

## **Supporting Community Schools in Rural Nepal: The Case of Parbat District**

### **1. INTRODUCTION**

Located in the mid-hill region of Western Nepal, approximately 40 miles west of Pokhara, Parbat District is one of the 77 districts of Nepal. Contained in Gandaki Province, Parbat District consists of two (2) Urban Municipalities (i.e., Kushma and Phalewas) and five (5) rural municipalities (i.e., Bihadi, Jaljala, Mahashila, Modi, and Paiyun).

Covering an area of 494 square kilometers, Parbat is one of the smaller districts of Nepal with a total population of 130,887 in 2021, a 10.7% decrease from 146,590 in 2011. The share of females in total population also decreased from 55% in 2011 to 53% in 2021. In comparison, the total population of Nepal increased 10.1% from 2011 to 29,164,578 in 2021, with females accounting for 51% of Nepal's total population.

### **2. EDUCATION IN PARBAT**

#### **2.1. Literacy Rate**

According to the National Population and Housing Census of 2021 (NPHC 2021), the overall literacy rate (i.e., proportion of people aged 5 years or above who can read and write) for Parbat District was 80%. By gender, the literacy rate was 88% for males and 73% for females, indicating fewer educational opportunities among females. In comparison, the male and female literacy rates for Nepal were 84% and 69%, respectively. (See Figure 1)

#### **2.2. Educational Attainment**

Of the population aged 5 years or above with the completion of some level of education in Parbat District, as shown in Table 1, about 47% both males and females completed Grade 8 or lower level of education. Similarly, about 45% of both males and females completed Grade 9-12 or the equivalent level. Only 6% of males and 4.5% females completed either undergraduate (or equivalent) or graduate (or equivalent) level of education. This means gender parity in school education but slight disparity in university level education. This indicates an extremely low level of transition from high school education to university level education, perhaps due to financial barriers to attending universities and limited employment opportunities upon graduation from the university. Some of the ways to address this challenge would be to provide scholarships to high school graduates, especially those from poor socio-economic background, enabling them to attend universities and expand vocational training to create job employment for youth.

#### **2.3. School Education Structure**

In Nepal, school education is divided into five (5) grade levels as follows:

- Early Childhood Education Development/Preprimary Education: ECED/PPE
- Primary or Lower Basic: Grade 1 through 5
- Lower Secondary or Upper Basic: Grade 6 through 8
- Secondary: Grade 9 through 10

- Upper Secondary: Grade 11 through 12

Education in ECED/PPE through Grade 8 is further defined as “Basic” education. Similarly, education in Grade 9 through 12 is defined as “Secondary” education.

In Nepal, primarily there are three types of schools as follows:

- Public schools (also referred to as community schools), supported by the Government of Nepal;
- Private schools (also referred to as institutional schools), supported by parents and trustees; and
- Traditional or religious schools.

## 2.4. Numbers of Schools

According to Flash I Report of 2023/24, there were a total of 318 schools in Parbat District, including 291 community and 27 private (institutional) and other schools. Thus, community schools accounted for 92% of total schools. In terms of grades, schools providing education in Grade 1 through 5 accounted for 55% of all schools and 59% of community schools. Schools providing education in Grade 1 through 8, Grade 1 through 10, and Grade 1 through 12 represented 13-16% of all schools and 13-14% of community schools. In terms of municipalities, Kushma Municipality accounted for most schools (23%), followed by Modi Rural Municipality (17%) and Phalewas Municipality (17%). (See Table 2).

Of the 27 private schools, Kushma Municipality accounted for 41%, followed by Modi Rural Municipality (18%) and Jaljala Rural Municipality (15%). More than 95% of private schools provided only basic education (i.e., Grade 1-8).

There were a total of 363 Early Childhood Education Development and Preprimary Education Centers (ECED/PPCs) in Parbat District, of which 93% were community ECED/PPCs. Kushma Municipality accounted for 23% of ECED/PPCs, followed by Phalewas Municipality (19%) and Modi Municipality (17%). A vast majority of schools operate ECED/PPE programs.

## 2.5. Total Enrollment

As shown in Table 3, during the school year 2023-2024, a total of 31,183 students were enrolled in ECED/PPE, primary (Grade 1-5), lower secondary (Grade 6-8), secondary (Grade 9-10), and upper secondary (Grade 11-12) education in all types of schools in Parbat District. Primary education accounted for 40% of total enrollment, followed by lower secondary (22%) and ECED/PPE (15%). In terms of gender, considering all levels of education, male students accounted for 53% and female students accounted for 47% of total enrollment. The gender disparity was most pronounced at the ECED/PPE level, with girls accounting for 44% of total enrollment at that level.

Compared to the school year 2018-2019, total school enrollment in all types of schools in Parbat District decreased by 7,744 or about 20% in the school year 2023-2024. The higher secondary level experienced the largest decrease of 35%, followed by the secondary level (-29%) and the lower secondary level (-22%). The total female enrollment decreased 24%, while total male enrollment decreased 16%. In terms of grade-gender combinations, the decrease was most pronounced for female students in Grade 11-12 (-37%), followed by male students in Grade 11-12 (-34%), and female students in Grade 9-10 (-31%).

Table 4 presents enrollment in community schools in Parbat district. In the school year 2023-24, a total of 23,959 students were enrolled across all community schools. Male students represented 51% and female students 49% of total enrollment, indicating more gender parity in community schools, than private and community schools combined. In terms of grade levels, the primary level accounted for 37% of total enrollment in community schools, followed by lower secondary (Grade 6-8) (23%) and secondary level (Grade 9-11) (16%).

Between the school years 2018-2019 and 2023-24, total enrollment in community schools decreased 21%. As in all schools combined, the decline in community school enrollment was most pronounced for Grade 11-12 (-36%), followed by Grade 9-10 (-29%) and Grade 6-8 (-23%). Since the school year 2018-2019, the total female enrollment in Parbat District decreased 26%, compared to 16% for males. Among gender-grade combinations, the decreases were most pronounced for female students in Grade 11-12 (-36%), Grade 9-10 (-32%), and Grade 6-8 (-30%).

The enrollment data by municipality are provided in Table 5 for all types of schools combined and in Table 6 for community schools. The municipality shares of total enrollment in all schools in Parbat District varied from 5% in Mahashila Rural Municipality to 33% in Kushma Municipality. This difference is due to a high concentration of private school enrollment in Kushma Municipality. Among the remaining municipalities, Phalewas Municipality accounted for 16% and Modi Rural Municipality accounted for 14% of total enrollment in all schools in the school year 2023-2024. While enrollment declined in all municipalities from 2018-2019, their shares in total enrollment remained the same.

As shown in Table 5, compared to the school year 2018-2019, total enrolment in all schools in 2023-2024 decreased in all municipalities of Parbat District, with the decline being most pronounced for Mahashila Rural Municipality (-30%), followed by Phalewas Municipality (-28%), Jaljala Rural Municipality (-25%), and Bihadi Rural Municipality (-22%). In terms of municipality-grade combinations, except for huge increases in higher secondary (Grade 11-12) level enrollment in Paiyun Rural Municipality (88%) and Modi Rural Municipality (70%), total enrollment in all schools in the school year 2023-2024 decreased in all grade levels and municipalities compared to 2018-2019. Interestingly, the ECED/PPE enrollment increased in four (4) out of five (5) rural municipalities but decreased in both urban municipalities.

As shown by Table 6, enrollment data for the community schools showed somewhat different patterns compared to all schools combined, with the most notable difference being the ECED/PPE enrollment which increased in all municipalities, except Kushma Municipality, from 2018-2019. The municipality shares of total student population in community schools varied from 7% in Mahashila Rural Municipality to 26% in Kushma Municipality. Among the others, Phalewas Municipality accounted for 19% and Modi Rural Municipality accounted for 15% of total community school enrollment in the school year 2023-2024. As in all schools combined, except for huge increases in enrollment in Grade 11-12 in Paiyun (88%) and Modi (70%) rural municipalities, community school enrollment decreased in all municipality-grade combinations, with the decreases being most pronounced for Grade 11-12 enrollments in Jaljala Rural Municipality (-78%), Phalewas Urban Municipality (-65%), and Mahashila Rural Municipality (-56%).

## 2.6. Enrollment and Ethnicity

Ethnicity is one of the important factors contributing to educational disparities in Nepal. Parbat District is home to various ethnic communities, including, but not limited to, Brahmin, Chhetri, Dalit (disadvantaged caste), Magar, Gurung, and Newar. This ethnic diversity is also reflected in student population. The 2023-2024 Flash Report provides grade-level enrollment data for three ethnic groups, namely Dalits, Janjatis (indigenous groups), and Madheshi (ethnic group living in the Terai region of

Nepal). In the school year 2023-2024, collectively these three ethnic groups accounted for 53% of total enrollment in all types of schools and 57% of total enrollment in community schools in Parbat District. Brahmins, Chhetris, and Newars made up the remainder. Individually, students from Dalit communities represented 34% of total enrollment in all types of schools and 38% of total enrollment in community schools, with these percentages decreasing with grade levels. Similarly, students belonging to the Janjatis group accounted for 17% of total enrollment both in all types of schools and community schools, with these percentages remaining mostly constant across grade levels. The Madhesi group accounted for 1-2% of total enrollment. Figure 2 summarizes these data for community schools in Parbat District.

The ethnic composition of student population in community schools of Parbat District was remarkably different from the ethnic composition in community schools of Nepal as a whole. For example, for Nepal, the share of students from the Janajati group was more than twice the corresponding share in Parbat District, while the share of students from the Dalit group showed an opposite pattern. The proportion of the Madhesi group was much higher for Nepal as a whole. Figure 3 shows the ethnic composition of community school student population in Nepal.

## 2.7. Net Enrollment Rate (NER)

The net enrollment rate (NER) measures the percentage of children of the official school age who are enrolled at a given level of education, such as primary, lower secondary, or secondary.<sup>1</sup> The NER is a useful indicator of how effectively an education system is reaching its target population. The information on NER is available only for all types of schools combined, not separately for community and institutional schools.

Figure 4 shows the NER results for primary, lower secondary, secondary, and upper secondary education levels in all types of schools in the school year 2023-2024 for Parbat District. The NERs are the highest at the primary level (96%), followed by lower secondary (93%), secondary (76% for females and 71% for males), and upper secondary level (36-38%). The results exhibit gender parity in terms of net enrollment rate. These results were highly consistent with those for Nepal as a whole.

The NERs are similar across all municipalities and grades levels except for higher secondary level, where substantial differences existed, with Jaljala Rural Municipality recording the lowest NER and Bihadi and Paiyun Rural Municipalities achieving the highest NERs.

## 2.8. Educational Outcome: Secondary Education Examination (SEE)

The Secondary Education Examination (SEE) is a national standardized examination taken by the students at the end of Grade 10. Formerly known as the School Leaving Certificate (SLC) exam, the SEE serves as a critical milestone in Nepal's education system as it assesses students' academic readiness for further studies. It is important because passing the SEE qualifies students for admission to higher secondary education (Grades 11 and 12) and plays a significant role in shaping their future academic and professional achievements. This also serves as a key measure of educational quality for secondary schools.

According to the data obtained from the Parbat District Education Office, of a total of 1,889 students, including 1,747 from the community schools and 142 from the institutional schools, sitting in the SEE in

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<sup>1</sup> The NER is computed as follows:

$$\left( \frac{\text{Number of children of official age enrolled in a specific education level}}{\text{Total population of children of that official age}} \right)$$

the school year 2023-2024, only 884 or 46.8% passed the exam and advanced to Grade 11. Accordingly, more than half (53.2%) failed to advance. For comparison that figure for Nepal was 47.9% (44.6% for females vs. 51.1% for males).<sup>2</sup> With more than a 50% failure rate, the 2023-2024 SEE performance is evident of low quality of education in the Nepal's school system.

With respect to the type of schools, the SEE pass rate for community schools in Parbat District was 43.3%, compared to 89.4% for institutional schools, indicating that the quality of education is significantly higher in institutional schools than in community schools. This reflects the fact that institutional schools have better infrastructure, more financial resources, more qualified and trained teachers, and greater access to modern teaching/learning tools.

With respect to municipalities, considering community and institutional schools together, at the SEE pass rate was the highest for Kushma Municipality (61.8%), followed by Jaljala Rural Municipality (59%), and Modi Rural Municipality (53.2%). The same municipalities ranked first, second, and third with respect to the SEE pass rates for community schools. See Table 7.

### 3. CHALLENGES FACING RURAL COMMUNITY SCHOOLS

Despite significant strides in improving access to education, Nepal still faces persistent challenges in delivering quality education in rural areas. Factors such as geography, poverty and economic disparities, poor and inadequate infrastructure, shortages of qualified teachers, sociocultural norms, and limited resources contribute to the disparity in educational outcomes between rural and urban populations. These challenges, along with potential interventions to address these challenges, are discussed below.

**1. Lack of access to education:** The lack of access to education is a major challenge to ensure quality education for all. Despite the government's recent success in expanding educational access in the country, many children in rural areas still lack access to education due to geographic barriers and lack of schools. Nepal's remote and mountainous terrain makes it difficult for students to travel to and from schools, with some having to walk several hours daily. Many rural areas lack adequate schools, forcing students to travel long distances or drop out. Long distances to schools discourage regular attendance, especially for younger children, forcing families to migrate to urban areas. Migration is one of the primary reasons for declining student enrollment in rural schools.

**Intervention:** One measure to address this challenge is to build new schools and roads and provide free or subsidized transportation to students. Another measure would be to introduce remote learning. It is imperative that new schools have basic facilities equipped with hostels, proper classrooms, gender-friendly toilets, and basic drinking water. Providing certain financial incentives to families would encourage them to remain in rural areas.

**2. Economic disparities and poverty:** Economic disparities and persistent poverty are major challenges contributing to poor educational quality in rural Nepal. Poverty limits both families' ability to invest in education and the school's/government's capacity to provide quality educational services. Moreover, families in rural areas frequently rely on children to contribute to household income, resulting in higher dropout rates. The gap in economic resources between urban and rural areas leads to a lack of funding for rural schools, leading to lower educational quality and fewer opportunities for students to excel academically.

**Intervention:** The government should increase funding and allocate more resources to rural areas to improve school infrastructure and educational services. The government should also extend free public

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<sup>2</sup> The Rising Nepal, June 28, 2024.

education up to Grade 12 in rural areas. The government and schools should partner with NGOs to modernize and upgrade school facilities and provide need-based scholarships for economically disadvantaged students. There should be increased emphasis on promoting or expanding vocational training and skill development programs for students to increase employment opportunities in rural areas.

**3. Poor or lack of infrastructure:** Access to adequate infrastructure is a significant challenge in rural education in Nepal. Many rural schools, especially community schools, often lack proper classrooms, adequate furniture, libraries, clean drinking water, and laboratories. Most schools have poor or no sanitation facilities, especially for girls, which discourages attendance. Many schools in rural and mountainous regions grapple with limited and unreliable access to electricity, because of which most schools have no or very limited access to technology and other modern educational tools.

**Intervention:** Improving school infrastructure in rural areas is essential for providing quality education. Existing and old school buildings and facilities need to be appropriately upgraded or modernized with proper classrooms, libraries, labs, gender-friendly toilets, and basic drinking water. Schools should either construct new gender-friendly toilets or upgrade existing toilets to make them more gender-friendly. Schools should consider providing girls with sanitary supplies during menstruation. Efforts should be made to ensure a reliable electricity supply and internet connectivity to be able to adopt technology for teaching and learning by providing modern teaching aids, laptops, tablets, ipads, and e-learning platforms.

**4. Shortage of trained teachers:** A shortage of trained teachers in rural schools remains a major barrier to quality education. Many rural schools face shortages of qualified and trained teachers, especially in subjects like math, science and English. Due to poor living and working conditions and low salaries, rural schools face difficulties in recruiting and retaining good teachers. Teachers in rural schools lack opportunities for professional development and training to improve their pedagogical skills and keep up with subject matter, which has contributed to lower teaching standards and poor educational outcomes. Due to lack of proper monitoring and accountability systems, teachers' absenteeism is also high in rural areas.

**Intervention:** Teachers in rural areas should be provided with competitive salaries and opportunities for continuous professional development and training to improve their subject matter knowledge and pedagogical skills. Housing and other incentives should be provided to teachers to encourage them to remain in rural areas. Schools should engage community leaders and educators to ensure accountability for teachers to fulfil their duties and school management should reward teachers with superior teaching performance.

**5. High dropout rates:** Due to persistent poverty, rural families often prioritize earning income over sending children to school. Rural children are expected to help their families with farming and household chores. Due to social norms and lack of awareness, early marriages are very common in Nepal, especially among girls. For example, according to NPHC 2021, 80% of girls are married before the age of 20. All these factors lead to high dropouts, particularly among girls at the secondary school level and beyond.

**Intervention:** Providing scholarships and free school supplies and uniforms to students, especially those from economically marginalized families, can relieve the families of financial pressure. Awareness training to families about the value of education and implications of early marriages will be beneficial.

**6. Limited resources and economic constraints:** Although education is free in public schools through Grade 10, families still face hidden costs of education, such as school uniforms, supplies, and

transportation, which impact enrollment. Due to limited funds, rural schools, especially community schools, face shortages of learning materials, teaching aids, and basic stationery. Because of limited government investment on education (e.g., in 2021, education accounted for just about 4% Nepal's GDP and 12% of total budget), schools in rural areas often face a shortage of funds to develop infrastructure, train teachers, afford modern learning/teaching aids, and in turn to ensure the quality of education.

**Intervention:** One way to address this situation is to provide students, especially those from economically disadvantaged families, with need-based scholarships, free uniforms, and free schools supplies, or free/subsidized transportation and provide schools with free modern teaching and learning aids, such as smart boards and e-learning tools. The government should increase funding resources for rural schools, enabling them to ensure adequate infrastructure, offer continuous training and professional development opportunities for teachers, procure modern teaching (such as smart boards) and technology-assisted learning tools (such as computers, tablets, remote learning, and e-learning platforms).

**7. Declining enrollment:** Due to poor living conditions, lack of job opportunities, declining agricultural productivity, and most importantly low quality of education in rural areas, rural families are increasingly migrating to urban areas, which has resulted in significant declines in school-age population. This has, in turn, resulted in big declines in student enrollment in rural schools, especially in rural community schools, leading to school closures/mergers. For example, as discussed earlier, total community school enrollment in Parbat District decreased more than 20% over the last five (5) years.

**Intervention:** A multifaceted approach is needed to address this challenge. This requires launching appropriate programs to create income-generating opportunities for rural families and provide financial assistance to start rural enterprises. Modern and locally appropriate farming practices should be promoted, along with provision of free inputs and marketing assistance to farmers. Improvement in educational quality, scholarships to students, and financial incentives for families will encourage them to remain in rural areas.

**8. Sociocultural barriers:** Despite the government's recent emphasis on providing equal access to quality education for all, regardless of location, gender, ethnicity, or socioeconomic background, disparities still exist in access and outcomes of education. In many rural areas of Nepal, traditional beliefs and gender roles discourage girls from pursuing education, especially beyond secondary level. While Nepal has made significant strides in gender equality in access to education, girls are still more likely than boys to drop out due to early marriages, household responsibilities, and lack of gender-friendly sanitary facilities in schools, which affects their attendance during menstruation. Disparities also exist across ethnic groups, with students from *Dalit* (disadvantaged castes) and *Janajati* (indigenous castes) groups falling behind those *Brahmin* and *Chhetri* communities in educational attainment, especially beyond secondary education level.

**Intervention:** The government should implement further policies aiming to promote inclusivity and equity in access to quality education. Such initiatives as providing targeted scholarships and other financial support to empower girls and students from *Dalit* and *Janajati* groups should be promoted. The government should partner with local leaders and NGOs to promote educational equalities and support families in overcoming sociocultural barriers. Societal attitudes towards the importance of girls should be shifted by promoting community awareness and engagement.

**9. Impact of natural disasters:** Natural disasters – such as earthquakes, floods, landslides, and heavy rains – pose a significant challenge to educational access and delivery in rural Nepal. Earthquakes and floods can damage or destroy school infrastructure (school buildings, classrooms, labs, libraries, etc.), leading to prolonged closures or need for temporary classrooms. For example, the 2015 earthquake and recent floods caused tremendous damage or destruction to school infrastructure in many parts of rural

Nepal, forcing many schools to still operate in temporary make-shift structures that are ill-equipped for effective learning. Repeated or severe disasters can lead to a long-term decline in school enrollment as families prioritize immediate survival and recovery needs over continued education. Rural or economically disadvantaged areas may be disproportionately affected by disasters, by further widening the educational disparities.

**Intervention:** The government should prioritize investment in building and maintaining school facilities that are resistant to natural disasters. For example, new school buildings in earthquake-prone areas should be constructed using earthquake-resistant design and materials. With proper disaster preparedness measures, schools can significantly reduce damage when disaster occurs. In the aftermath, prompt assessments, temporary learning arrangements, robust reconstruction strategies, and continued psychological support are essential to maintain un-interrupted high-quality learning. Public-private partnerships involving NGOs, local governments and other stakeholders can be crucial for the recovery from a disaster.

**10. Policy implementation:** The Nepalese government has launched several policies (e.g., National Campaign for Education for All, School Sector Reform Plan, etc.), aiming to enhance the quality of and access to primary and secondary education. Despite these policies, rural schools still face inadequate infrastructure, poorly trained teachers, and limited access to educational materials, which hinder the effective implementation of such policies.

**Intervention:** Addressing this issue requires a multifaceted approach involving government, NGOs and local communities working together to ensure equitable and quality education for all. This includes: (i) Involving local communities in school management to foster sense of ownership and accountability; (ii) Investing in school infrastructure to create a conducive learning environment; (iii) Implementing comprehensive training to enhance teachers' pedagogical skills and subject knowledge and providing incentives to retain qualified teachers in rural areas; (iv) Investing in digital learning resources to provide access to modern educational materials (such as smart boards, remote learning, e-learning platforms, etc.) and enhance learning opportunities; (v) Establishing robust mechanisms to monitor policy implementation and educational outcomes to ensure policy initiatives are effective; and (vi) Aligning policies to local needs to ensure educational policies are adaptable and relevant to local contexts.

#### 4. NGOS' ROLES

Non-Governmental Organizations (NGOs) play a crucial role in addressing educational challenges in rural Nepal by implementing targeted interventions that complement government efforts. Below are specific actions NGOs can take:

**1. Infrastructure Development:** NGOs often invest in building and renovating school facilities (e.g., classrooms, libraries, and playground) in remote areas, ensuring that children have a safe and conducive learning environment. For instance, organizations have been involved in rebuilding classrooms and providing essential amenities like taps and toilets in rural schools. Building Education is dedicated to rebuilding and renovating schools in remote regions of Nepal. United World Schools Nepal focuses on empowering schools in rural Nepal by addressing such issues as insufficient teachers and inadequate infrastructure. By providing scholarships and other financial support, NGOs enable children from economically disadvantaged families to attend school, thereby reducing dropout rates and promoting higher enrollment.

**2. Teacher Training and Professional Development:** NGOs offer ongoing training and professional development opportunities, helping teachers stay updated with subject matter and modern student-friendly teaching methods. The Rural Education and Environment Development Centre (REED



Nepal) focuses on training teachers to improve the quality and inclusiveness of education. Similarly, LEARN (Lifting Education, Advancing Rural Nepal) focuses on improving education in remote areas by providing teacher training and fostering better educational services. NGOs can implement programs to incentivize teachers to work in rural areas by providing stipends, housing, and professional development opportunities.

**3. Curriculum Development and Educational Resources:** NGOs develop and distribute culturally relevant and language-appropriate educational materials, making learning more accessible for enjoyable for students. World Education Nepal is dedicated to developing teaching and learning materials, including those in underserved languages. NGOs launch initiatives such as mobile libraries and after-school programs enhance students' learning experiences beyond the standard curriculum. For example, Right2Study Nepal has implemented stationary distribution programs reaching over 10,000 students in various rural regions.

**4. Community Engagement and Mobilization:** NGOs conduct workshops to educate parents to enhance their awareness about the importance of education, encouraging them to support their children's schooling. By involving local community members in school management and decision-making processes, NGOs foster a sense of ownership and accountability.

**5. Addressing Educational Disparities:** NGOs implement programs targeting girls, children with disabilities, and other marginalized groups to ensure inclusive education opportunities. They promote equality in education by providing scholarships and other financial support to female students and those from marginalized communities. They advocate for government policies that promote equity in education and reduce disparities in rural areas. For example, Voluntary Service Overseas (VSO) Nepal focuses on educational access, equity and quality. Similarly, Chhori Nepal promotes girls' education by supporting underprivileged girls in accessing quality education.

**6. Innovation and Leveraging Technology:** NGOs often pilot innovative educational models and teaching methods, which, if successful, can be scaled up by government agencies. Aiming to bridge the technology gap, some NGOs offer internet access, digital tools and e-learning platforms, and digital libraries to enhance teaching and learning processes in remote areas. For example, Open Learning Exchange (OLE) Nepal integrates technology into education by developing open-source digital learning activities and providing teacher training.

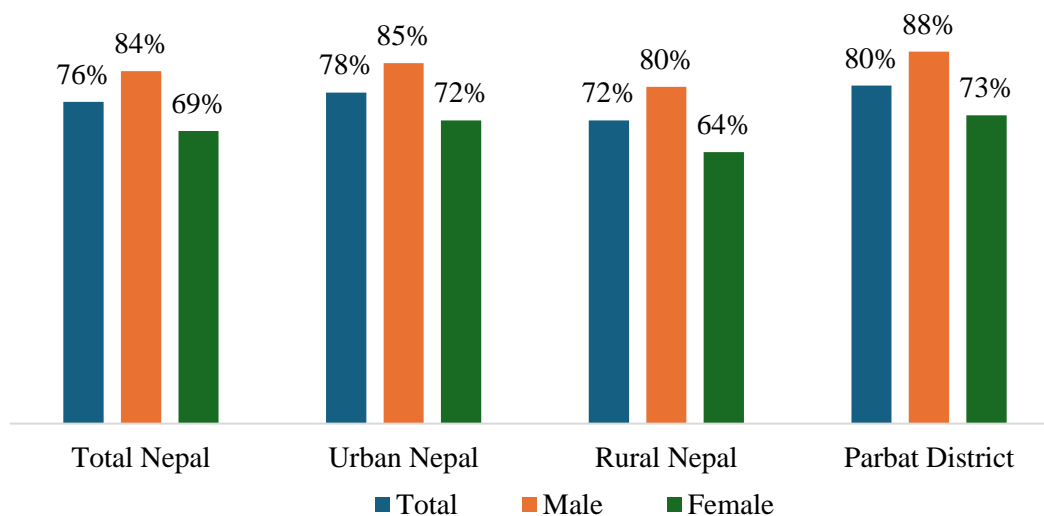
**7. School Feeding Initiatives:** Some NGOs have launched nutritional programs to improve student health and incentivize attendance. For example, Aaroh Nepal's support programs address issues like malnutrition through school feeding programs, enhancing both health and learning outcomes.

**8. Emergency Education Support:** NGOs can help governments and rural communities build temporary learning spaces during natural disasters. They can offer trauma and psychological counselling and ensure continuity of learning for children affected by disasters.

**9. Monitoring and Evaluation.** By working with schools, NGOs can monitor progress and identify areas for improvement. They can collect data to assess the impact of educational policies and programs and provide recommendations for future interventions.

**TO BE CONTINUED....**

**Figure 1.**  
**Proportion of Population Aged 5 Years and Above Who**  
**Can Read and Write**



Source: National Population and Housing Census 2021, National Report, National Statistics Office, Kathmandu, Nepal.

**Table 1.**  
**Proportion of Population Aged 5 Years and Above by Educational Attainment (Level Completed)**

Level Completed	Total Nepal		Urban Nepal		Rrual Nepal		Parbat District	
	Male	Female	Male	Female	Male	Female	Male	Female
Early childhood	4.5%	4.3%	4.4%	4.1%	4.6%	4.7%	3.7%	3.2%
Primary education	28.8%	28.6%	26.2%	26.2%	34.1%	33.8%	25.1%	24.3%
Lower secondary	20.2%	19.7%	19.1%	18.6%	22.5%	22.0%	18.4%	19.0%
Upper secondary	15.5%	15.4%	15.1%	15.2%	16.2%	15.7%	17.1%	16.6%
SLC/SEE/equivalent	9.7%	9.3%	10.7%	10.3%	7.6%	7.3%	13.9%	12.5%
Intermediate/equivalent	12.3%	13.2%	13.7%	14.9%	9.3%	9.7%	13.4%	15.6%
Graduate/equivalent	4.7%	4.3%	5.9%	5.5%	2.3%	1.9%	3.8%	3.5%
Postgraduate/equivalent or above	2.6%	1.7%	3.2%	2.2%	1.2%	0.6%	2.3%	1.0%
Other	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.3%
No level	1.2%	2.4%	1.0%	2.1%	1.4%	3.1%	1.1%	2.1%
Level not stated	0.6%	0.9%	0.6%	0.8%	0.7%	1.0%	1.2%	1.8%

Source: National Population and Housing Census 2021, National Report, National Statistics Office, Kathmandu, Nepal.

**Table 2.**  
**Number of Schools in Parbat District, By Grade and Municipality**

	Grade 1 to 5	Grade 1 to 8	Grade 1 to 10	Grade 1 to 12	Total
<b>All Schools</b>					
Bihadi (R)	15	7	3	6	31
Jaljala (R)	30	6	7	5	48
Kushma (U)	41	8	14	11	74
Mahashila (R)	14	4	6	2	26
Modi (R)	32	11	9	3	55
Paiyun (R)	16	4	5	5	30
Phalewas (U)	27	12	7	8	54
<b>Total Parbat</b>	<b>175</b>	<b>52</b>	<b>51</b>	<b>40</b>	<b>318</b>
<b>Community Schools</b>					
Bihadi (R)	15	6	3	6	30
Jaljala (R)	30	4	5	5	44
Kushma (U)	40	5	8	10	63
Mahashila (R)	14	4	6	2	26
Modi (R)	31	8	8	3	50
Paiyun (R)	16	3	3	5	27
Phalewas (U)	26	10	7	8	51
<b>Total Parbat</b>	<b>172</b>	<b>40</b>	<b>40</b>	<b>39</b>	<b>291</b>

Note: R = Rural Municipality; U = Urban Municipality

Source: Flash I Report 2023/24 (School Details), Ministry of Education, Science and Technology (MoEST), Center for Education and Human Resources Development (CEHRD), Bhaktapur, Nepal.

**Table 3.**  
**Total Enrollment in All Types of Schools in Parbat District by Grade and Gender**

Education Level	2023-2024 <sup>a</sup>			2018-2019 <sup>b</sup>			Percent (%) Change		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
ECED/PPE	2,138	2,688	4,826	2,206	2,690	4,896	-3.1%	-0.1%	-1.4%
Grade 1-5	5,759	6,611	12,370	7,117	7,706	14,823	-19.1%	-14.2%	-16.5%
Grade 6-8	3,196	3,667	6,863	4,476	4,338	8,814	-28.6%	-15.5%	-22.1%
Grade 9-10	2,098	2,225	4,323	3,037	3,025	6,062	-30.9%	-26.4%	-28.7%
Grade 11-12	1,476	1,325	2,801	2,328	2,004	4,332	-36.6%	-33.9%	-35.3%
<b>All Levels</b>	<b>14,667</b>	<b>16,516</b>	<b>31,183</b>	<b>19,164</b>	<b>19,763</b>	<b>38,927</b>	<b>-23.5%</b>	<b>-16.4%</b>	<b>-19.9%</b>

Source: <sup>a</sup> Flash I Report 2023/2024 (Enrollment Details), Ministry of Education, Science and Technology (MoEST), Center for Education and Human Resources Development (CEHRD), Bhaktapur, Nepal.

<sup>b</sup> Flash I Report 2018/2019, MoEST, CEHRD, Bhaktapur, Nepal.

**Table 4.**  
**Total Enrollment in Community Schools in Parbat District by Grade and Gender**

Education Level	2023-2024 <sup>a</sup>			2018-2019 <sup>b</sup>			Percent (%) Change		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
ECED/PPE	1,473	1,754	3,227	1,393	1,552	2,945	5.7%	13.0%	9.6%
Grade 1-5	4,216	4,547	8,763	5,525	5,178	10,703	-23.7%	-12.2%	-18.1%
Grade 6-8	2,700	2,845	5,545	3,857	3,381	7,238	-30.0%	-15.9%	-23.4%
Grade 9-10	1,873	1,899	3,772	2,742	2,579	5,321	-31.7%	-26.4%	-29.1%
Grade 11-12	1,417	1,235	2,652	2,225	1,929	4,154	-36.3%	-36.0%	-36.2%
All Levels	11,679	12,280	23,959	15,742	14,619	30,361	-25.8%	-16.0%	-21.1%

Source: <sup>a</sup> Flash I Report 2023/2024 (Enrollment Details), Ministry of Education, Science and Technology (MoEST), Center for Education and Human Resources Development (CEHRD), Bhaktapur, Nepal.

<sup>b</sup> Flash I Report 2018/2019, MoEST, CEHRD, Bhaktapur, Nepal.

**Table 5.**  
**Total Enrollment in All Types Schools in Parbat District by Grade and Municipality**

Municipality	2023-2024 <sup>a</sup>					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	453	1,022	667	396	420	2,958
Jaljala (R)	632	1,722	826	481	110	3,771
Kushma (U)	1,462	4,061	2,112	1,411	1,126	10,172
Mahashila (R)	282	619	387	262	115	1,665
Modi (R)	692	1,783	1,138	624	251	4,488
Paiyun (R)	435	1,171	682	480	341	3,109
Phalewas (U)	870	1,992	1,051	669	438	5,020
Total Parbat	4,826	12,370	6,863	4,323	2,801	31,183
	2018-2019 <sup>b</sup>					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	428	1,247	922	625	582	3,804
Jaljala (R)	716	2,180	929	682	507	5,014
Kushma (U)	1,680	4,674	2767	1768	1384	12,273
Mahashila (R)	222	837	601	439	272	2,371
Modi (R)	587	2,057	1309	850	148	4,951
Paiyun (R)	382	1,382	938	685	181	3,568
Phalewas (U)	881	2,446	1348	1013	1258	6,946
Total Parbat	4,896	14,823	8,814	6,062	4,332	38,927
	Percent (%) Change					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	5.8%	-18.0%	-27.7%	-36.6%	-27.8%	-22.2%
Jaljala (R)	-11.7%	-21.0%	-11.1%	-29.5%	-78.3%	-24.8%
Kushma (U)	-13.0%	-13.1%	-23.7%	-20.2%	-18.6%	-17.1%
Mahashila (R)	27.0%	-26.0%	-35.6%	-40.3%	-57.7%	-29.8%
Modi (R)	17.9%	-13.3%	-13.1%	-26.6%	69.6%	-9.4%
Paiyun (R)	13.9%	-15.3%	-27.3%	-29.9%	88.4%	-12.9%
Phalewas (U)	-1.2%	-18.6%	-22.0%	-34.0%	-65.2%	-27.7%
Total Parbat	-1.4%	-16.5%	-22.1%	-28.7%	-35.3%	-19.9%

Note: R = Rural Municipality; U = Urban Municipality.

Source: <sup>a</sup> Flash I Report 2023/2024 (Enrollment Details), Ministry of Education, Science and Technology (MoEST), Center for Education and Human Resources Development (CEHRD), Bhaktapur, Nepal.

<sup>b</sup> Flash I Report 2018/2019, MoEST, CEHRD, Bhaktapur, Nepal.

**Table 6.**  
**Total Enrollment in All Community Schools in Parbat District by Grade and Municipality**

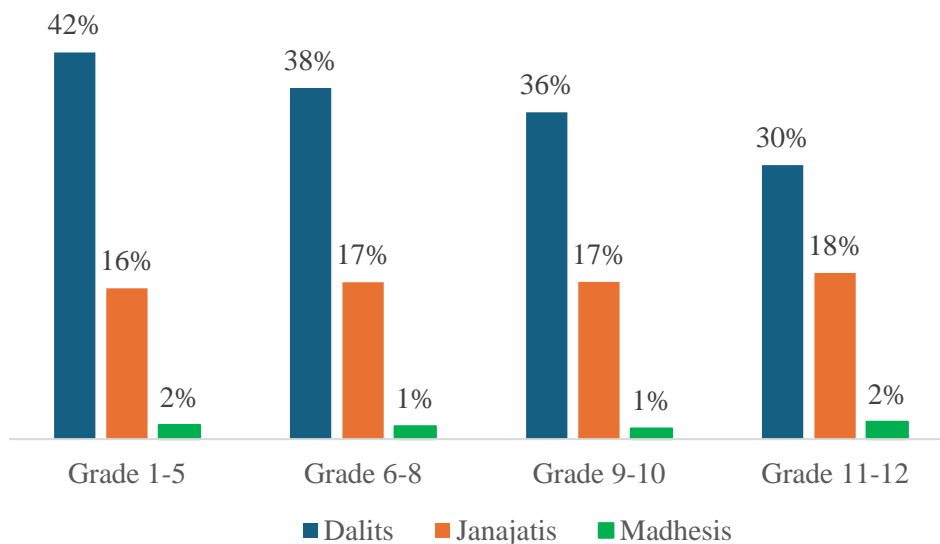
Municipality	2023-2024 <sup>a</sup>					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	408	942	657	396	420	2,823
Jaljala (R)	409	1,147	630	412	110	2,708
Kushma (U)	639	2,164	1,398	1,084	977	6,262
Mahashila (R)	282	619	387	262	115	1,665
Modi (R)	471	1,338	919	567	251	3,546
Paiyun (R)	309	835	529	382	341	2,396
Phalewas (U)	709	1,718	1,025	669	438	4,559
Total Parbat	3,227	8,763	5,545	3,772	2,652	23,959
	2018-2019 <sup>b</sup>					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	288	1,247	922	625	582	3,664
Jaljala (R)	398	1,634	818	633	507	3,990
Kushma (U)	805	2,424	1,903	1,344	1,206	7,682
Mahashila (R)	222	837	601	439	272	2,371
Modi (R)	423	1,561	1,117	791	148	4,040
Paiyun (R)	166	1,011	651	516	181	2,525
Phalewas (U)	643	1,989	1,226	973	1,258	6,089
Total Parbat	2,945	10,703	7,238	5,321	4,154	30,361
	Percent (%) Change					
	ECED/PPE	Grade 1-5	Grade 6-8	Grade 9-10	Grade 11-12	Total
Bihadi (R)	41.7%	-24.5%	-28.7%	-36.6%	-27.8%	-23.0%
Jaljala (R)	2.8%	-29.8%	-23.0%	-34.9%	-78.3%	-32.1%
Kushma (U)	-20.6%	-10.7%	-26.5%	-19.3%	-19.0%	-18.5%
Mahashila (R)	27.0%	-26.0%	-35.6%	-40.3%	-57.7%	-29.8%
Modi (R)	11.3%	-14.3%	-17.7%	-28.3%	69.6%	-12.2%
Paiyun (R)	86.1%	-17.4%	-18.7%	-26.0%	88.4%	-5.1%
Phalewas (U)	10.3%	-13.6%	-16.4%	-31.2%	-65.2%	-25.1%
Total Parbat	9.6%	-18.1%	-23.4%	-29.1%	-36.2%	-21.1%

Note: R = Rural Municipality; U = Urban Municipality.

Source: <sup>a</sup> Flash I Report 2023/2024 (Enrollment Details), Ministry of Education, Science and Technology (MoEST), Center for Education and Human Resources Development (CEHRD), Bhaktapur, Nepal.

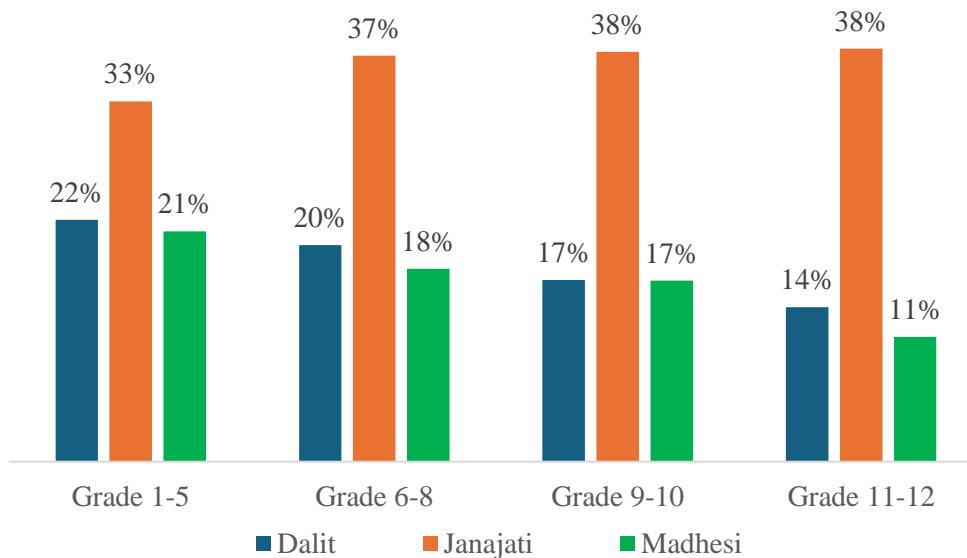
<sup>b</sup> Flash I Report 2018/2019, MoEST, CEHRD, Bhaktapur, Nepal.

**Figure 2.**  
**Proportion of Dalit, Janajati, and Madhesi Students in Total Student Population in Community Schools in Parbat District, 2023-2024**



Source: Flash I Report 2023/2024, MoEST, CEHRD, Bhaktapur, Nepal.

**Figure 3.**  
**Proportion of Dalit, Janajati, and Madhesi Students in Total Student Population in Rural Community Schools in Nepal, 2023-2024**



Source: Flash I Report 2023/2024, MoEST, CEHRD, Bhaktapur, Nepal.



**Table 7.**  
**Numbers of Students Taking and Passing the SEE in Parbat District, 2023-2024**

Municipality	ALL Schools			Community Schools			Institutional Schools		
	Total	Passed	% Passed	Total	Passed	% Passed	Total	Passed	% Passed
Bihadi	168	36	21.4%	168	36	21.4%	-	-	-
Jaljala	183	108	59.0%	168	95	56.5%	15	13	86.7%
Kushma	617	381	61.8%	528	302	57.2%	89	79	88.8%
Mahashila	139	26	18.7%	139	26	18.7%	-	-	-
Modi	280	149	53.2%	255	126	49.4%	25	23	92.0%
Paiyun	212	89	42.0%	199	77	38.7%	13	12	92.3%
Phalewas	290	95	32.8%	290	95	32.8%	-	-	-
All	1,889	884	46.8%	1,747	757	43.3%	142	127	89.4%