62 | 249 | 18 | 631 | 80 | 12.7\% |
| Bharaul [11] | 2098 | 218 | 1426 | 47 | 3524 | 265 | 7.5\% |
| Bhokraha [12] | 3022 | 934 | 1937 | 439 | 4959 | 1373 | 27.7\% |
| Bishnupaduka [13] | 478 | 58 | 340 | 11 | 818 | 69 | 8.4\% |
| Chandwela [14] | 654 | 98 | 521 | 39 | 1175 | 137 | 11.7\% |
| Chhitaha [15] | 1158 | 143 | 743 | 47 | 1901 | 190 | 10.0\% |
| Chimadi [16] | 713 | 123 | 474 | 23 | 1187 | 146 | 12.3\% |
| Dewanganj [17] | 1035 | 347 | 637 | 108 | 1672 | 455 | 27.2\% |
| Dharan Municipality [18] | 10689 | 790 | 7124 | 303 | 17813 | 1093 | 6.1\% |
| Duhabi [20] | 2419 | 416 | 1514 | 176 | 3933 | 592 | 15.1\% |
| Dumraha [21] | 1887 | 378 | 1302 | 164 | 3189 | 542 | 17.0\% |
| Ekamba [1] | 796 | 97 | 618 | 32 | 1414 | 129 | 9.1\% |
| Gautampur [22] | 462 | 109 | 376 | 33 | 838 | 142 | 16.9\% |
| Ghuskee [19] | 1968 | 630 | 1153 | 229 | 3121 | 859 | 27.5\% |
| Hansaposa [23] | 2686 | 415 | 1853 | 143 | 4539 | 558 | 12.3\% |
| Harinagara [24] | 1078 | 241 | 738 | 87 | 1816 | 328 | 18.1\% |
| Haripur [25] | 1773 | 545 | 1123 | 213 | 2896 | 758 | 26.2\% |
| Inaruwa Municipality [26] | 2959 | 302 | 2195 | 124 | 5154 | 426 | 8.3\% |
| Institutional [999] | 503 | 1 | 938 | 21 | 1441 | 22 | 1.5\% |
| Itahari Municipality [27] | 7403 | 577 | 5195 | 179 | 12598 | 756 | 6.0\% |
| Jalpapur [28] | 1095 | 408 | 651 | 198 | 1746 | 606 | 34.7\% |
| Kaptanganj [29] | 1247 | 301 | 848 | 132 | 2095 | 433 | 20.7\% |
| Khanar [30] | 2120 | 333 | 1417 | 148 | 3537 | 481 | 13.6\% |
| Laukahi [31] | 704 | 212 | 499 | 125 | 1203 | 337 | 28.0\% |
| Madhelee [32] | 740 | 90 | 539 | 45 | 1279 | 135 | 10.6\% |
| Madhesa [33] | 568 | 84 | 434 | 17 | 1002 | 101 | 10.1\% |
| Madhuwan [34] | 1009 | 318 | 715 | 135 | 1724 | 453 | 26.3\% |
| Madhyaharshahi [35] | 671 | 94 | 546 | 42 | 1217 | 136 | 11.2\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Mahendranagar [36] | 2607 | 217 | 1755 | 68 | 4362 | 285 | 6.5\% |
| Narsinghatappu [37] | 3432 | 1207 | 2020 | 542 | 5452 | 1749 | 32.1\% |
| Pakali [38] | 1187 | 192 | 801 | 68 | 1988 | 260 | 13.1\% |
| Panchakanya [39] | 1782 | 172 | 1283 | 35 | 3065 | 207 | 6.8\% |
| Pashchim Kushaha [40] | 1622 | 347 | 1145 | 175 | 2767 | 522 | 18.9\% |
| Prakashpur [41] | 1727 | 201 | 1229 | 47 | 2956 | 248 | 8.4\% |
| Purbakushaha [42] | 965 | 315 | 556 | 78 | 1521 | 393 | 25.8\% |
| Rajganj Sinuwari [44] | 1132 | 144 | 755 | 50 | 1887 | 194 | 10.3\% |
| Ramganj Belgachhi [43] | 949 | 191 | 610 | 62 | 1559 | 253 | 16.2\% |
| Ramnagar Bhutaha [45] | 1911 | 596 | 1312 | 252 | 3223 | 848 | 26.3\% |
| Sahebganj [46] | 546 | 209 | 387 | 68 | 933 | 277 | 29.7\% |
| Satterjhora [47] | 1266 | 322 | 834 | 125 | 2100 | 447 | 21.3\% |
| Simariya [48] | 594 | 151 | 400 | 37 | 994 | 188 | 18.9\% |
| Singiya [49] | 1022 | 178 | 765 | 51 | 1787 | 229 | 12.8\% |
| Sonapur [50] | 1418 | 340 | 853 | 126 | 2271 | 466 | 20.5\% |
| Sripurjabdi [51] | 2534 | 837 | 1539 | 261 | 4073 | 1098 | 27.0\% |
| Tanamuna [52] | 589 | 99 | 406 | 37 | 995 | 136 | 13.7\% |
| Surkhet | 46927 | 5523 | 30282 | 938 | 77209 | 6461 | 8.4\% |
| Agragaun [1] | 386 | 40 | 258 | 3 | 644 | 43 | 6.7\% |
| Awalching [2] | 338 | 25 | 214 | 6 | 552 | 31 | 5.6\% |
| Babiyachaur [3] | 1192 | 109 | 755 | 19 | 1947 | 128 | 6.6\% |
| Bajedichaur [4] | 592 | 46 | 375 | 14 | 967 | 60 | 6.2\% |
| Betan [5] | 463 | 129 | 286 | 21 | 749 | 150 | 20.0\% |
| Bidyapur [6] | 917 | 52 | 552 | 17 | 1469 | 69 | 4.7\% |
| Bijaura [7] | 793 | 102 | 560 | 16 | 1353 | 118 | 8.7\% |
| Birendranagar Municipality [8] | 5614 | 379 | 3874 | 87 | 9488 | 466 | 4.9\% |
| Chapre [9] | 554 | 85 | 353 | 16 | 907 | 101 | 11.1\% |
| Chhinchu [10] | 1834 | 188 | 1347 | 45 | 3181 | 233 | 7.3\% |
| Dahachaur [11] | 339 | 50 | 254 | 14 | 593 | 64 | 10.8\% |
| Dandakhali [12] | 324 | 35 | 235 | 2 | 559 | 37 | 6.6\% |
| Dasarathpur [13] | 740 | 49 | 450 | 9 | 1190 | 58 | 4.9\% |
| Dharapani [14] | 428 | 92 | 308 | 11 | 736 | 103 | 14.0\% |
| Gadi Bayalkada [15] | 359 | 62 | 264 | 16 | 623 | 78 | 12.5\% |
| Garpan [16] | 271 | 11 | 158 | 1 | 429 | 12 | 2.8\% |
| Ghat Gaun [17] | 830 | 153 | 518 | 16 | 1348 | 169 | 12.5\% |
| Ghoreta [18] | 510 | 107 | 280 | 12 | 790 | 119 | 15.1\% |
| Ghumkhahare [19] | 628 | 113 | 384 | 14 | 1012 | 127 | 12.5\% |
| Gumi [20] | 886 | 54 | 577 | 12 | 1463 | 66 | 4.5\% |
| Guthu [21] | 1119 | 231 | 669 | 30 | 1788 | 261 | 14.6\% |
| Hariharpur [22] | 595 | 74 | 385 | 6 | 980 | 80 | 8.2\% |
| Institutional [999] | 251 | 5 | 211 | 2 | 462 | 7 | 1.5\% |
| Jarbuta [23] | 1055 | 95 | 649 | 18 | 1704 | 113 | 6.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Kafalkot [24] | 509 | 37 | 341 | 11 | 850 | 48 | 5.6\% |
| Kalyan [25] | 798 | 72 | 483 | 8 | 1281 | 80 | 6.2\% |
| Kaprichaur [26] | 389 | 93 | 257 | 16 | 646 | 109 | 16.9\% |
| Khanikholla [27] | 455 | 49 | 296 | 11 | 751 | 60 | 8.0\% |
| Kunathari [28] | 1025 | 73 | 639 | 14 | 1664 | 87 | 5.2\% |
| Lagaam [29] | 659 | 155 | 352 | 17 | 1011 | 172 | 17.0\% |
| Latikoili [30] | 2462 | 108 | 1699 | 38 | 4161 | 146 | 3.5\% |
| Lekhfarsa [31] | 757 | 64 | 471 | 12 | 1228 | 76 | 6.2\% |
| Lekhgaun [32] | 585 | 53 | 388 | 18 | 973 | 71 | 7.3\% |
| Lekhparajul [33] | 1311 | 230 | 853 | 29 | 2164 | 259 | 12.0\% |
| Maintada [34] | 1673 | 193 | 1115 | 23 | 2788 | 216 | 7.7\% |
| Malarani [35] | 680 | 68 | 466 | 17 | 1146 | 85 | 7.4\% |
| Matela [36] | 1004 | 222 | 569 | 25 | 1573 | 247 | 15.7\% |
| Mehelkuna [37] | 1349 | 186 | 893 | 21 | 2242 | 207 | 9.2\% |
| Neta [38] | 439 | 65 | 259 | 5 | 698 | 70 | 10.0\% |
| Pamka [39] | 280 | 87 | 170 | 4 | 450 | 91 | 20.2\% |
| Pokharikanda [40] | 658 | 214 | 436 | 77 | 1094 | 291 | 26.6\% |
| Rajena [41] | 427 | 41 | 253 | 4 | 680 | 45 | 6.6\% |
| Rakam [42] | 493 | 62 | 352 | 11 | 845 | 73 | 8.6\% |
| Ramghat [43] | 1032 | 108 | 626 | 10 | 1658 | 118 | 7.1\% |
| Ranibas [44] | 604 | 84 | 352 | 4 | 956 | 88 | 9.2\% |
| Ratu [45] | 192 | 20 | 152 | 2 | 344 | 22 | 6.4\% |
| Sahare [46] | 1575 | 150 | 956 | 25 | 2531 | 175 | 6.9\% |
| Salkot [47] | 1233 | 159 | 819 | 31 | 2052 | 190 | 9.3\% |
| Satakhani [48] | 1287 | 114 | 775 | 37 | 2062 | 151 | 7.3\% |
| Taranga [49] | 798 | 126 | 444 | 19 | 1242 | 145 | 11.7\% |
| Tatopani [50] | 921 | 164 | 499 | 13 | 1420 | 177 | 12.5\% |
| Uttarganga [51] | 2314 | 240 | 1451 | 29 | 3765 | 269 | 7.1\% |
| Syangja | 31336 | 1794 | 23378 | 435 | 54714 | 2229 | 4.1\% |
| Alamadevi [1] | 404 | 7 | 263 | 4 | 667 | 11 | 1.6\% |
| Arjun Chaupari [2] | 679 | 59 | 556 | 17 | 1235 | 76 | 6.2\% |
| Aruchaur [3] | 331 | 29 | 265 | 1 | 596 | 30 | 5.0\% |
| Arukharka [4] | 327 | 22 | 249 | 7 | 576 | 29 | 5.0\% |
| Bagefadke [5] | 114 | 24 | 87 | 2 | 201 | 26 | 12.9\% |
| Bahakot [6] | 132 | 5 | 89 | 0 | 221 | 5 | 2.3\% |
| Bangsing Deurali [61] | 264 | 16 | 210 | 2 | 474 | 18 | 3.8\% |
| Benethok Deurali [7] | 416 | 30 | 256 | 5 | 672 | 35 | 5.2\% |
| Bhatkhola [8] | 175 | 4 | 103 | 4 | 278 | 8 | 2.9\% |
| Bichari Chautara [9] | 225 | 14 | 156 | 1 | 381 | 15 | 3.9\% |
| Birgha [10] | 588 | 25 | 422 | 4 | 1010 | 29 | 2.9\% |
| Biruwa Archale [11] | 258 | 15 | 204 | 4 | 462 | 19 | 4.1\% |
| Chandi Bhanjyang [12] | 415 | 9 | 307 | 4 | 722 | 13 | 1.8\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Chapakot [13] | 556 | 37 | 379 | 10 | 935 | 47 | 5.0\% |
| Chhangchhangdi [14] | 239 | 20 | 226 | 1 | 465 | 21 | 4.5\% |
| Chilaunebas [15] | 251 | 6 | 202 | 2 | 453 | 8 | 1.8\% |
| Chinnebas [16] | 525 | 55 | 445 | 13 | 970 | 68 | 7.0\% |
| Chitre Bhanjyang [18] | 362 | 19 | 284 | 9 | 646 | 28 | 4.3\% |
| Darau [49] | 240 | 16 | 186 | 3 | 426 | 19 | 4.5\% |
| Darsing Dahathum [19] | 782 | 63 | 534 | 12 | 1316 | 75 | 5.7\% |
| Dhapuk Simal Bhanjyang [20] | 414 | 48 | 318 | 10 | 732 | 58 | 7.9\% |
| Faparthum [21] | 241 | 7 | 163 | 6 | 404 | 13 | 3.2\% |
| Fedikhola [22] | 607 | 20 | 427 | 7 | 1034 | 27 | 2.6\% |
| Institutional [999] | 34 | 0 | 25 | 0 | 59 | 0 | 0.0\% |
| Jagat Bhanjyang [23] | 383 | 10 | 279 | 3 | 662 | 13 | 2.0\% |
| Jagatradevi [24] | 987 | 41 | 726 | 25 | 1713 | 66 | 3.9\% |
| Kalikakot [25] | 513 | 11 | 359 | 3 | 872 | 14 | 1.6\% |
| Keware Bhanjyang [27] | 314 | 23 | 231 | 7 | 545 | 30 | 5.5\% |
| Khilung Deurali [28] | 456 | 15 | 359 | 11 | 815 | 26 | 3.2\% |
| Kichanash [29] | 434 | 31 | 427 | 14 | 861 | 45 | 5.2\% |
| Kolma Barahachaur [26] | 129 | 4 | 103 | 1 | 232 | 5 | 2.2\% |
| Kuwakot [30] | 468 | 26 | 306 | 5 | 774 | 31 | 4.0\% |
| Kyakmi [31] | 634 | 41 | 453 | 11 | 1087 | 52 | 4.8\% |
| Magyam Chisapani [17] | 458 | 19 | 316 | 3 | 774 | 22 | 2.8\% |
| Majhakot Sivalaya [32] | 153 | 10 | 117 | 4 | 270 | 14 | 5.2\% |
| Malunga [33] | 345 | 38 | 225 | 4 | 570 | 42 | 7.4\% |
| Malyangkot [34] | 467 | 21 | 341 | 7 | 808 | 28 | 3.5\% |
| Manakamana [35] | 427 | 31 | 342 | 5 | 769 | 36 | 4.7\% |
| Nibuwakharka [36] | 476 | 23 | 375 | 2 | 851 | 25 | 2.9\% |
| Oraste [37] | 315 | 14 | 238 | 2 | 553 | 16 | 2.9\% |
| Pakwadi [38] | 755 | 43 | 526 | 9 | 1281 | 52 | 4.1\% |
| Panchamul [39] | 501 | 35 | 388 | 9 | 889 | 44 | 4.9\% |
| Pauwegaude [40] | 287 | 13 | 236 | 4 | 523 | 17 | 3.3\% |
| Pelakot [41] | 703 | 43 | 492 | 6 | 1195 | 49 | 4.1\% |
| Pelkachaur [42] | 178 | 31 | 149 | 5 | 327 | 36 | 11.0\% |
| Pidikhola [43] | 586 | 23 | 463 | 4 | 1049 | 27 | 2.6\% |
| Putalibazar Municipality [44] | 3248 | 164 | 2358 | 38 | 5606 | 202 | 3.6\% |
| Rangvang [45] | 222 | 16 | 221 | 6 | 443 | 22 | 5.0\% |
| Rapakot [46] | 425 | 18 | 331 | 6 | 756 | 24 | 3.2\% |
| Ratnapur [47] | 502 | 12 | 324 | 2 | 826 | 14 | 1.7\% |
| Sakhar [48] | 567 | 32 | 400 | 6 | 967 | 38 | 3.9\% |
| Sekham [50] | 491 | 38 | 337 | 5 | 828 | 43 | 5.2\% |
| Setidobhan [51] | 334 | 8 | 265 | 3 | 599 | 11 | 1.8\% |
| Shreekrishna Gandaki [52] | 1033 | 45 | 862 | 16 | 1895 | 61 | 3.2\% |
| Sirsekot [53] | 346 | 26 | 289 | 3 | 635 | 29 | 4.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Sworek [54] | 563 | 39 | 440 | 3 | 1003 | 42 | 4.2\% |
| Taksar [55] | 200 | 13 | 154 | 4 | 354 | 17 | 4.8\% |
| Thuladihi [56] | 301 | 19 | 241 | 5 | 542 | 24 | 4.4\% |
| Thumpokhara [57] | 598 | 27 | 482 | 9 | 1080 | 36 | 3.3\% |
| Tindobate [58] | 548 | 36 | 400 | 7 | 948 | 43 | 4.5\% |
| Tulsibhanjyang [59] | 525 | 4 | 407 | 6 | 932 | 10 | 1.1\% |
| Waling Municipality [60] | 2700 | 176 | 1934 | 41 | 4634 | 217 | 4.7\% |
| Yaladi [62] | 185 | 25 | 126 | 3 | 311 | 28 | 9.0\% |
| Tanahu | 36776 | 2893 | 26697 | 845 | 63473 | 3738 | 5.9\% |
| Anbukhaireni [1] | 1843 | 105 | 1287 | 29 | 3130 | 134 | 4.3\% |
| Arunodaya [2] | 586 | 56 | 359 | 9 | 945 | 65 | 6.9\% |
| Baidi [3] | 583 | 71 | 433 | 11 | 1016 | 82 | 8.1\% |
| Bandipur [4] | 1419 | 154 | 1038 | 38 | 2457 | 192 | 7.8\% |
| Barbhanjyang [5] | 535 | 59 | 383 | 18 | 918 | 77 | 8.4\% |
| Basantapur [6] | 327 | 37 | 252 | 7 | 579 | 44 | 7.6\% |
| Bhanu [7] | 1447 | 96 | 1024 | 42 | 2471 | 138 | 5.6\% |
| Bhanumati [8] | 477 | 20 | 340 | 11 | 817 | 31 | 3.8\% |
| Bhimad [9] | 1134 | 45 | 762 | 24 | 1896 | 69 | 3.6\% |
| Bhirkot [10] | 669 | 87 | 454 | 21 | 1123 | 108 | 9.6\% |
| Byas Municipality [11] | 5186 | 334 | 3699 | 111 | 8885 | 445 | 5.0\% |
| Chhang [12] | 640 | 42 | 450 | 18 | 1090 | 60 | 5.5\% |
| Chhimkeshwori [13] | 187 | 14 | 131 | 4 | 318 | 18 | 5.7\% |
| Chhipchhipe [14] | 265 | 17 | 172 | 3 | 437 | 20 | 4.6\% |
| Chok Chisapani [15] | 381 | 38 | 259 | 6 | 640 | 44 | 6.9\% |
| Deurali [16] | 281 | 52 | 223 | 15 | 504 | 67 | 13.3\% |
| Devghat [17] | 742 | 63 | 571 | 39 | 1313 | 102 | 7.8\% |
| Dharampani [18] | 297 | 22 | 281 | 4 | 578 | 26 | 4.5\% |
| Dhorfirdi [19] | 1343 | 75 | 996 | 24 | 2339 | 99 | 4.2\% |
| Dulegaunda [20] | 1770 | 81 | 1233 | 32 | 3003 | 113 | 3.8\% |
| Firfire [21] | 285 | 16 | 259 | 5 | 544 | 21 | 3.9\% |
| Gajarkot [22] | 662 | 55 | 485 | 8 | 1147 | 63 | 5.5\% |
| Ghansikuwa [23] | 889 | 35 | 670 | 19 | 1559 | 54 | 3.5\% |
| Institutional [999] | 95 | 4 | 233 | 4 | 328 | 8 | 2.4\% |
| Jamune Bhanjyang [24] | 1057 | 81 | 799 | 43 | 1856 | 124 | 6.7\% |
| Kahu Shivapur [25] | 929 | 151 | 648 | 22 | 1577 | 173 | 11.0\% |
| Keshavtar [26] | 488 | 37 | 377 | 13 | 865 | 50 | 5.8\% |
| Khairenitar [27] | 1345 | 46 | 925 | 28 | 2270 | 74 | 3.3\% |
| Kihun [28] | 457 | 16 | 297 | 3 | 754 | 19 | 2.5\% |
| Kota [29] | 439 | 32 | 324 | 16 | 763 | 48 | 6.3\% |
| Kotdarbar [30] | 693 | 79 | 488 | 14 | 1181 | 93 | 7.9\% |
| Kyamin [31] | 536 | 20 | 482 | 8 | 1018 | 28 | 2.8\% |
| Majhakot [32] | 780 | 123 | 539 | 29 | 1319 | 152 | 11.5\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total <br> (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Manpang [33] | 722 | 32 | 567 | 12 | 1289 | 44 | 3.4\% |
| Mirlung [47] | 457 | 35 | 390 | 9 | 847 | 44 | 5.2\% |
| Pokhari Bhanjyang [34] | 485 | 72 | 342 | 16 | 827 | 88 | 10.6\% |
| Purkot [35] | 800 | 39 | 549 | 7 | 1349 | 46 | 3.4\% |
| Raipur [36] | 410 | 28 | 292 | 10 | 702 | 38 | 5.4\% |
| Ramjakot [37] | 644 | 95 | 428 | 23 | 1072 | 118 | 11.0\% |
| Ranipokhari (Resing) [38] | 504 | 38 | 327 | 9 | 831 | 47 | 5.7\% |
| Risti [39] | 177 | 18 | 158 | 4 | 335 | 22 | 6.6\% |
| Rupakot [40] | 381 | 36 | 324 | 11 | 705 | 47 | 6.7\% |
| Satiswara [41] | 408 | 69 | 302 | 8 | 710 | 77 | 10.8\% |
| Shamung Bhagawatipur [42] | 970 | 110 | 671 | 21 | 1641 | 131 | 8.0\% |
| Shymgha [43] | 548 | 49 | 366 | 10 | 914 | 59 | 6.5\% |
| Sundhara (Ghiring) [44] | 883 | 84 | 657 | 17 | 1540 | 101 | 6.6\% |
| Tanahunsur [45] | 307 | 15 | 224 | 6 | 531 | 21 | 4.0\% |
| Thaprek [46] | 313 | 10 | 227 | 4 | 540 | 14 | 2.6\% |
| Taplejung | 16408 | 2514 | 10610 | 488 | 27018 | 3002 | 11.1\% |
| Ambegudin [1] | 382 | 32 | 237 | 6 | 619 | 38 | 6.1\% |
| Angkhop [2] | 290 | 31 | 191 | 4 | 481 | 35 | 7.3\% |
| Chaksibote [3] | 121 | 12 | 63 | 5 | 184 | 17 | 9.2\% |
| Change [4] | 508 | 104 | 308 | 19 | 816 | 123 | 15.1\% |
| Dhungesanghu [5] | 470 | 51 | 329 | 9 | 799 | 60 | 7.5\% |
| Dokhu [6] | 490 | 58 | 287 | 20 | 777 | 78 | 10.0\% |
| Dummrise [7] | 201 | 21 | 111 | 2 | 312 | 23 | 7.4\% |
| Ekhabu [8] | 248 | 26 | 158 | 2 | 406 | 28 | 6.9\% |
| Hangdewa [9] | 458 | 43 | 303 | 9 | 761 | 52 | 6.8\% |
| Hangpang [10] | 488 | 104 | 296 | 14 | 784 | 118 | 15.1\% |
| Institutional [999] | 72 | 0 | 51 | 0 | 123 | 0 | 0.0\% |
| Kalikhola [11] | 65 | 21 | 49 | 3 | 114 | 24 | 21.1\% |
| Khamlung [12] | 228 | 64 | 130 | 11 | 358 | 75 | 20.9\% |
| Khejenim [13] | 301 | 57 | 214 | 16 | 515 | 73 | 14.2\% |
| Khewang [14] | 388 | 101 | 269 | 12 | 657 | 113 | 17.2\% |
| Khokling [15] | 391 | 32 | 319 | 5 | 710 | 37 | 5.2\% |
| Lelep [16] | 299 | 29 | 178 | 8 | 477 | 37 | 7.8\% |
| Limbudin [17] | 238 | 30 | 172 | 2 | 410 | 32 | 7.8\% |
| Lingtep [18] | 201 | 36 | 136 | 14 | 337 | 50 | 14.8\% |
| Linkhim [19] | 287 | 14 | 177 | 7 | 464 | 21 | 4.5\% |
| Liwang [20] | 229 | 50 | 156 | 7 | 385 | 57 | 14.8\% |
| Mamangkhe [21] | 143 | 24 | 92 | 0 | 235 | 24 | 10.2\% |
| Mehele [22] | 339 | 34 | 190 | 6 | 529 | 40 | 7.6\% |
| Nalbu [23] | 288 | 107 | 203 | 26 | 491 | 133 | 27.1\% |
| Nangkholyang [24] | 454 | 56 | 333 | 12 | 787 | 68 | 8.6\% |
| Nidhuradin [25] | 347 | 52 | 216 | 10 | 563 | 62 | 11.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total(5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Olangchung Gola [26] | 23 | 8 | 8 | 3 | 31 | 11 | 35.5\% |
| Papung [27] | 218 | 39 | 124 | 5 | 342 | 44 | 12.9\% |
| Pedang [28] | 221 | 44 | 151 | 3 | 372 | 47 | 12.6\% |
| Phakumba [29] | 492 | 134 | 320 | 17 | 812 | 151 | 18.6\% |
| Phawakhola [30] | 159 | 24 | 102 | 9 | 261 | 33 | 12.6\% |
| Phulbari [31] | 457 | 48 | 299 | 8 | 756 | 56 | 7.4\% |
| Phungling [32] | 1928 | 113 | 1215 | 23 | 3143 | 136 | 4.3\% |
| Phurumbu [33] | 303 | 86 | 194 | 19 | 497 | 105 | 21.1\% |
| Sablakhu [39] | 271 | 26 | 165 | 9 | 436 | 35 | 8.0\% |
| Sadewa [34] | 147 | 27 | 79 | 3 | 226 | 30 | 13.3\% |
| Sanghu [35] | 501 | 119 | 317 | 31 | 818 | 150 | 18.3\% |
| Santhakra [36] | 408 | 104 | 221 | 23 | 629 | 127 | 20.2\% |
| Sanwa [37] | 309 | 48 | 215 | 5 | 524 | 53 | 10.1\% |
| Sawandin [38] | 211 | 49 | 148 | 10 | 359 | 59 | 16.4\% |
| Sikaicha [40] | 271 | 51 | 196 | 6 | 467 | 57 | 12.2\% |
| Sinam [41] | 245 | 30 | 150 | 10 | 395 | 40 | 10.1\% |
| Surumkhim [42] | 258 | 52 | 135 | 3 | 393 | 55 | 14.0\% |
| Tapethok [43] | 197 | 55 | 133 | 29 | 330 | 84 | 25.5\% |
| Tellok [44] | 259 | 33 | 185 | 4 | 444 | 37 | 8.3\% |
| Thechambu [45] | 389 | 28 | 271 | 5 | 660 | 33 | 5.0\% |
| Thinglabu [46] | 343 | 77 | 196 | 13 | 539 | 90 | 16.7\% |
| Thukimma [47] | 333 | 62 | 249 | 9 | 582 | 71 | 12.2\% |
| Thumbedin [48] | 258 | 27 | 155 | 3 | 413 | 30 | 7.3\% |
| Tiringe [49] | 218 | 19 | 163 | 2 | 381 | 21 | 5.5\% |
| Yamfudin [50] | 63 | 22 | 51 | 7 | 114 | 29 | 25.4\% |
| Terhathum | 11939 | 1593 | 7781 | 238 | 19720 | 1831 | 9.3\% |
| Ambung [1] | 428 | 44 | 269 | 11 | 697 | 55 | 7.9\% |
| Angdeem [2] | 200 | 24 | 147 | 3 | 347 | 27 | 7.8\% |
| Basantapur [3] | 603 | 79 | 377 | 11 | 980 | 90 | 9.2\% |
| Chhate Dhunga [4] | 405 | 53 | 274 | 12 | 679 | 65 | 9.6\% |
| Chuhandanda [5] | 416 | 133 | 228 | 18 | 644 | 151 | 23.4\% |
| Dangapa [6] | 304 | 41 | 179 | 8 | 483 | 49 | 10.1\% |
| Eseebu [7] | 331 | 25 | 230 | 10 | 561 | 35 | 6.2\% |
| Ewa [8] | 423 | 66 | 266 | 7 | 689 | 73 | 10.6\% |
| Hamarjung [9] | 428 | 60 | 262 | 5 | 690 | 65 | 9.4\% |
| Hwaku [10] | 427 | 47 | 233 | 9 | 660 | 56 | 8.5\% |
| Institutional [999] | 17 | 0 | 16 | 0 | 33 | 0 | 0.0\% |
| Jaljale [11] | 382 | 51 | 268 | 2 | 650 | 53 | 8.2\% |
| Jirikhimti [12] | 362 | 32 | 234 | 6 | 596 | 38 | 6.4\% |
| Khamlalung [13] | 346 | 74 | 219 | 8 | 565 | 82 | 14.5\% |
| Morahang [14] | 418 | 56 | 242 | 3 | 660 | 59 | 8.9\% |
| Myanglung [15] | 849 | 38 | 558 | 18 | 1407 | 56 | 4.0\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | 00SC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Okhre [16] | 403 | 96 | 283 | 14 | 686 | 110 | 16.0\% |
| Oyakjung [17] | 576 | 135 | 371 | 25 | 947 | 160 | 16.9\% |
| Panchakanya Pokhari [18] | 240 | 30 | 173 | 1 | 413 | 31 | 7.5\% |
| Phakchamara [19] | 253 | 35 | 187 | 3 | 440 | 38 | 8.6\% |
| Phulek [20] | 166 | 8 | 134 | 0 | 300 | 8 | 2.7\% |
| Piple [21] | 164 | 10 | 100 | 1 | 264 | 11 | 4.2\% |
| Pouthak [22] | 269 | 10 | 141 | 0 | 410 | 10 | 2.4\% |
| Sabla [23] | 293 | 33 | 186 | 5 | 479 | 38 | 7.9\% |
| Samdu [24] | 268 | 44 | 196 | 5 | 464 | 49 | 10.6\% |
| Sankranti Bazar [25] | 390 | 75 | 239 | 6 | 629 | 81 | 12.9\% |
| Shree Jung [26] | 265 | 32 | 165 | 3 | 430 | 35 | 8.1\% |
| Simle [27] | 466 | 93 | 353 | 11 | 819 | 104 | 12.7\% |
| Solma [28] | 477 | 15 | 359 | 3 | 836 | 18 | 2.2\% |
| Sudap [29] | 350 | 60 | 241 | 4 | 591 | 64 | 10.8\% |
| Sungnam [30] | 460 | 33 | 303 | 10 | 763 | 43 | 5.6\% |
| Tamfula [31] | 242 | 7 | 161 | 5 | 403 | 12 | 3.0\% |
| Thoklung [32] | 318 | 54 | 187 | 11 | 505 | 65 | 12.9\% |
| Udayapur | 40952 | 5643 | 27620 | 1080 | 68572 | 6723 | 9.8\% |
| Aanptar [1] | 702 | 113 | 426 | 11 | 1128 | 124 | 11.0\% |
| Balamta [2] | 296 | 51 | 207 | 5 | 503 | 56 | 11.1\% |
| Bansbote [5] | 304 | 41 | 230 | 3 | 534 | 44 | 8.2\% |
| Baraha [3] | 453 | 92 | 280 | 17 | 733 | 109 | 14.9\% |
| Barre [4] | 613 | 134 | 422 | 21 | 1035 | 155 | 15.0\% |
| Bashaha [6] | 1287 | 125 | 808 | 30 | 2095 | 155 | 7.4\% |
| Beltar [7] | 1732 | 51 | 1179 | 22 | 2911 | 73 | 2.5\% |
| Bhuttar [8] | 380 | 59 | 265 | 5 | 645 | 64 | 9.9\% |
| Chaudandi [9] | 598 | 100 | 351 | 14 | 949 | 114 | 12.0\% |
| Dumre [10] | 304 | 37 | 196 | 1 | 500 | 38 | 7.6\% |
| Hadiya [11] | 1382 | 102 | 962 | 16 | 2344 | 118 | 5.0\% |
| Hardeni [12] | 498 | 48 | 325 | 13 | 823 | 61 | 7.4\% |
| Iname [13] | 489 | 143 | 280 | 23 | 769 | 166 | 21.6\% |
| Institutional [999] | 40 | 1 | 28 | 1 | 68 | 2 | 2.9\% |
| Jalpachilaune [14] | 521 | 72 | 370 | 17 | 891 | 89 | 10.0\% |
| Jante [15] | 285 | 90 | 208 | 10 | 493 | 100 | 20.3\% |
| Jogidaha [16] | 777 | 90 | 477 | 29 | 1254 | 119 | 9.5\% |
| Katari [17] | 2364 | 251 | 1584 | 65 | 3948 | 316 | 8.0\% |
| Katunje Babala [18] | 816 | 175 | 555 | 25 | 1371 | 200 | 14.6\% |
| Khanbu [19] | 600 | 168 | 410 | 39 | 1010 | 207 | 20.5\% |
| Laphagaun [20] | 413 | 79 | 257 | 15 | 670 | 94 | 14.0\% |
| Lekhani [21] | 448 | 88 | 312 | 18 | 760 | 106 | 13.9\% |
| Lekhgaun [22] | 381 | 97 | 251 | 12 | 632 | 109 | 17.2\% |
| Limpatar [23] | 403 | 148 | 268 | 17 | 671 | 165 | 24.6\% |


| District and VDC | 5-9 years |  | 10-12 years |  | Total (5-12 years) | OOSC | OOSC \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total | OOSC | Total | OOSC |  |  |  |
| Mainamaini [24] | 688 | 210 | 449 | 21 | 1137 | 231 | 20.3\% |
| Mayankhu [45] | 393 | 81 | 251 | 6 | 644 | 87 | 13.5\% |
| Nametar [25] | 356 | 73 | 179 | 9 | 535 | 82 | 15.3\% |
| Okhale [26] | 383 | 40 | 230 | 5 | 613 | 45 | 7.3\% |
| Pachchawati [27] | 1180 | 173 | 845 | 31 | 2025 | 204 | 10.1\% |
| Pokhari [28] | 462 | 61 | 261 | 12 | 723 | 73 | 10.1\% |
| Rauta [29] | 1101 | 108 | 770 | 30 | 1871 | 138 | 7.4\% |
| Risku [30] | 945 | 134 | 678 | 27 | 1623 | 161 | 9.9\% |
| Rupatar [31] | 525 | 84 | 332 | 10 | 857 | 94 | 11.0\% |
| Saune [32] | 347 | 78 | 259 | 9 | 606 | 87 | 14.4\% |
| Shorung Chhabise [33] | 543 | 89 | 334 | 19 | 877 | 108 | 12.3\% |
| Siddhipur [34] | 503 | 51 | 332 | 9 | 835 | 60 | 7.2\% |
| Sirise [35] | 672 | 164 | 396 | 35 | 1068 | 199 | 18.6\% |
| Sundarpur [36] | 611 | 58 | 442 | 13 | 1053 | 71 | 6.7\% |
| Tamlichha [37] | 339 | 64 | 208 | 15 | 547 | 79 | 14.4\% |
| Tapeswori [38] | 1183 | 117 | 823 | 15 | 2006 | 132 | 6.6\% |
| Tawashree [39] | 746 | 189 | 580 | 41 | 1326 | 230 | 17.3\% |
| Thanagau [40] | 395 | 92 | 215 | 7 | 610 | 99 | 16.2\% |
| Thoksila [41] | 2713 | 308 | 1871 | 38 | 4584 | 346 | 7.5\% |
| Tribeni [42] | 1181 | 151 | 754 | 31 | 1935 | 182 | 9.4\% |
| Triyuga Municipality [43] | 8300 | 770 | 5876 | 230 | 14176 | 1000 | 7.1\% |
| Valayadanda [44] | 1300 | 193 | 884 | 38 | 2184 | 231 | 10.6\% |

Source: Census 2011

## Annex 4

## Definition of disability in Nepal

In Nepal, disability has been classified into seven categories according to its nature and relation to the body and physical system. The definitions for each category are given in Table A4.1.

## A4.1: Classification and definition of disability in Nepal

| Category | Definition |
| :--- | :--- |
| Physical <br> disability | Physical disability arises when there is difficulty in the operation of the body's physical parts, use and <br> movement in a person due to problems in nerves and muscles, and composition and operation activities <br> of bones and joints. 'Short' and 'stunted' also fall into this category. |
| Disability related <br> to vision <br> in an individual. There are two types of vision-related disability: <br> a. Blind: A person who cannot see the fingers of a hand with both eyes at a distance of 10 feet despite <br> treatment (medicine, surgery and use of glasses), or cannot read the first line of the Snellen chart (3/60). <br> b. Low vision: A person who cannot distinguish fingers of a hand from a distance of 20 feet despite <br> treatment (medicine, surgery and use of glasses), or cannot read the letters of the fourth line of the <br> Snellen chart. |  |
| Disability related |  |
| to hearing | Disability related to hearing arises when there are difficulties related to discrimination of composition of <br> the parts of hearing and voice, rise and fall of position, and level and quality of voice. There are two types <br> of hearing-related disability: <br> a. Deaf: A person who cannot hear, speaks incoherently or cannot speak and who has to use sign language <br> for communication. An individual who cannot hear sound above 80 decibels is deaf. |
| b. Hard of hearing: A person who can hear only a little; can hear a little and cannot talk clearly; can only |  |
| speak a little; who needs to use a hearing aid in the ear to listen. An individual who can only hear sound |  |
| between 65 decibels and 80 decibels is hard of hearing. |  |

[^31]쌔N
United Nations
Educational, Scientific and
Cultural Organization


[^0]:    1 If, however, the qualifications earned in the non-formal programme are recognized as formal or equivalent to formal qualifications by national authorities, the children participating in this programme can be considered as 'in school'.

[^1]:    2 The data sources for Table ES2 are MICS 2014 (Dimensions 2 and 3 by wealth quintile, age, gender and mother's education), Flash 2013-2014 (new entrants in Grade 1 who do not have ECD/pre-school experience, dropout rates, repetition rates), and Census 2011 (all other data).

[^2]:    1 Nepal National Population and Housing Census 2011. Available at http://nepal.unfpa.org/publications/national-population-and-housing-census-2011.
    2 There are three main eco belts (Terai, Mountain and Hill), but 'Valley' is included as a fourth eco belt, which encompasses three districts, Kathmandu, Lalitpur and Bhaktapur.

[^3]:    ${ }^{3}$ The literacy level is defined here as those who can read and write and those who can read only.
    4 http://data.worldbank.org/indicator/SH.DYN.MORT based on estimates developed by the UN Inter-agency Group for Child Mortality Estimation (UNICEF, WHO, World Bank, UN DESA Population Division).
    5 United Nations Development Programme (UNDP), Human Development Report 2015: Work for Human Development, UNDP, http://hdr.undp.org/sites/default/files/ranking.pdf, accessed 15 January 2016.

[^4]:    ${ }^{6}$ Asian Development Bank (ADB), Asian Development Outlook 2015, ADB, <www.adb.org/countries/nepal/economy>, accessed 15 January 2016.

[^5]:    7 The Madarasa, Gumba/Vihar and Ashram/Gurukul are Muslim, Buddhist and Hindu educational institutions, respectively.
    8 National Population and Housing Census and MICS 2014.

[^6]:    9 If, however, the qualifications earned in the non-formal programme are recognized as formal or equivalent to formal qualifications by national authorities, then children participating in this programme are considered as 'in school'.

[^7]:    ${ }^{10}$ A total of 52 cases was removed where critical data required for the out-of-school calculations were missing.

[^8]:    ${ }^{11}$ The Census data on disability are not yet available to the public and the study team could access only 15 per cent of the Census 2011 raw data with the variable 'disability'

    12 Total number of students of the official primary school age group who are enrolled at primary or secondary education expressed as a percentage of the corresponding population.
    ${ }^{13}$ Total number of students of lower secondary school age who are enrolled in lower or upper secondary education expressed as a percentage of the corresponding population.

[^9]:    Source: Census 2011

[^10]:    Source: MICS 2014

[^11]:    14 Includes pre-primary school and above.

[^12]:    Source: Census 2011

[^13]:    Source: Census 2011, created using StatPlanet Plus

[^14]:    15 Excluding Afghanistan, for which no comparable data on repetition rates were available.
    16 For example, Hattie, 2009.

[^15]:    Source: NLSS 2011

[^16]:    ${ }^{17}$ Most Affected Districts: Bhaktapur, Dhading, Dolakha, Gorkha, Kathmandu, Kavre, Lalitpur, Makwanpur, Nuwakot, Okhaldhunga, Ramechhap, Rasuwa, Sindhuli, Sindhupalchok.
    Major Affected Districts: Arghakhanchi, Baglung, Bhojpur, Chitwan, Dhankuta, Kaski, Khotang, Lamjung, Myagdi, Nawalprasi, Palpa, Parbat, Sankhusabha, Solukhambu, Syangja, Tanahun.

    Minor Affected Districts: Bajura, Banke, Bara, Dailekh, Dang, Dhanusha, Ilam, Jhapa, Kalikot, Kanchanpur, Kapilbastu, Manang, Morang, Mustang, Panchthar, Pyuthan, Rupendehi, Salyan, Saptari, Sarlahi, Siraha, Sunsari, Surkhet, Taplejung, Terhathum, Udayapur.

[^17]:    18 Access is defined as all persons aged 5 to 14 years who have ever attended school/college.

[^18]:    Source: Ministry of Education, Nepal 2015

[^19]:    19 The data sources for this Table are MICS 2014 (Dimensions 2 and 3 by wealth quintile, age, gender and mother's education), Flash 20132014 (new entrants in Grade 1 who do not have ECD/pre-school experience, dropout rates, repetition rates) and Census 2011 (all other data).

[^20]:    $\propto$ The multivariate analysis was carried out by Selene Lee, former UNICEF Nepal Education Officer; text for this report was prepared by Ivan Coursac and Leotes Lugo Helin, Education Specialists at UNICEF ROSA.

[^21]:    $\beta$ The coefficient estimates from the logistic regressions of each explanatory variable measure the relationship between that variable and the dependent variable 'being OOS', controlling for the effect of all other variables included in the model. Bearing in mind that no direct causal relation between the independent variables and 'being OOS' should be inferred from the models, the results are usually presented in the form of a percentage increase of the odds of being out of school for those explanatory variables that were statistically significant at the 1 per cent level in the model.

[^22]:    ${ }^{20}$ As indicated in Chapter 2, as only 15 per cent of the Census 2011 data were provided for the variable 'disability' for the purpose of this study, these figures need to be interpreted with this in mind.

[^23]:    21 See <www.ncf.org.np/upload/files/879_en_Special+Education+Policy,+2053.pdf>.

[^24]:    ${ }^{22}$ Refers to the post-marriage living arrangement in which the wife moves into her husband's house, often living with his parents or other members of his family.

[^25]:    ${ }^{23}$ Excluding Afghanistan, for which no comparable data on repetition rates were available.

[^26]:    ${ }^{24}$ A study on the effectiveness of the Girls Scholarship Programme found that many parents were unaware of the existence of this scholarship, let alone the eligibility criteria and the amount they should be receiving (ERDCN, 2011).

[^27]:    25 This will be an online publication, expected in 2016.

[^28]:    Existing gaps

    - Absence of elected local government officials at VDC level, affecting implementation of Compulsory Education Act of 2009 in all VDCs
    - Limited responsibilities of DDCs, municipalities and VDCs in reducing the number of out-of-school children in respective administrative areas
    - Weak public financial management: late release of funds, reporting delays, poor financial record keeping by schools
    - Low capacity and lack of empowerment of SMCs, challenges in membership composition

[^29]:    ${ }^{26}$ In the future, automated online reporting could be implemented, such as the disaggregated data dissemination system used in India www.schoolreportcards.in ('Report Module' from the top menu gives access to the online database).
    ${ }^{27}$ See for example the Dropout Explorer of the Netherlands Ministry of Education, Culture and Science: <www.vsvverkenner.nl/english>, or the Indian Unified District Information System for Education, www.schoolreportcards.in (see 'Report Module' from the top menu).

[^30]:    Children never attended any school and dropouts (attended previously and not attending during survey)

[^31]:    Source: Definition and classification of disability in Nepal, Government of Nepal, 2006

