



Nepal Education Fact Sheets | 2022

Analyses for learning and equity
using MICS data



Acknowledgements

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 12-14 years who have not completed primary education. In Nepal, 18 per cent of children aged between 12 and 14 have not completed primary education. Among this 18 percent who have not completed primary education, 51 per cent are males and 49 per cent are females.

MICS6 in Nepal

The Nepal Multiple Indicator Cluster Survey (MICS) was carried out in 2019 by Central Bureau of Statistics (CBS) in collaboration with the United Nations Children’s Fund (UNICEF), as part of the Global MICS Programme. Technical support was provided by the UNICEF, with government funding and financial support of UNICEF. For all education questions, 2076 school year is the current school year and 2075 school year is the previous school year.

As MICS6 in Nepal was conducted in 2019, this data is pre-COVID19 pandemic.

Differences between estimates from household survey and EMIS

In MICS, the questions on education are focused on ‘attendance’ instead of ‘enrolment’. For all 3- to 24-year-olds, an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in school year 2076, their highest level of education, whether they attended school in school year 2075, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 and MICS-EAGLE factsheet for Nepal. It is therefore, important to note that while indicators in MICS and EMIS may share the same names, they are different.

The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/concept used to calculate the indicator (attendance versus enrolment). However, both estimates help provide a broad understanding of the education situation in Nepal.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Inclusive Education

(with a focus on disability)



Early Learning



Out-of-School Children



Repetition and Dropouts

(internal efficiency)



Child Protection

(child labour and child marriage)



Remote Learning

Topic 1

Completion Rates

Guiding questions

- For which level of education is the completion rate the lowest?
- What provinces have the lowest completion rates at each level?
- What is the profile of children who do not complete each level of education?
- What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 5 years, and primary school has 5 grades, then the intended age for the last grade of primary education is 9 years. In this case, the reference age group for calculation of the primary completion rate would be 12-14 years ($9 + 3 = 12$ and $9 + 5 = 14$). This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 1 Overview of completion rates

	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	96%	91%	59%
Urban	83%	78%	33%
Total	82%	73%	27%
Rural	80%	64%	14%
Poorest	72%	62%	10%

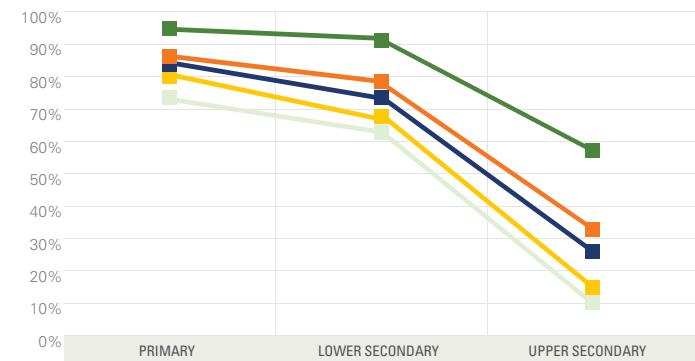


FIGURE 2 Primary completion rates

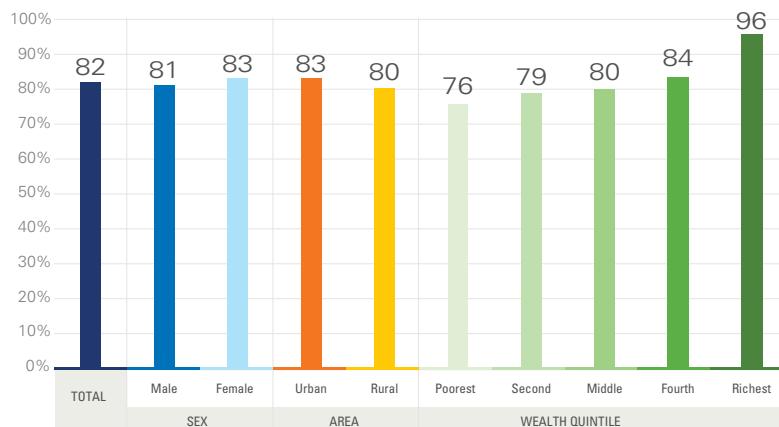


FIGURE 3 Lower secondary completion rates

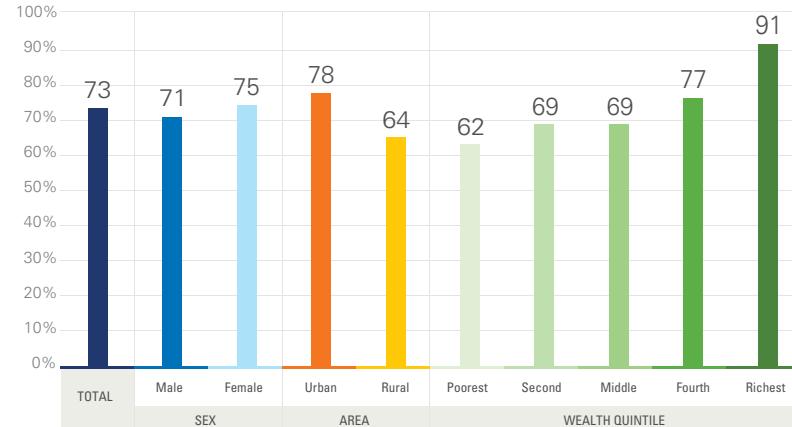
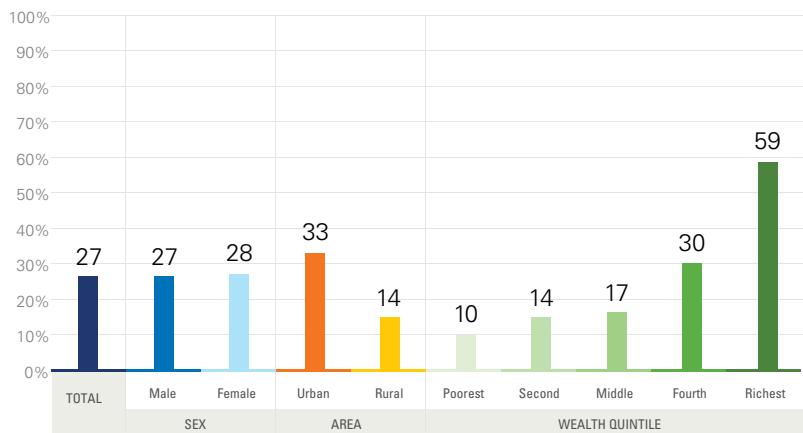


FIGURE 4 Upper secondary completion rates



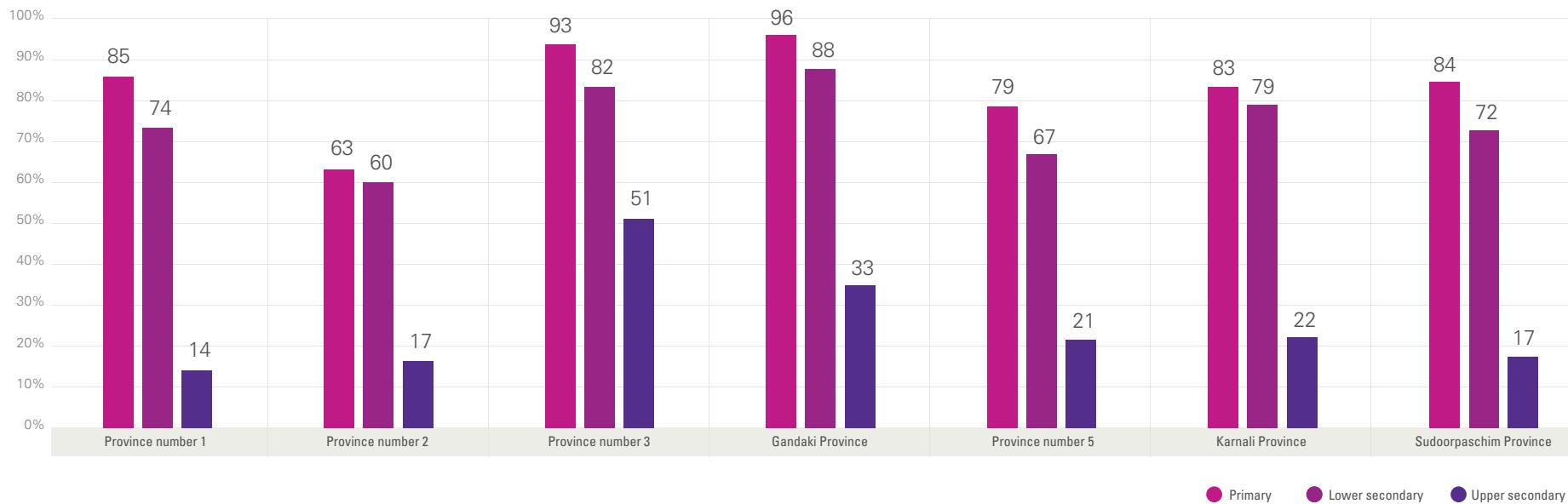
Findings

- Nepal has a high primary completion rate at 82 per cent but has not yet achieved universal primary completion. While the differences by urban-rural location is small, there are larger differences along socio-economic lines.
- Completion rates decline steeply for lower and upper secondary education, with 73 per cent completing lower secondary and 27 per cent completing upper secondary.
- At all levels, rural and poor children have completion rates below the national average, whereas urban and richer children have completion rates above the national average. In particular, children belonging to the poorest quintile have much lower completion rates than other groups.
- The gap between the completion rates of children from the richest and poorest wealth quintiles widens starkly as they progress through the education system. While 59 per cent of children from the richest quintile complete upper secondary education, only 10 per cent of children from the poorest quintile do so.
- Girls have higher completion rates across all levels. But the difference is less than 5 percentage points in all levels.
- Please note that all data contained in this factsheet were collected in 2019, prior to the onset of the COVID-19 pandemic.



Regional disaggregation – completion rates

FIGURE 5 Completion rate, by province



Findings

- At the primary level, all provinces except Province number 2 have completion rates over 79 per cent.
- For all provinces, completion rates decline at the lower secondary level when compared to the primary level.
- At the lower secondary level the Gandaki province has the highest completion rate at 88 percent. From primary to lower secondary, Sudoorpaschim province and Province number 5 have the largest decline in completion rates.
- At the upper secondary level, for all provinces the decline in the completion rate is dramatic. It is important to interpret this data with caution due to migration. Completion age looks at the age bracket which is 3 to 5 years older than the age for upper secondary level, and therefore, if individuals moved provinces after attending upper secondary, they may be captured in the province they are currently residing and not where they may have completed upper secondary.



Profiles of children who do not complete school

These profiles are based on the share of children not completing each level of education in Nepal, where 18 per cent do not complete primary 27 per cent do not complete lower secondary and 73 per cent do not complete upper secondary.

FIGURE 6 Profile of children who do not complete school, **by sex**

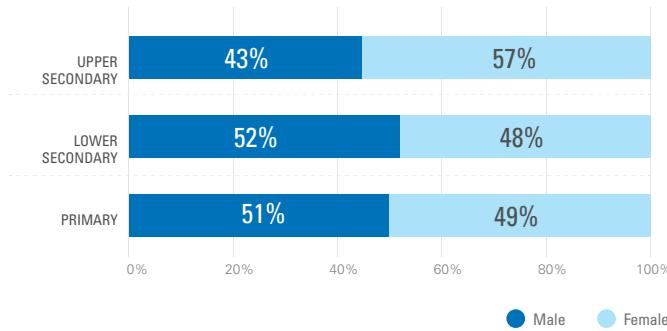


FIGURE 7 Profile of children who do not complete school, **by area**

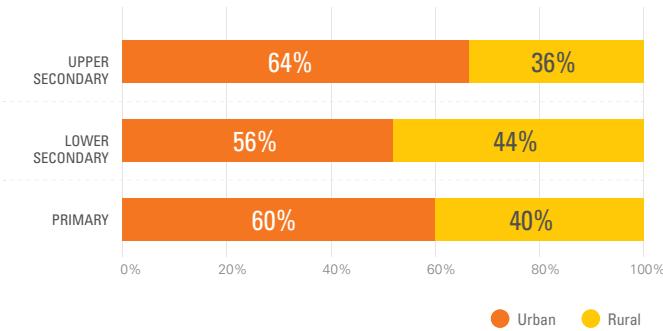


FIGURE 8 Profile of children who do not complete school, **by wealth quintile**

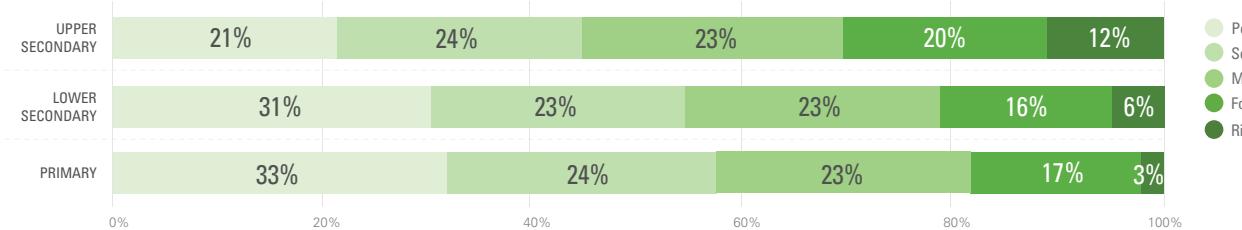
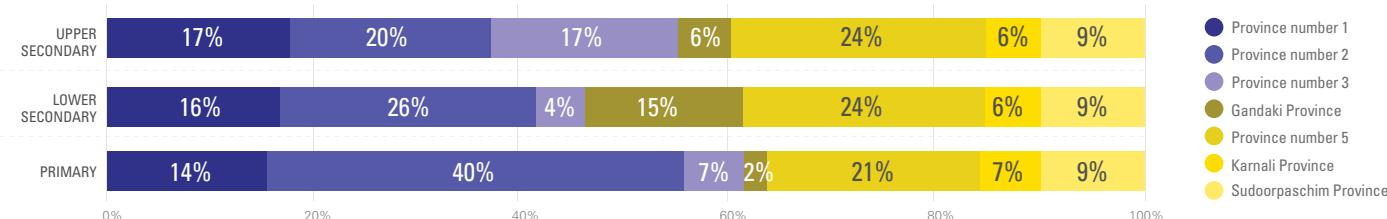


FIGURE 9 Profile of children who do not complete school, **by province**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary and lower secondary, a slightly higher share are boys. But at upper secondary, the trend reverses and there are more girls among those who do not complete the level.
- Across all three levels, among children not completing the level, more children are in urban areas.
- Children from the poorest two wealth quintiles make up around half of those who do not complete primary and lower secondary levels even though they belong to 40 percent of the population.
- Among children not completing primary, the majority are in Province number 2 and Province number 5. The distribution in lower secondary and upper secondary is similar for all regions except for Province number 3 with its proportion increasing drastically in lower secondary and of Province number 2 with its proportion decreasing.



TABLE 1. Completion - Rates & headcounts by various socioeconomic characteristics

		Completion rates (%)			Estimated number of children who did not complete		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		82%	73%	27%	319,300	507,900	1,440,100
Sex	Male	81%	71%	27%	163,500	265,700	625,000
	Female	83%	75%	28%	155,700	242,200	815,100
Area	Urban	83%	78%	33%	189,600	283,700	915,100
	Rural	79%	64%	14%	129,600	224,200	525,000
Wealth quintile	Poorest	76%	62%	10%	107,000	158,600	305,400
	Second	79%	69%	14%	75,700	118,500	343,300
	Middle	80%	69%	17%	73,000	116,500	324,200
	Fourth	84%	77%	30%	53,300	82,500	288,300
	Richest	96%	91%	59%	10,300	31,800	178,900
Province	Province number 1	85%	74%	14%	46,400	79,500	252,800
	Province number 2	63%	60%	17%	127,900	134,000	287,200
	Province number 3	93%	82%	51%	20,600	78,900	242,300
	Gandaki Province	96%	88%	33%	5,900	18,200	92,400
	Province number 5	79%	67%	21%	68,300	123,100	343,400
	Karnali Province	83%	79%	22%	21,300	27,700	88,800
	Sudoopraschim Province	84%	72%	17%	28,800	46,500	133,300

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Completion - Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the completion rates for each group (indicated on the y-axis).

FIGURE 10 Completion rates and headcounts of children who do not complete **primary school**

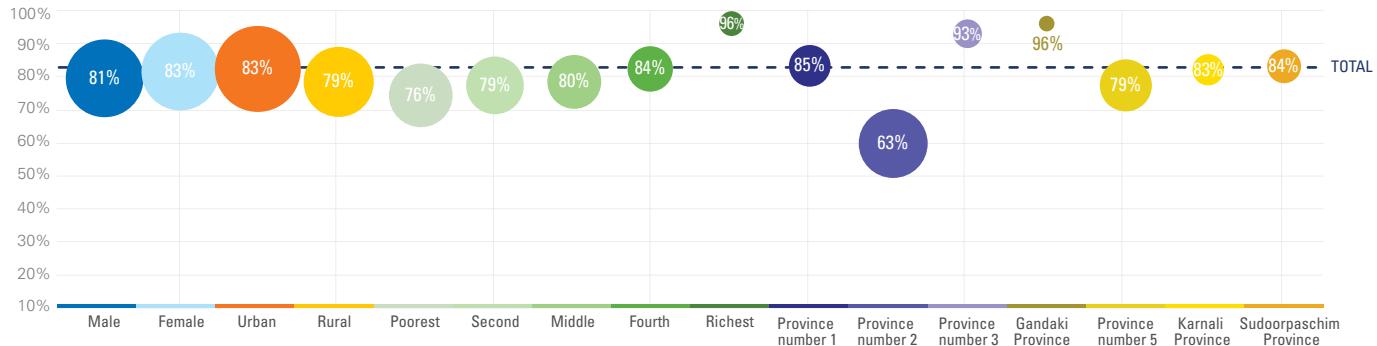


FIGURE 11 Completion rates and headcounts of children who do not complete **lower secondary school**

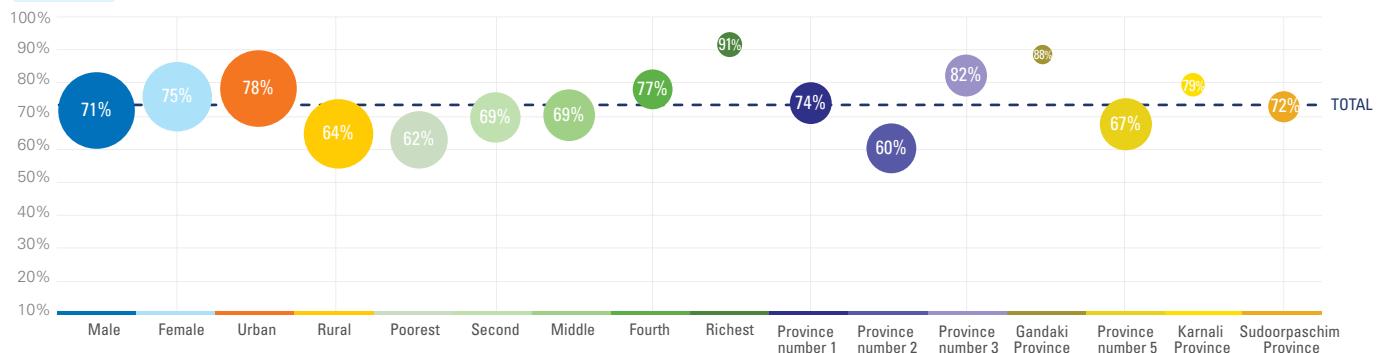
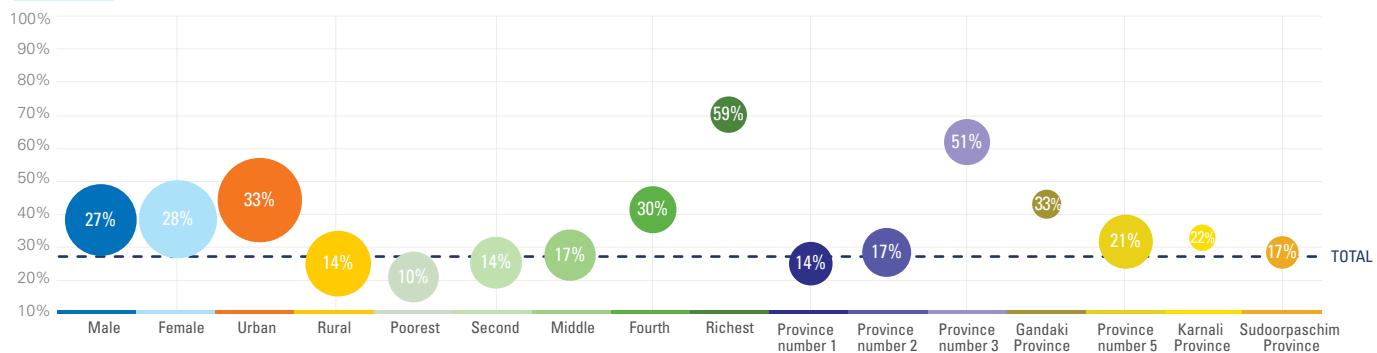


FIGURE 12 Completion rates and headcounts of children who do not complete **upper secondary school**



Findings

- At the primary level, there is less variation between groups by gender and urban-rural location. By socio-economic lines, the richest 20 percent children have much higher completion rates than all other groups.
- At the lower secondary level, a similar trend to primary level is observed. Among provinces, Province number 3 has a larger number of children not completing lower secondary than Gandaki Province despite the two provinces having similar completion rates.
- At the upper secondary level, inequities are most visible. Completion rate among rural children is 19 percentage points lower than for urban children. The differences are larger by wealth quintile. Completion rate for the richest quintile is 6 times higher than children belonging to the poorest wealth quintile. Among regions, Province number 3 has the highest completion rate at this level but also has a large number of children not completing. Gandaki Province has the next highest completion rate but has a much smaller headcount of children not completing.



Topic 2

Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills measured at the Grade 2/3 level

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i) reading and (ii) numeracy, by sex.

FIGURE 13 Share of children with foundational skills **by highest grade attended**

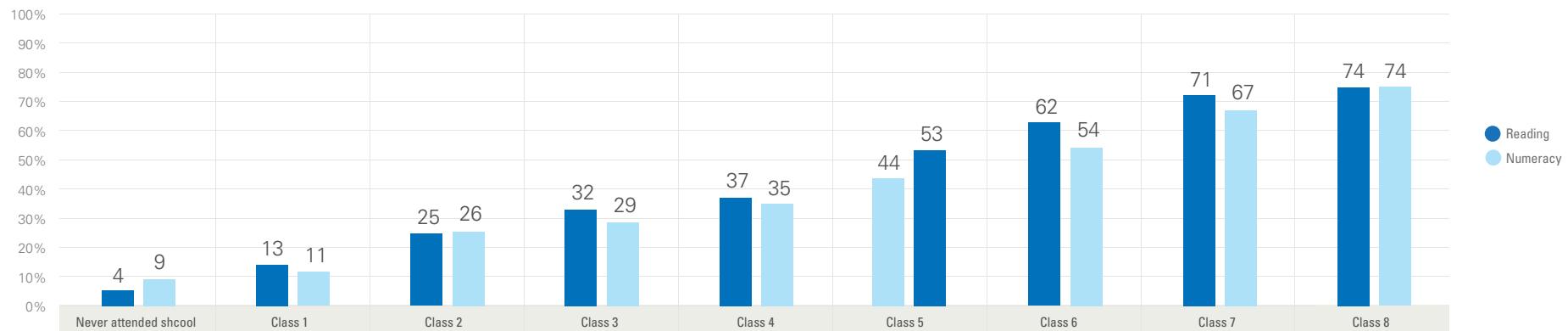


FIGURE 14 Share of children aged 9 to 14 **with foundational reading skills**

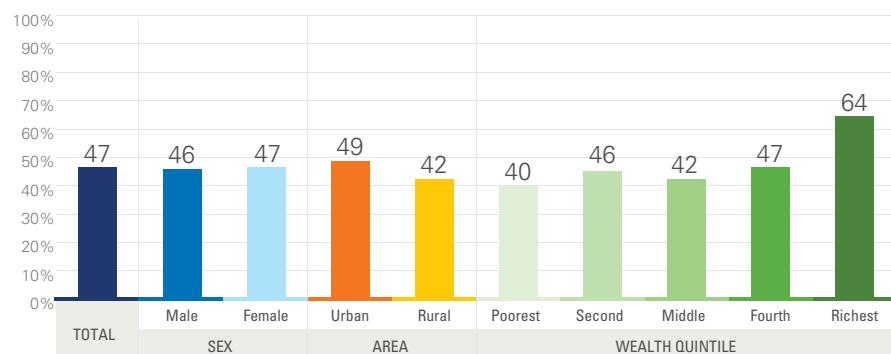
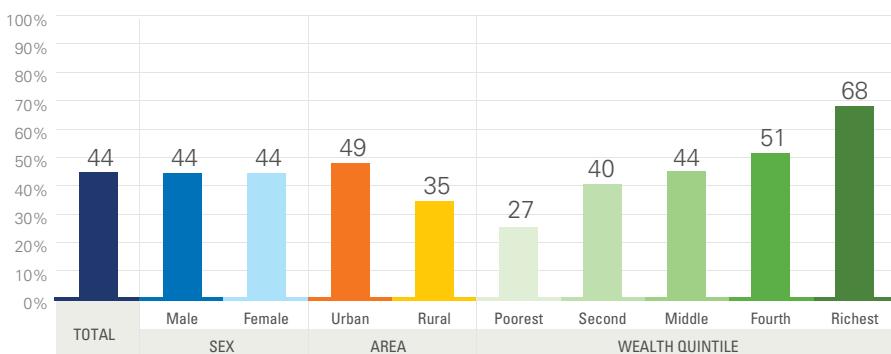


FIGURE 15 Share of children aged 9 to 14 **with foundational numeracy skills**



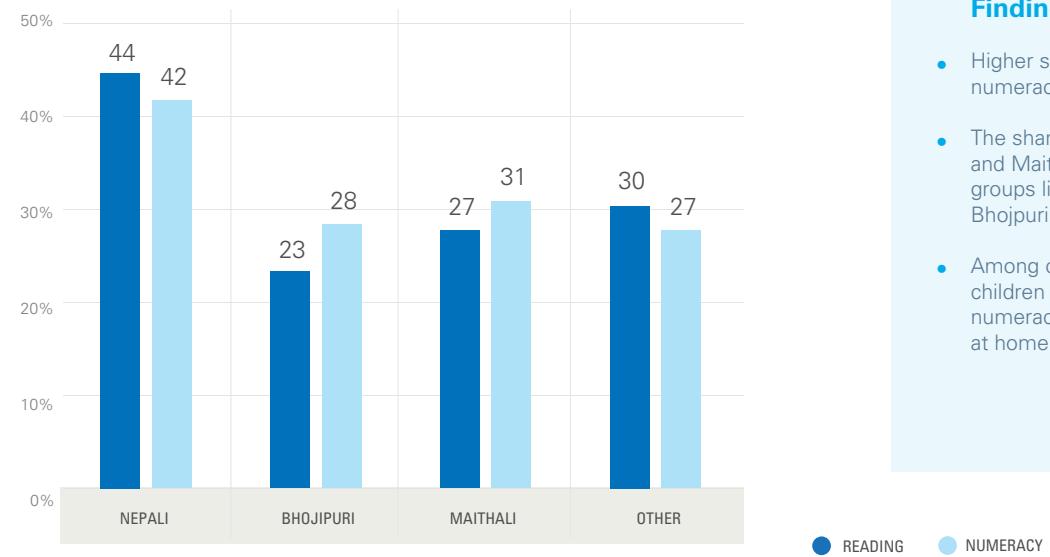
Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. 32 per cent of children who have Grade 3 as the highest grade attended have the expected reading skills for that grade, while 29 per cent of children have the expected numeracy skills.
- Data indicates that children learn by staying in school, the share increases with each highest grade attended.
- The share of children at Grade 2/3 level reading skills (or foundational reading skills) increases from 32 per cent in Grade 3 to 74 per cent in Grade 8, whereas the share of children with numeracy skills at the Grade 2/3 level (or foundational numeracy skills) increases from 29 per cent in Grade 3 to 74 per cent in Grade 9. It is important to note that all children are assessed based on contents of grade 2/3 and in Nepal, there are children whose highest grade is 8 who still do not have foundational skills.
- In Nepal, 4 per cent of children who have never attended school have foundational reading skills and 9 per cent have foundational numeracy skills. This is lower than children whose highest grade attended is Grade 1.
- Learning gaps along socioeconomic lines can be seen in Nepal, where a higher share of urban and wealthy children have foundational reading and numeracy skills.
- The largest learning gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 24 percentage points higher than the share of children from the poorest wealth quintile. This gap is even wider in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is 68 compared to 27 percent of children from the poorest wealth quintile.



Language and foundational skills – foundational learning skills

FIGURE 16 Share of children aged 7 to 14 by language spoken at home



Findings

- Higher share of children who speak Nepali at home have foundational reading and numeracy skills compared to other language groups.
- The share of children who receive instruction in languages other than Nepali, Bhojpuri and Maithali have higher foundational reading and numeracy skill than the language groups listed earlier. A comparatively small share of children whose teachers use Bhojpuri or Maithali have foundation reading and numeracy skill.
- Among children who have the same language at home and in school, a higher share of children who speak Nepali in school and at home have foundational reading and numeracy skills. In contrast, comparatively lower share of children who speak Maithali at home and in school have foundational reading and numeracy skills

FIGURE 17 Share of children aged 7 to 14 by language of instruction

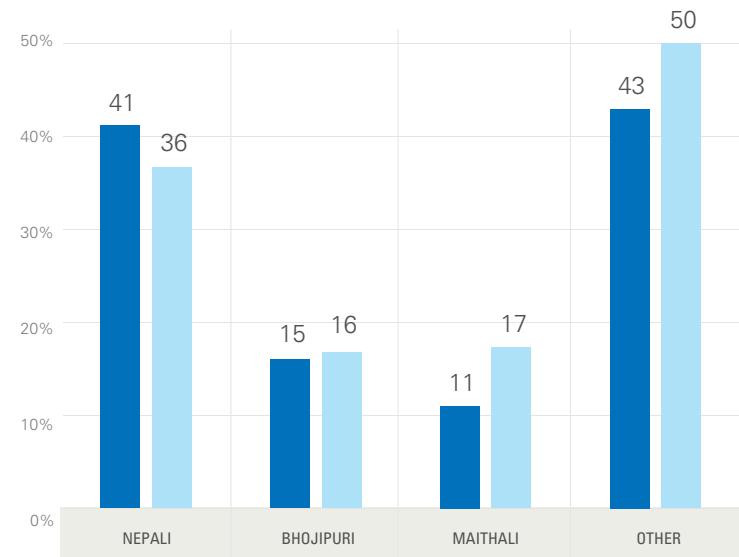
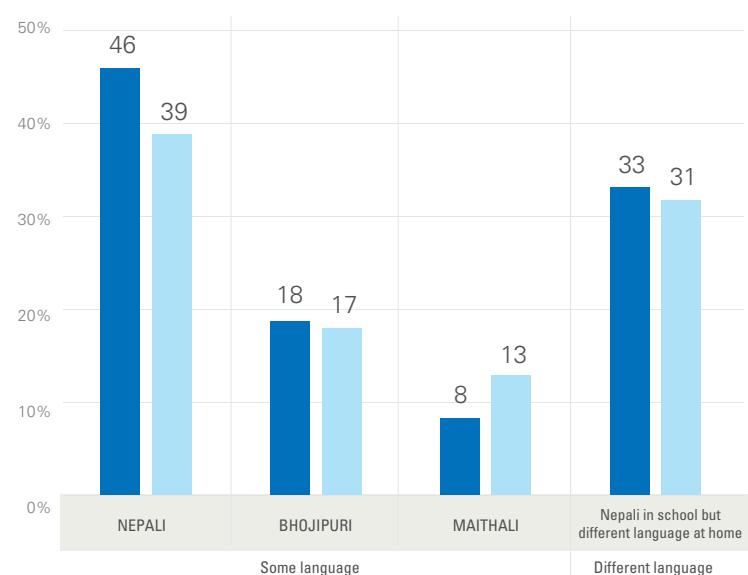
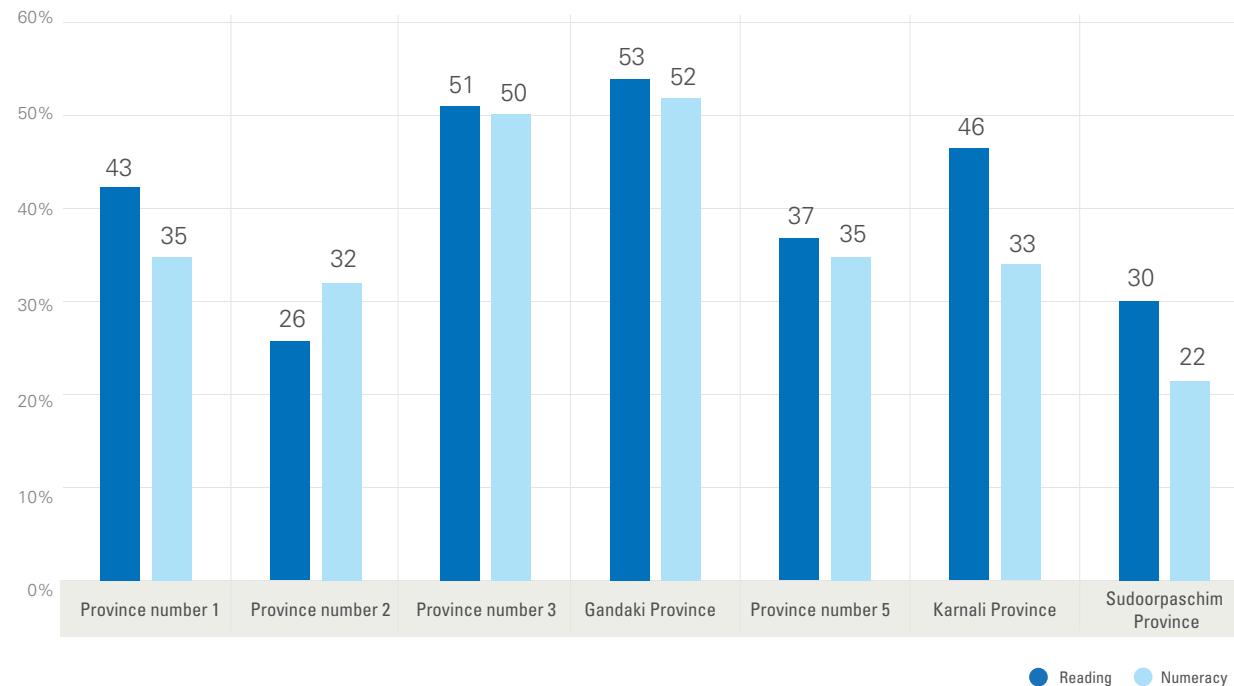


FIGURE 18 Share of children aged 7 to 14 with foundational skills when language is same at home and to receive instruction



Regional disaggregation – foundational learning skills

FIGURE 19 Share of children aged 7 to 14 with foundational learning skills, by province



Findings

- Learning gaps vary considerably by province. Gandaki Province has the highest shares of children with foundational reading and numeracy skills, whereas Province number 2 region has the lowest shares of children with foundation reading skills and Sudoorpaschim province has the lowest share of children with foundational numeracy skill.
- Differences in share of children by foundational reading and numeracy skill is observed in each region. Across regions, smaller share of children have foundational numeracy skill than foundational reading skill. The difference ranges from 1 percentage point in favor of foundational reading skill in Province number 3 to 13 percentage points in Karnali Province.



Literacy rate among youth aged 15 to 24 years

ICT skills are based on the information of women and men age 15-49 about whether they carried out at least one of nine specific computer related activities in the last three months prior to the survey.

Literacy was assessed for women and men age 15 - 49 years on the ability to read a short simple statement or based on school attendance. Those who have ever attended lower secondary or higher education are immediately classified as literate, due to their education level and are therefore not asked to read the statement. All others who successfully read the statement are also classified as literate.

FIGURE 20 Literacy rates among youth aged 15 to 24 years

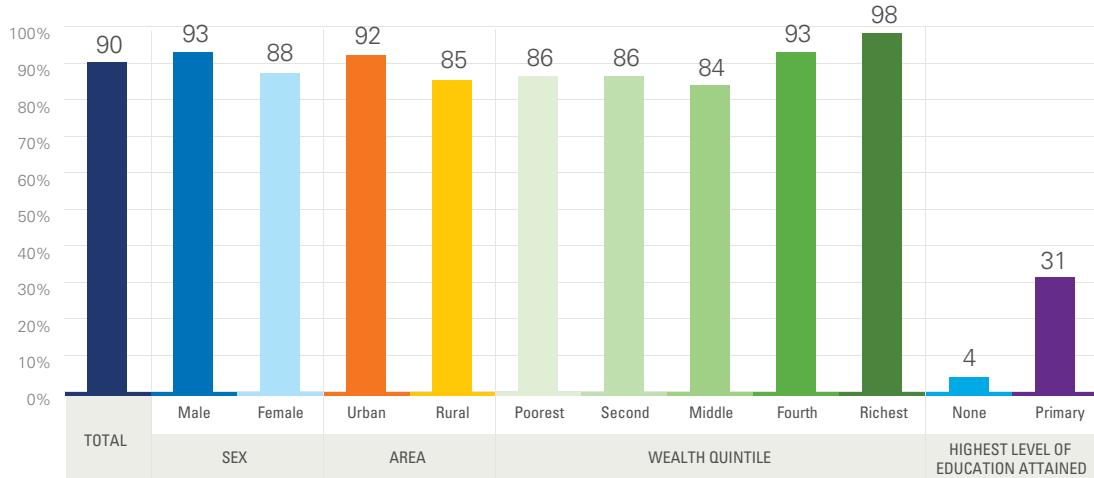
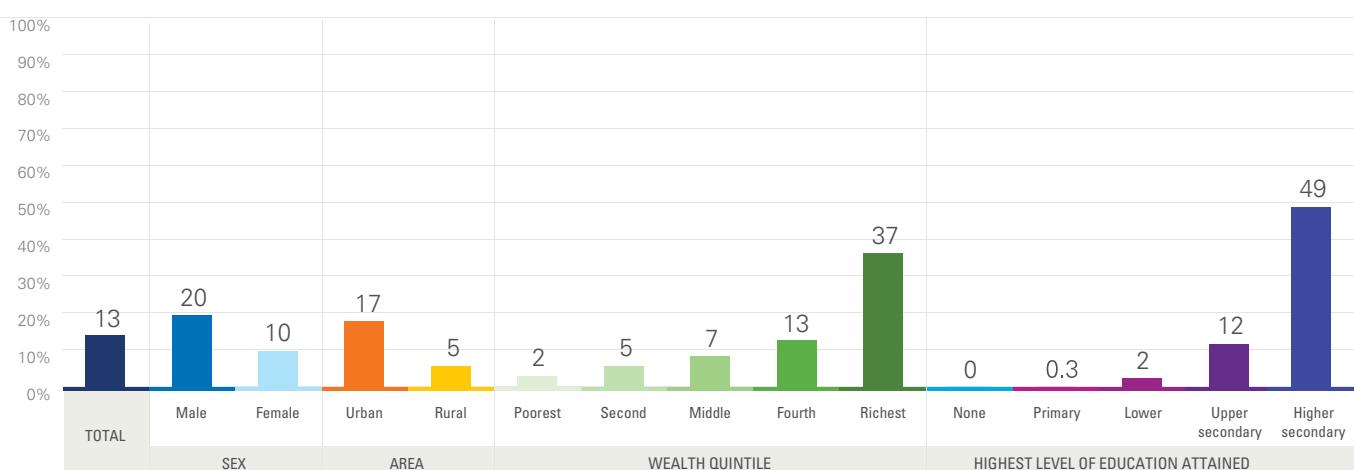


FIGURE 21 ICT skill among youth aged 15 to 24 years



Findings

- 90 percent of 15 to 24 year olds in Nepal are literate.
- In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance i.e. those who attended lower secondary or higher are counted as literate.
- However, those who did not attend school or only attended ECE or primary have extremely low literacy rate in Nepal.
- Only 31 per cent of those whose highest level of education is primary were able to read a short simple statement.
- 13 per cent of 15 to 24 year olds have ICT skills in Nepal. ICT skills is calculated based on responses to 9 ICT-related activities in MICS.
- More males and urban youth have ICT skills than females or rural youth.
- Strong inequities are observed in ICT skills signalling a digital divide may exist prevailing across socio-economic lines.
- Largest difference in ICT skill is observed by highest level of education attained with 49 per cent of youth who have higher education having ICT skills compared to 12 per cent of youth with upper secondary education.

Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the 61 per cent of children in Nepal aged 7 to 14 years who do not have foundational reading skills and the 63 per cent who do not have foundational numeracy skills.

FIGURE 22 Profile of children who do not have foundational skills, by sex

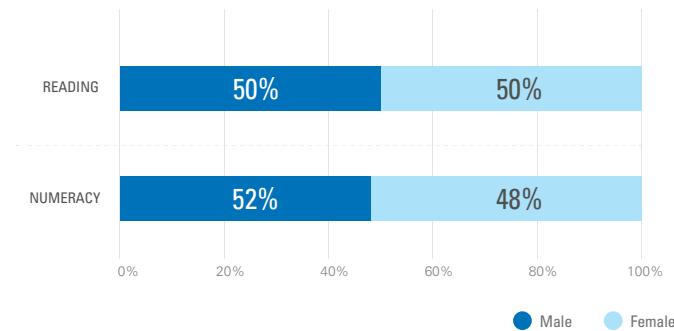


FIGURE 23 Profile of children who do not have foundational skills, by area

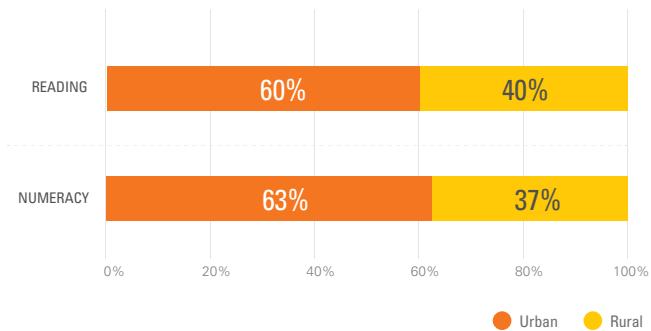


FIGURE 24 Profile of children who do not have foundational skills, by wealth quintile

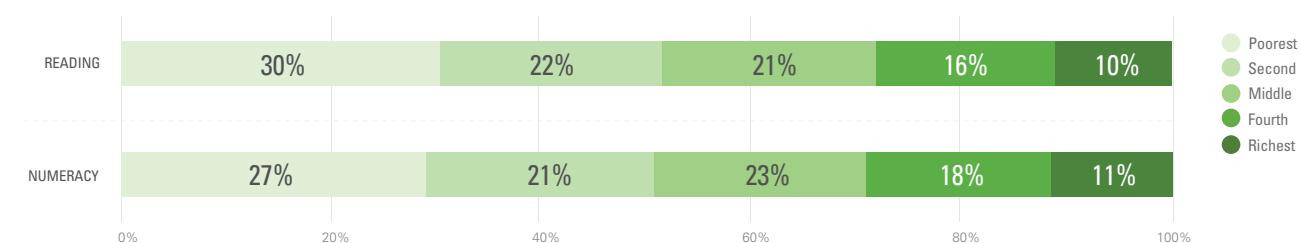
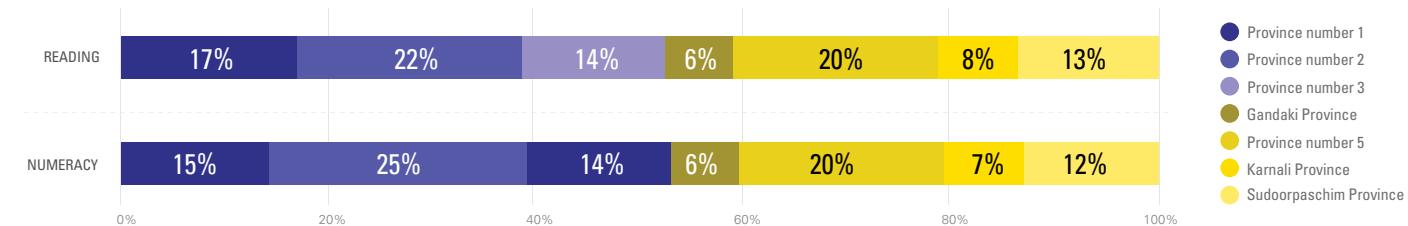


FIGURE 25 Profile of children who do not have foundational skills, by province



Findings

- Slightly more boys than girls lack foundational reading skills.
- Most children who are not learning are in urban areas.
- The majority of those not learning foundational skills are from the poorer quintiles. 53 per cent of 7 to 14 year olds who do not have foundational numeracy skills and 48 per cent of those who do not have foundational reading skills belong to the poorest 40 per cent of the population.
- Of the children not learning, Gandaki Province forms the smallest share in both reading and numeracy. Whereas Province Number 2 has the proportional majority of children not learning reading and numeracy.



TABLE 2. Foundational skills - Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

		Share of children aged 7 to 14 who are not learning		Estimated number of children not learning	
		Reading	Numeracy	Reading	Numeracy
Total		61%	63%	2,789,000	2,889,000
Sex	Male	62%	62%	1,442,000	1,439,000
	Female	60%	64%	1,347,000	1,450,000
Area	Urban	59%	59%	1,742,000	1,733,600
	Rural	64%	71%	1,047,000	1,156,600
Wealth quintile	Poorest	67%	78%	762,000	885,000
	Second	62%	68%	580,000	632,000
	Middle	66%	63%	640,000	612,000
	Fourth	59%	56%	496,000	471,000
	Richest	44%	42%	310,000	290,000
Province	Province number 1	57%	65%	429,000	486,000
	Province number 2	74%	68%	709,000	646,000
	Province number 3	49%	50%	392,000	397,000
	Gandaki Province	47%	48%	168,000	174,000
	Province number 5	63%	65%	555,000	565,000
	Karnali Province	54%	67%	195,000	239,900
	Sudoopaschim Province	70%	78%	341,000	382,000

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Foundational skills Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

FIGURE 26 Headcounts and shares of children who do not have foundational **reading skills**

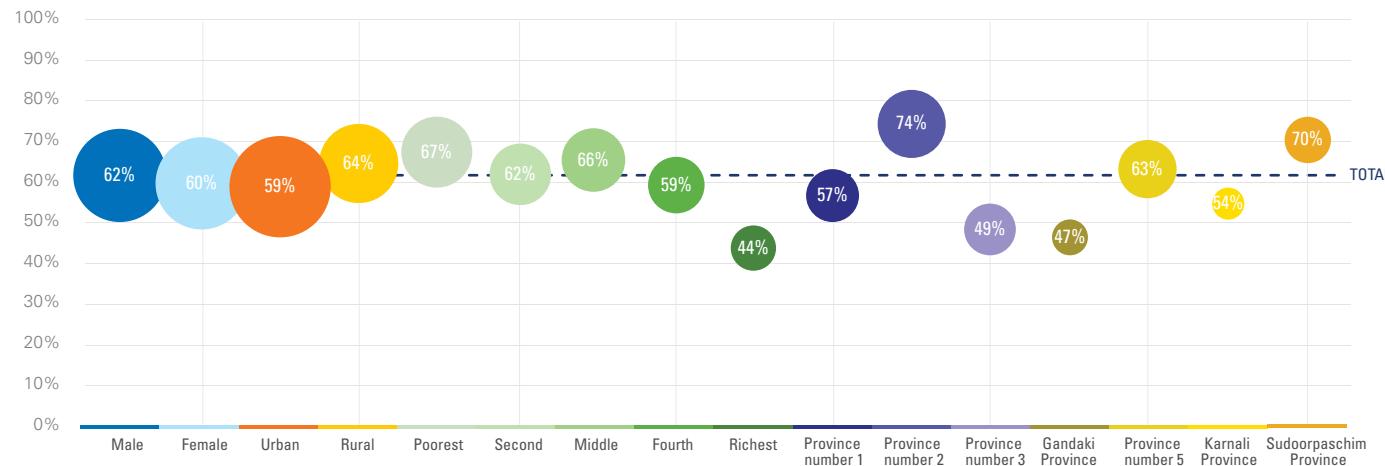
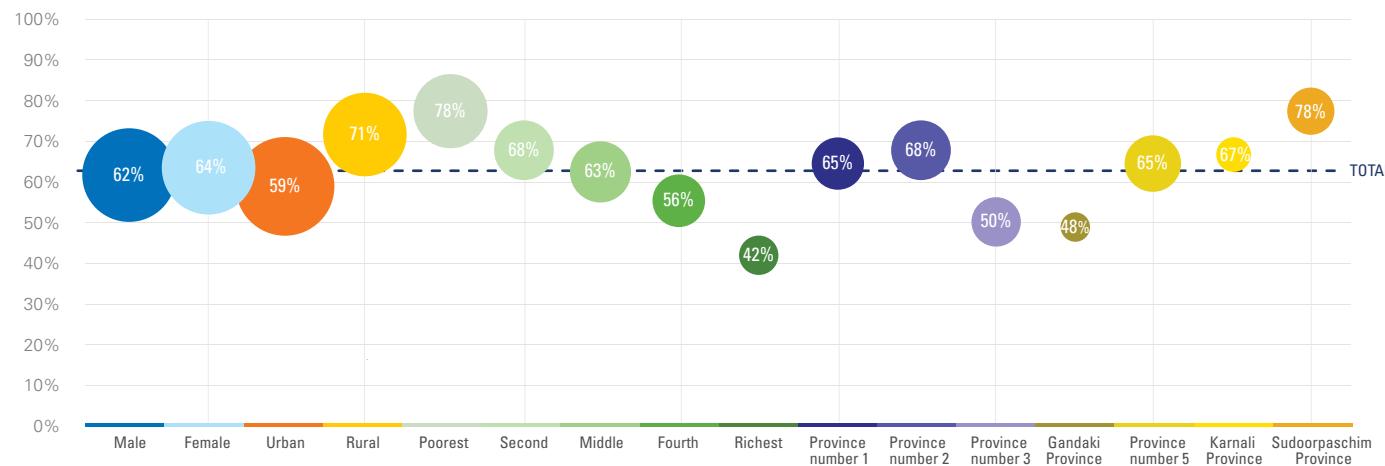


FIGURE 27 Headcounts and shares of children who do not have foundational **numeracy skills**



Findings

- In foundational reading skills, among all wealth quintiles, children from the four poorest wealth quintile have high and similar share of children not learning. In stark contrast are children from the richest quintile: they have both, low shares of children who do not have foundational reading skills and a smaller headcount of children not learning.
- In foundational numeracy skills, a different pattern emerges where the share of children who do not have foundational numeracy skills decreases as we move from the poorest to richest wealth quintiles.
- Among provinces, in foundational reading skills, Province number 2 has the highest share of children who do not have the skills. Province number 2 also has the largest headcount of children not having foundational reading skills.
- Between provinces, in foundational numeracy skills, Sudoopraschim province has the highest share of children who do not have the skill but Province number 2 has the largest headcount of children not learning foundational numeracy skill.

Guiding questions

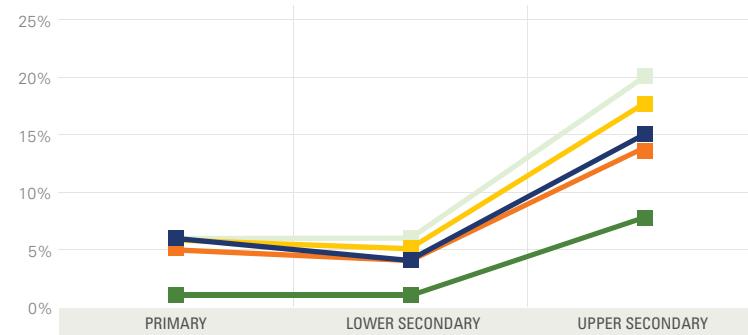
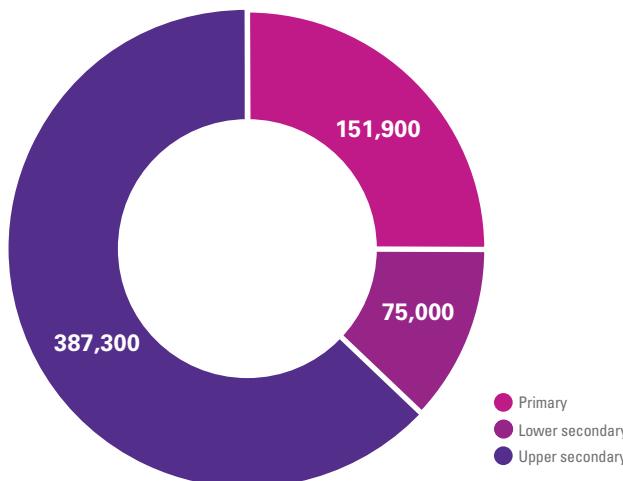
1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which provinces have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview**Who are out-of-school children?**

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

FIGURE 28 Overview of out-of-school rates

Richest	1%	1%	7%
Urban	5%	4%	14%
Total	6%	4%	15%
Rural	6%	5%	17%
Poorest	6%	6%	20%
	PRIMARY	LOWER SECONDARY	UPPER SECONDARY

**FIGURE 29** Out-of-school population (estimated headcounts)**Findings**

- Nationally, 6 per cent of primary school age children are out of school. At the lower secondary level, there is a slight decline and 4 percent of children are out of school and at the upper secondary level 15 percent are out of school.
- At all levels, poorest children have out-of-school rates higher than the national average. The gap in out of school rates is extremely high between children from the poorest and richest wealth quintile difference is of 5 percentage points, 4 percentage points and 13 percentage points for primary, lower secondary and upper secondary levels respectively.
- Out-of-school rates for rural children are also slightly higher than the national average at lower secondary and upper secondary levels.
- In total about 387,300 primary school-age children and 75,000 lower secondary school-age children were out of school. At the upper secondary level the number of out-of-school children is 151,900.

Out-of-school children by level of education

FIGURE 30 Primary out-of-school rates

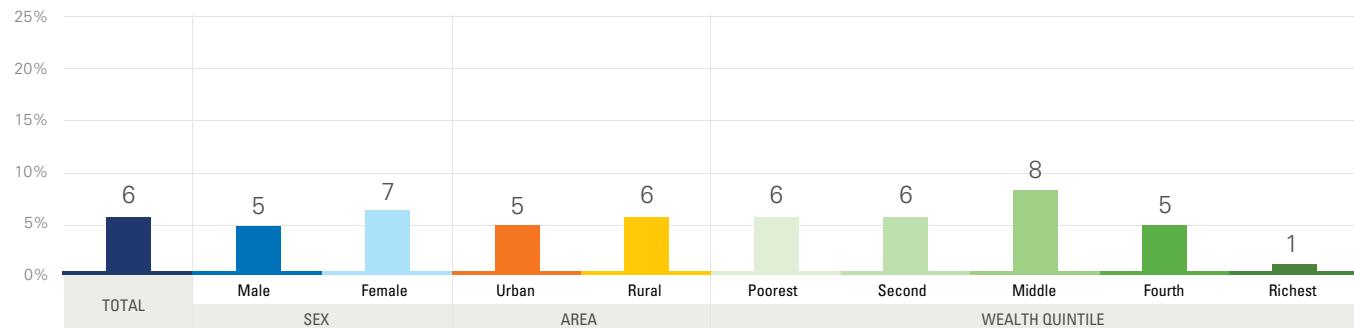


FIGURE 31 Lower secondary out-of-school rates

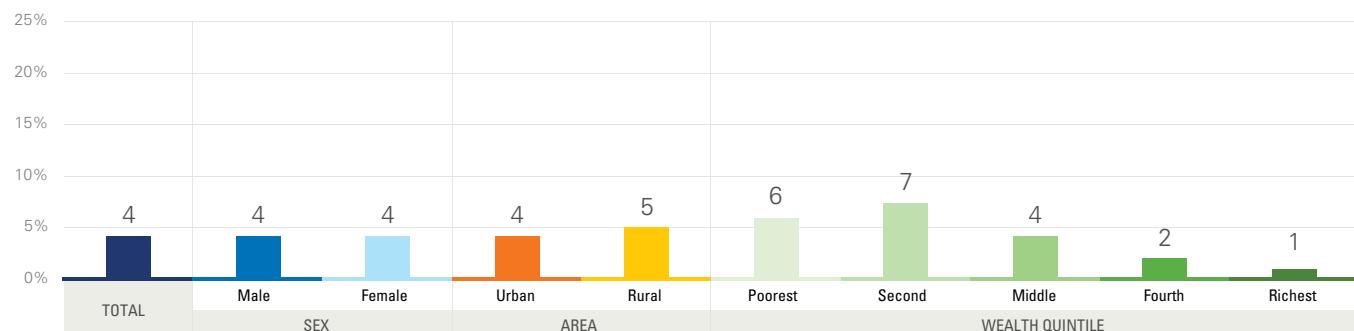
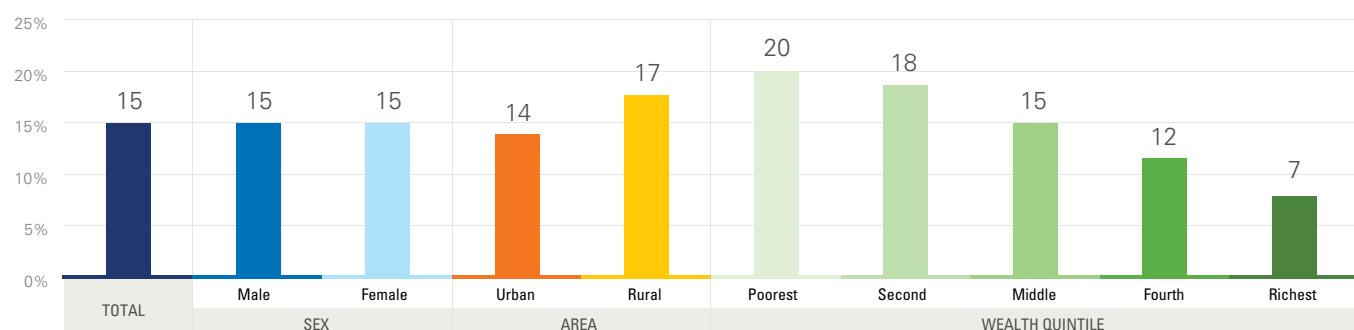


FIGURE 32 Upper secondary out-of-school rates



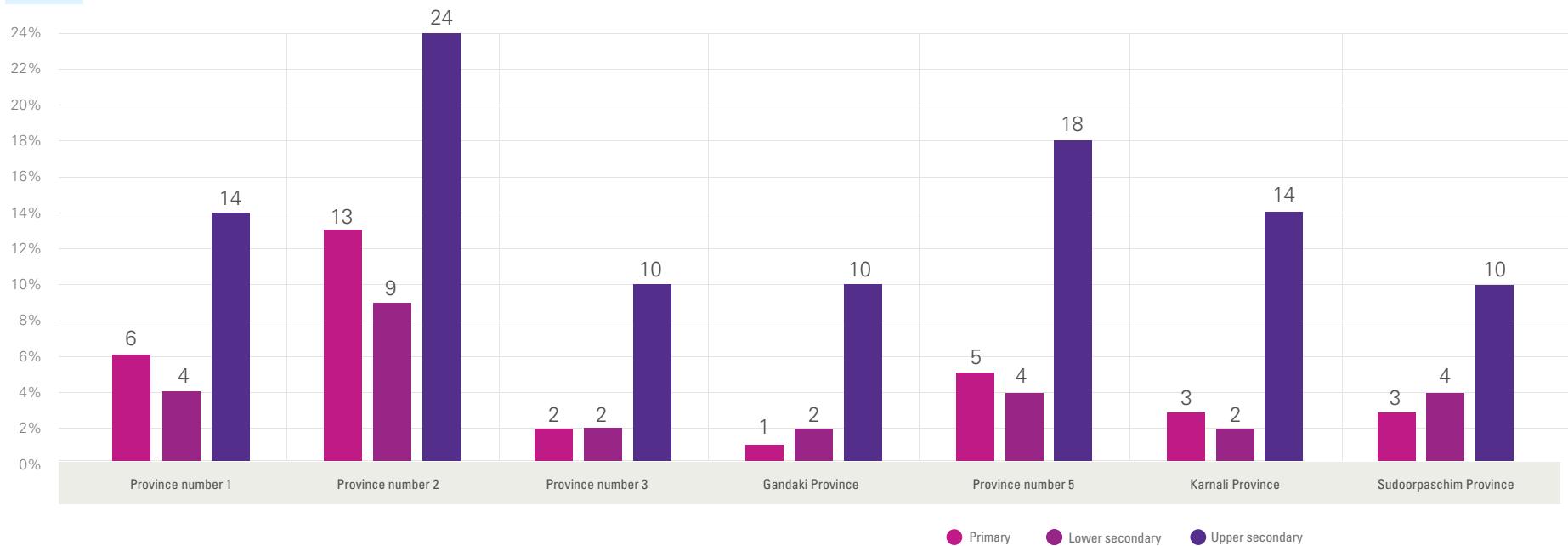
Findings

- At the primary level, 6 per cent of children are out of school. This means a high share of primary aged children are in school in Nepal.
- At the lower secondary level, the national out-of-school rate is 4 per cent indicating that most children of lower secondary age are in school as well.
- In both levels, despite low out of school rates, data indicates differences by socio-economic lines with only 1 per cent of children belonging to the richest quintile out of school compared to 6 per cent of the poorest children being out of school.
- At the upper secondary level, the out-of-school rate increases for all groups. Differences are observed along urban and rural location, with higher share of rural children being out of school. The divide in out of school children increases by wealth quintile.



Regional disaggregation

FIGURE 33 Out-of-school rates by province



Findings

- At the primary level, Gandaki Province has the lowest out of school children rate and Province number 5 has the largest.
- At the lower secondary level, Province number 3, Gandaki Province and Karnali Province have 2 per cent of lower secondary age children who are out of school whereas province number 5 and Sudoopashim have 4 per cent of children who are out of school.
- At the upper secondary level, out of school rates increase dramatically for all regions. In particular, Province number 5 has the highest out of school rate at 18 per cent.



Profiles of out-of-school children

These profiles are based on the share of children who are out of school in Nepal, where 6 per cent of children are out of school in primary, 4 per cent in lower secondary and 15 per cent in upper secondary.

FIGURE 34 Profile of children who do not complete school, by sex

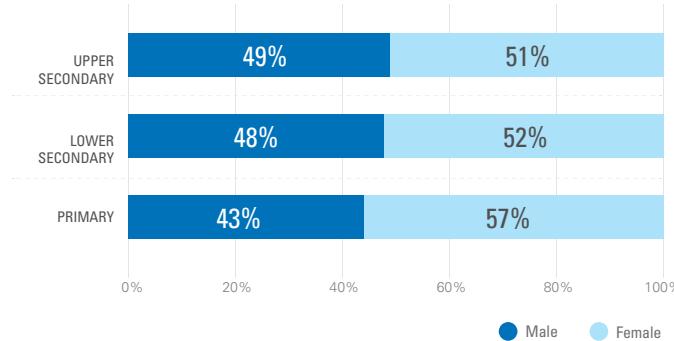


FIGURE 35 Profile of children who do not complete school, by area

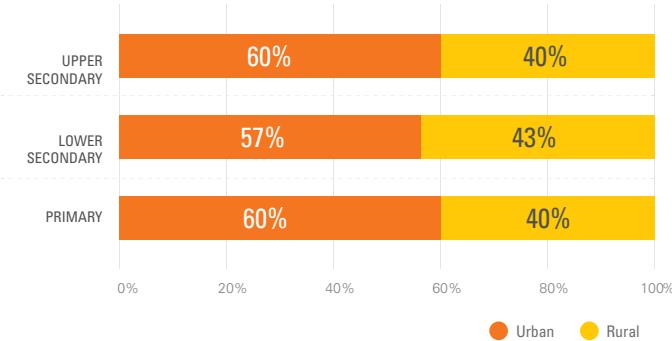
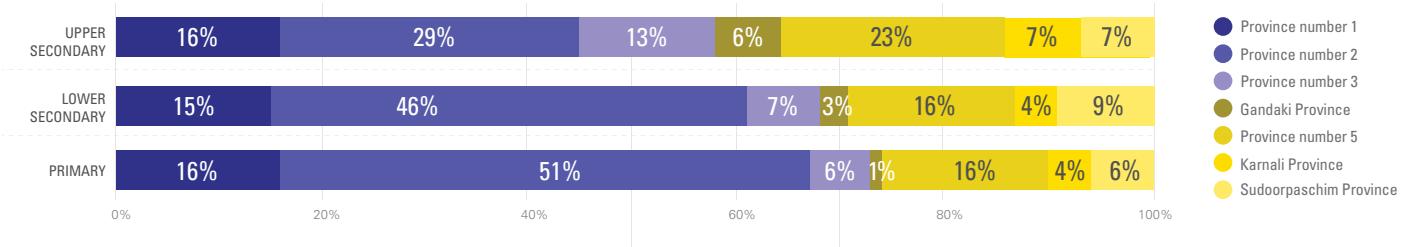


FIGURE 36 Profile of children who do not complete school, by wealth quintile



FIGURE 37 Profile of children who do not complete school, by province



Findings

- At all three levels, the majority of out-of-school children are girls. However, the proportion of girls although in majority, does reduce with each level of education.
- At all levels, there are more out-of-school children in urban areas.
- Children from the poorest two quintiles comprise 40 per cent of the population but are the majority of those who are out of school at both the upper and lower secondary levels.
- At the primary level, of the children who are out of school, 51 percent are in Province number 2. At the lower secondary level, among children who are out of school, the majority are in Province number 2, Province number 5 and Province number 1. At the upper secondary level, most out of school children are in Province number 2 and Province number 5.



TABLE 3. Out-of-school - Rates & headcounts by various socioeconomic characteristics

		Out of school rates (%)			Estimated number of out of school children out of school		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		6 %	4%	15%	151,900	75,900	387,300
Sex	Male	5 %	4%	15%	65,300	35,900	188,200
	Female	7 %	4%	15%	86,600	39,100	199,100
Area	Urban	5 %	4%	14%	91,700	43,000	231,600
	Rural	6 %	5%	17%	60,100	32,000	155,800
Wealth quintile	Poorest	6 %	6%	20%	39,300	27,800	129,500
	Second	6 %	7%	18%	34,400	23,700	94,900
	Middle	8 %	4%	15%	45,100	13,200	78,100
	Fourth	5 %	2%	12%	26,600	7,000	55,200
	Richest	1 %	1%	7%	6,500	3,400	29,600
Province	Province number 1	6 %	4%	14%	24,100	11,300	62,100
	Province number 2	13 %	9%	24%	78,100	34,500	110,800
	Province number 3	2 %	2%	10%	8,800	5,000	52,100
	Gandaki Province	1 %	2%	10%	1,600	2,400	22,600
	Province number 5	5 %	4%	18%	23,600	11,600	88,400
	Karnali Province	3 %	2%	14%	6,000	3,300	26,200
	Sudoorpaschim Province	3 %	4%	10%	9,600	6,900	25,300

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Out-of-school rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 38 Primary out-of-school rates and headcounts

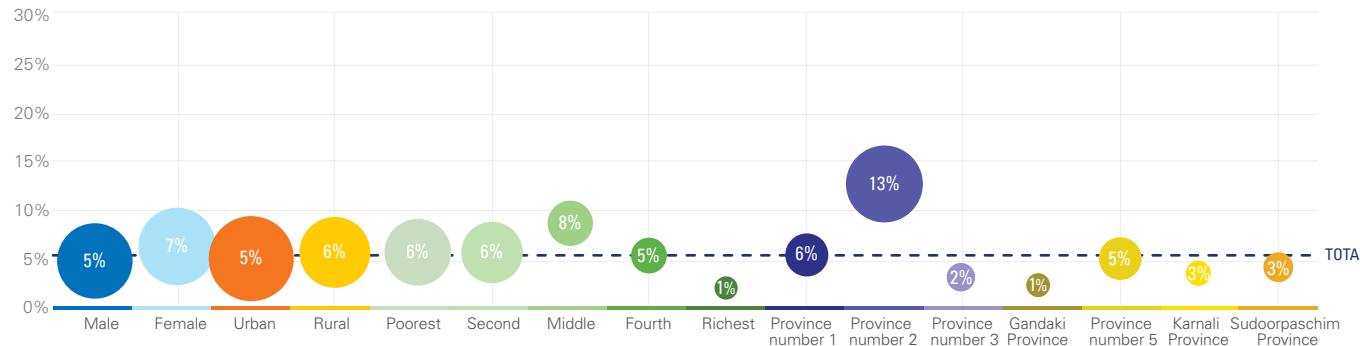


FIGURE 39 Lower secondary out-of-school rates and headcounts

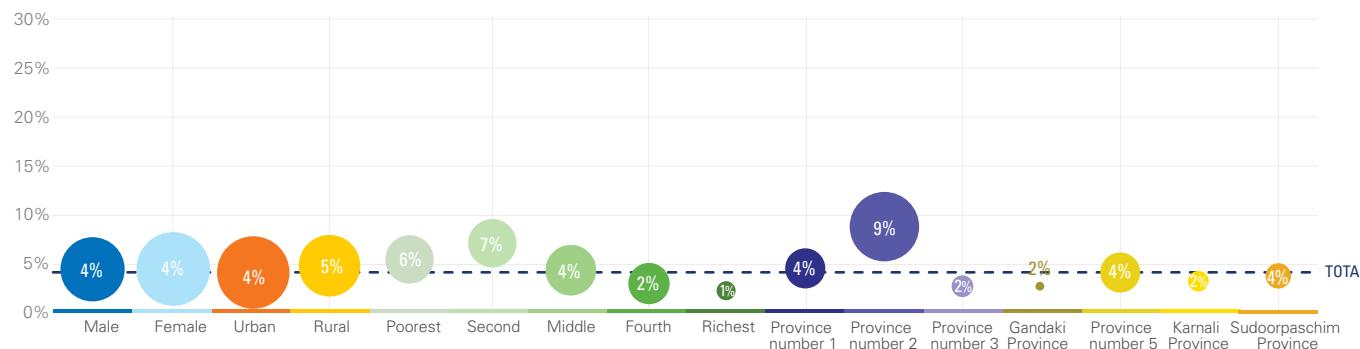
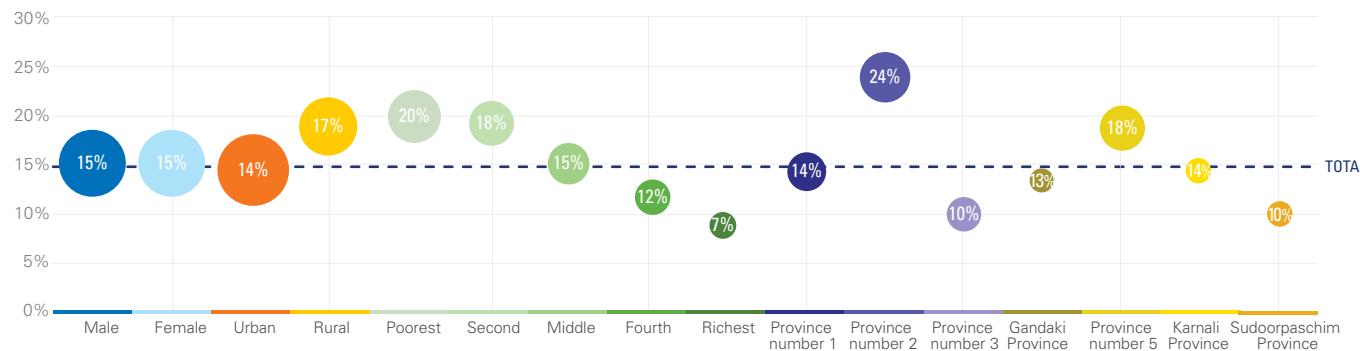


FIGURE 40 Upper secondary out-of-school rates and headcounts



Findings

Primary level:

- At the primary level, among the different socio-economic and demographic groups, children belonging to the richest wealth quintile have the lowest out of school rates and headcount. Between regions, children from the Province number 2 have the largest headcount and share of out of school rates.

Lower secondary level:

- At the lower secondary level, a trend similar to primary is observed with respect to differences along socio-economic lines. Among provinces, Province number 2 has the highest rate and headcount.

Upper secondary level:

- At the upper secondary level, the out of school rate of rural children is higher but the headcount is larger for urban children. Out of school rates and the number of children who are out of school is extremely high for children from the poorest wealth quintile compared to other wealth quintiles. Province number 2 has the highest out of school rate and headcount at this level as well.

Topic 4

Early Childhood Development and Education

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index (ECDI)?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains.

FIGURE 41 Age distribution at Grade 1 of primary education (%)

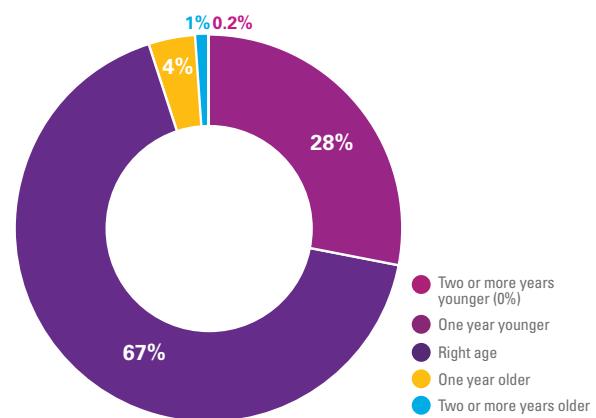


FIGURE 42 Level of education attended by 3 to 6 year olds

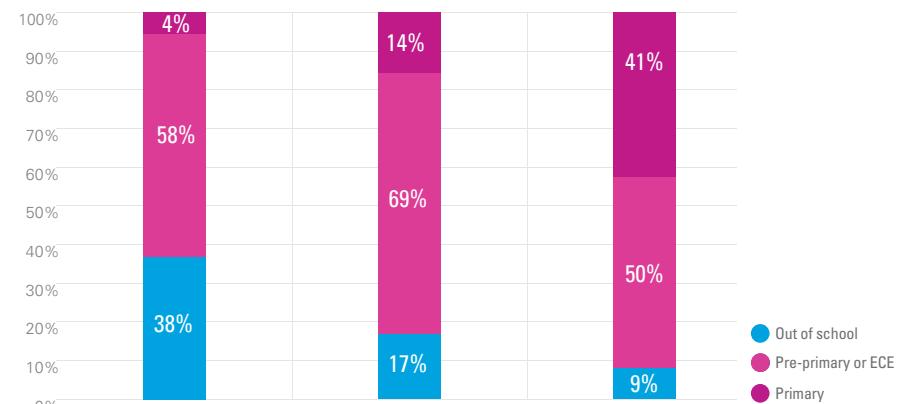


FIGURE 43 Share of children aged 3 to 4 years who are developmentally on track, as measured by the Early Childhood Development Index (ECDI)

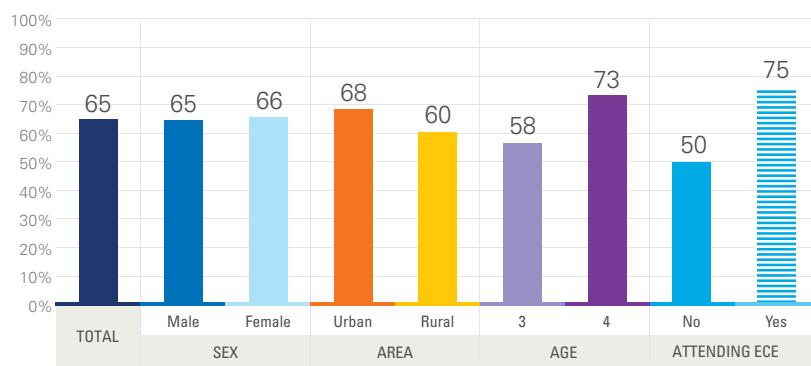
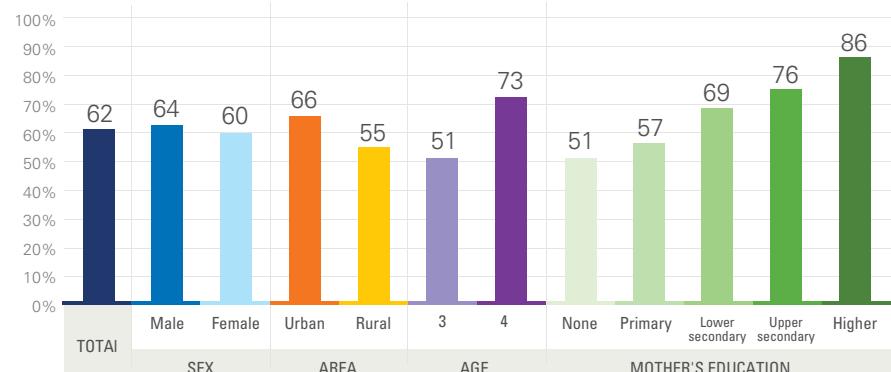


FIGURE 44 Share of children aged 3 to 4 years attending ECE



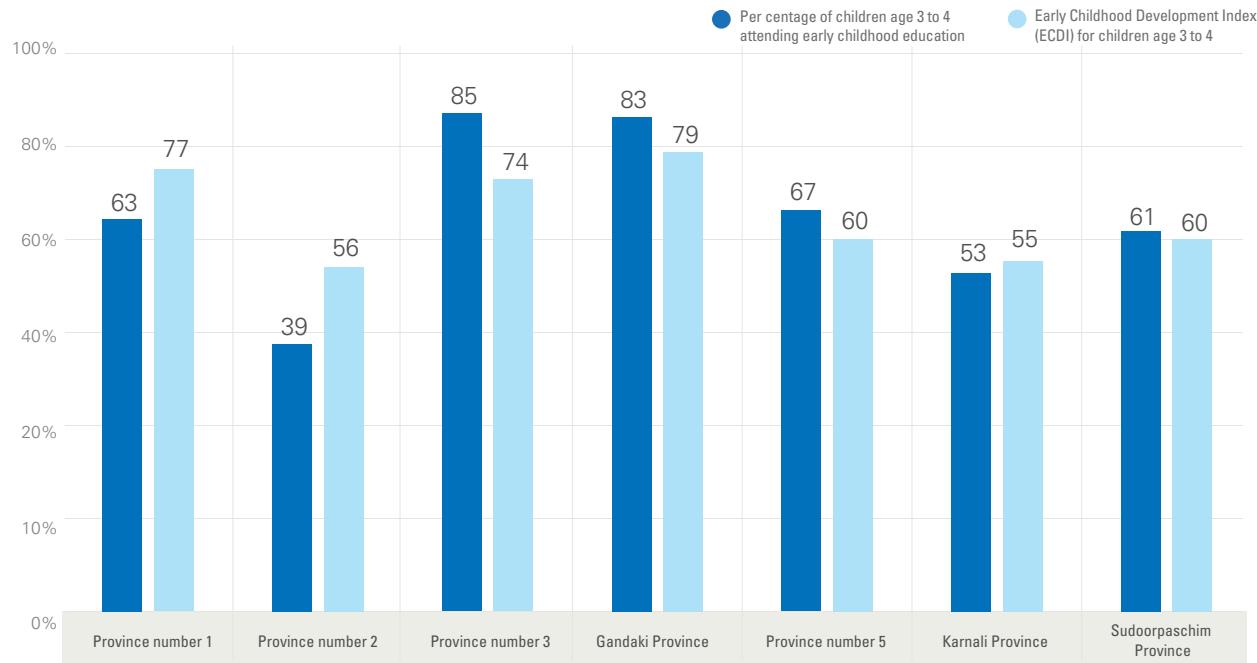
Findings

- Around 65 per cent of Nepalese 3 to 4-year olds are developmentally on track as measured by the ECDI.
- Higher shares of urban children are developmentally on track as measured by the ECDI.
- Nationally, around 62 per cent of children aged 3 to 4 years attend ECE. Moreover, ECE attendance increases with age: 58 per cent of 3-year olds and 73 per cent of 4-year olds attend ECE.
- Importantly, the share of children attending ECE who are developmentally on track is 26 percentage points higher than that of children not attending ECE.
- ECE attendance is comparatively low for children whose mothers have no education or only primary education.
- Among 5-year olds, which is the official primary beginning age in Nepal, 41 percent are in primary education. The majority of 3 and 4-year olds attend ECE or pre-primary education.
- In grade 1, 26 percent of children are the right age, but 60 percent are one or more years older. A very small share is younger than the official starting age.



Regional disaggregation - Early childhood development and education

FIGURE 45 Share of 3 to 4 year olds who are attending ECE or developmentally on track **by province**



Findings

- ECE attendance varies greatly by province. Twice the share of children attend ECE in Province number 3, which has the highest ECE attendance among all regions than province number 2 which has the lowest ECE attendance.
- In all provinces, the share of 3 to 4-year olds who are developmentally on track is over 50 percent.
- However, some provinces have higher shares than others. For example, Gandaki Province, Province number 1 and Province number 3 have over 70 per cent 3 to 4-year olds who are developmentally on track.
- In Province number 1 and Province number 2, there is a large gap between ECE attendance and children who are developmentally on track as measured by ECDI, with the latter being higher. The reverse is true for Province number 3 and Province number 5 and Gandaki Province.



Profiles of children aged 3 to 4 years not attending ECE or not developmentally on track

These profiles are based on 38 per cent of 3 to 4-year olds who are not attending ECE and 35 per cent of 3 to 4-year olds who are not developmentally on track as measured by ECDI.

FIGURE 46 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by sex**

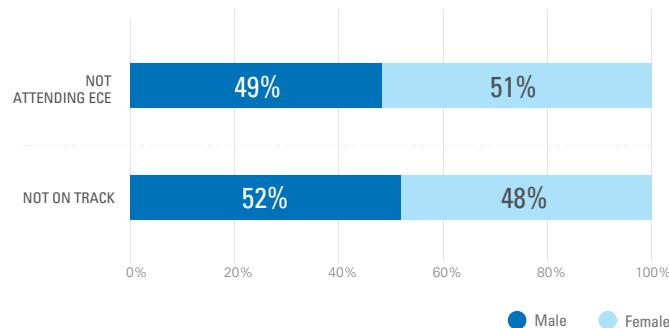
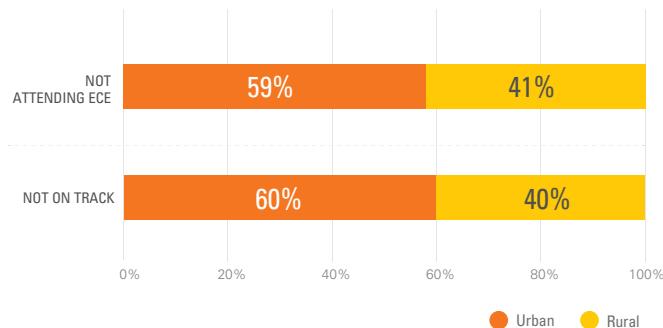


FIGURE 47 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by area**



Findings

- Slightly more girls than boys are not attending ECE but more boys than girls are not developmentally on track as measured by the ECDI.
- Urban areas are home to about three-fifth of children who are not developmentally on track as measured by the ECDI and not attending ECE.
- Socio-economic background impacts ECDI. Children from the poorest wealth quintile belong to 2/5th of the population but make up 54 percent of children who are not developmentally on track as measured by ECDI and 54 percent of children who are not attending ECE.
- Of the children who are not developmentally on track and those who are not attending ECE, a proportionally higher share of children are in Province number 2.

FIGURE 48 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by wealth quintile**

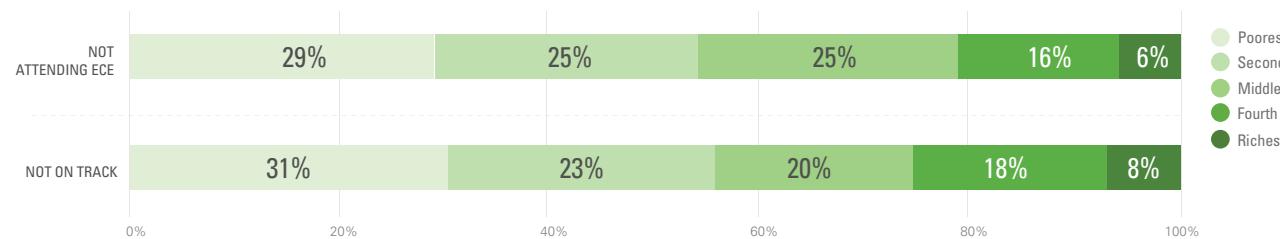


FIGURE 49 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, **by province**

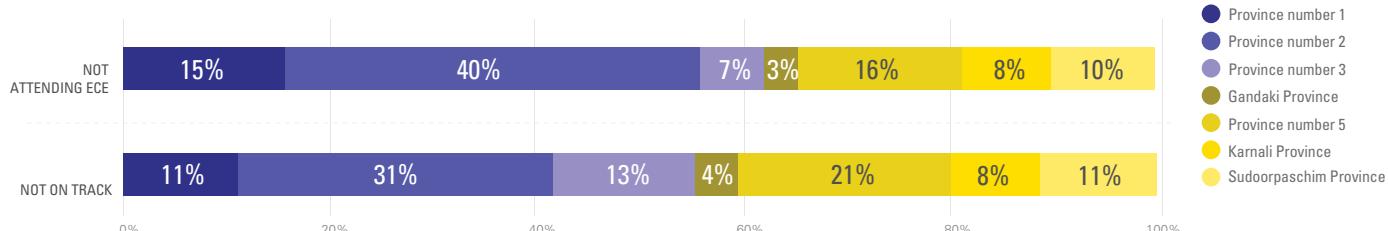


TABLE 4. Early childhood attendance and development - Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

		Share (%) of children (age 3-4)		Estimated number of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		35%	38%	374,700	401,900
Sex	Male	35%	36%	196,600	197,800
	Female	34%	40%	178,100	204,100
Area	Urban	32%	34%	225,400	235,400
	Rural	40%	45%	149,400	166,500
Wealth quintile	Poorest	47%	48%	114,400	115,600
	Second	40%	46%	87,900	100,300
	Middle	33%	46%	73,100	99,700
	Fourth	32%	30%	68,300	63,600
	Richest	18%	13%	31,100	22,800
Province	Province number 1	23%	37%	40,200	62,400
	Province number 2	44%	61%	117,300	160,500
	Province number 3	26%	15%	50,400	29,100
	Gandaki Province	21%	17%	15,000	12,400
	Province number 5	40%	33%	77,300	63,000
	Karnali Province	45%	47%	31,800	33,100
	Sudurpaschim Province	40%	39%	42,900	41,300

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Early childhood attendance and development - Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track in terms of the ECDI (bottom).

FIGURE 50 Share and headcounts of children who are not attending ECE

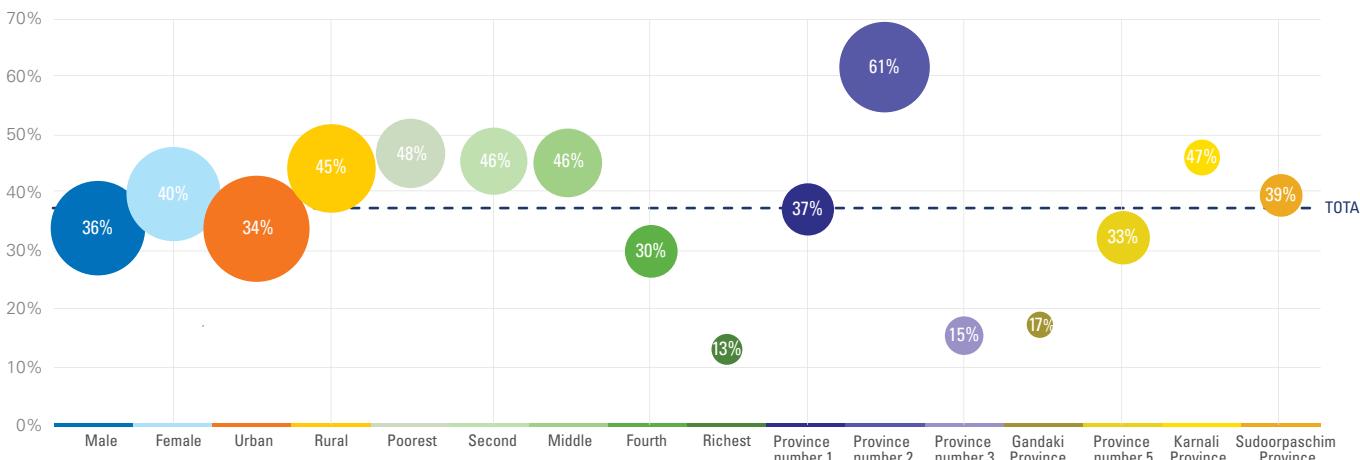
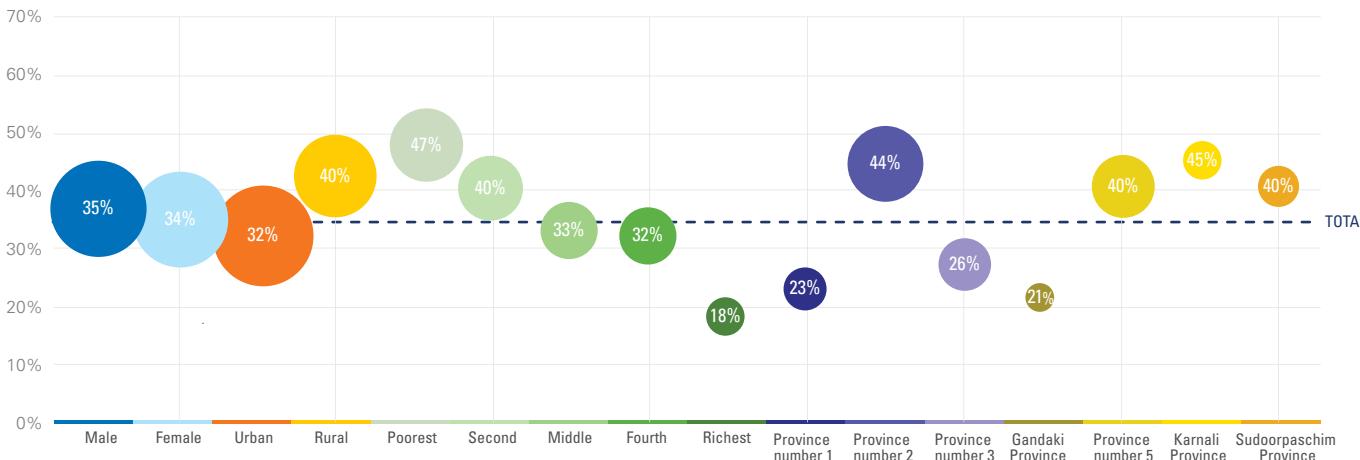


FIGURE 51 Share and headcounts of children who are not developmentally on track, as measured by ECDI



Findings

- Nationally, 35 percent of 3 to 4-year olds are not developmentally on track as measured by ECDI and 38 percent of 3 to 4-year olds are not attending ECE.
- Province number 2 has the highest share and headcount of children aged 3 to 4 who are not attending ECE whereas Gandaki Province has the smallest number and the lowest share.
- In ECDI as well, a similar trend is visible.
- In both ECE attendance and ECDI, higher share or rural children are not attending ECE and are not developmentally on track as measured by ECDI.



Topic 5

Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitions?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?
4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level.

FIGURE 52 Repetition rate by grade

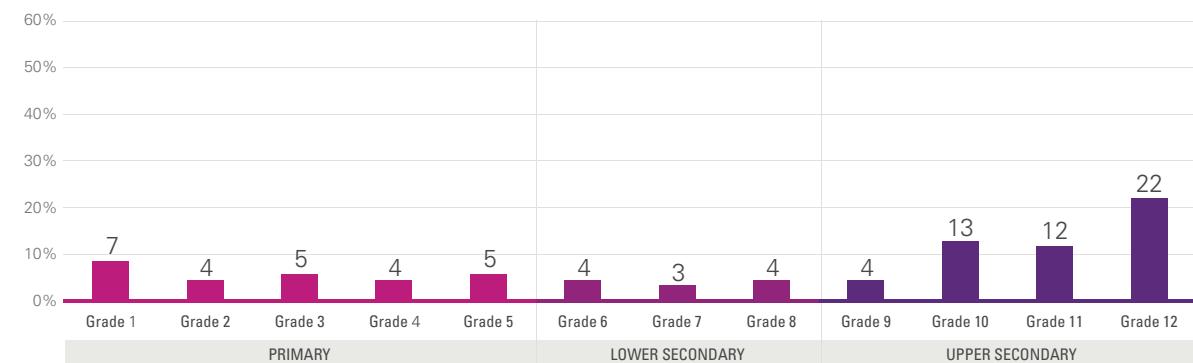


FIGURE 53 Dropout rate by grade

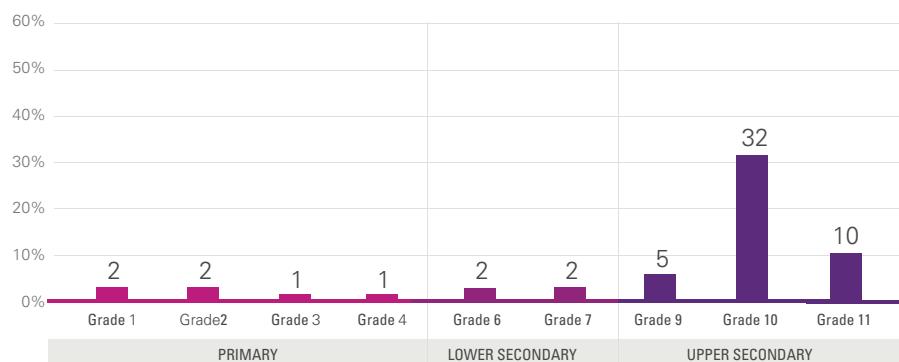


FIGURE 54 Rates of non-transition from the last grade of one level to the next level

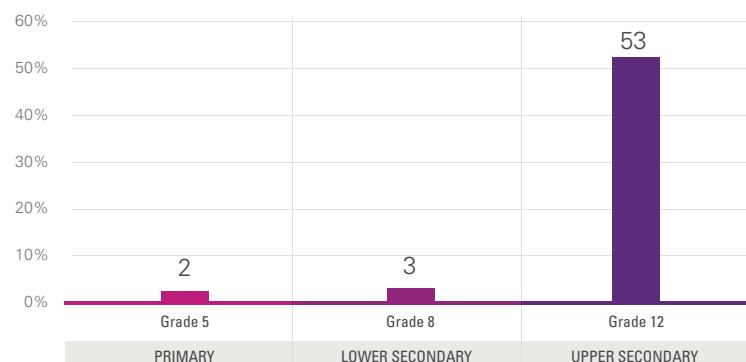


FIGURE 55 Education attendance, by age



Findings

- Repetition rates are high in Nepal but they vary by grade. In primary and lower secondary level repetition rate is higher in grade 1 at 7 per cent but is lower for other grades in those levels¹.
- At upper secondary level, repetition rates increase dramatically in grade 10, 11 and 12.
- Dropout rates are low in Nepal for primary and lower secondary level².
- But in grade 10 of upper secondary level, drop out is extremely high at 32 per cent.
- Upper secondary level is a big bottleneck for Nepalese children with high repetition and dropout rates.
- Non-transitioners are students who attended the last grade of a level but did not continue to the next level. Non-transition rates in upper secondary are extremely high at 53 per cent. This means that 53 per cent of children who attended the last grade of upper secondary did not continue to higher education in the next year.
- In primary, the non-transition rate is 2 percent. This means that these children attended the last grade of primary but did not continue to lower secondary in the next year.
- Education attendance by age shows the majority of children aged 3 to 4 years in ECE/pre-primary.
- The primary age bracket in Nepal is 5 to 9, the lower secondary age bracket is 10 to 12 and upper secondary is 13 to 17.
- Most children of primary school age attend primary level. However, lower secondary age children continue to attend primary level. Most 10-year olds are in primary level when they should be in lower secondary. 11 per cent of 13-year olds, 6 per cent of 14-year olds and a small minority of 15 and 16-year olds also attend primary level.
- Starting at age 12, out of school status increases with age reaching 40 per cent for 17-year olds.

1. The MICS6 survey was conducted in 2019 in Nepal with data from school year 2075 and 2076 which may lead to discrepancies with EMIS data. Please see note on page 5 for more information. EMIS data for school year 2021-2022 shows repetition rate as follows: Grade 1, 12%; Grade 2, 6%; Grade 3 and 4, 5% respectively; Grades 5 to 8 at 4% each; Grade 9 at 3% and Grade 10 at 1%.

2. The MICS6 survey was conducted in 2019 with data from school year 2075 and 2076 which may lead to discrepancies with EMIS data. Please see note on page 5 for more information. EMIS data for school year 2021-2022 shows dropout rate as follows: Grade 1 and 2 at 4% respectively; Grades 3 to 7 at 3% respectively; Grade 8 at 5%, Grade 9 at 4% and Grade 10 at 2%.

Profiles of repeaters, dropouts and non-transitioners

These findings are based on Nepalese children who repeated, dropped out from primary to upper secondary or those who did not transition. 7 per cent of Nepalese students repeat and 6 per cent dropout overall and 3 per cent do not transition.

FIGURE 56 Profile of repeaters, dropouts and non-transitioners, by sex

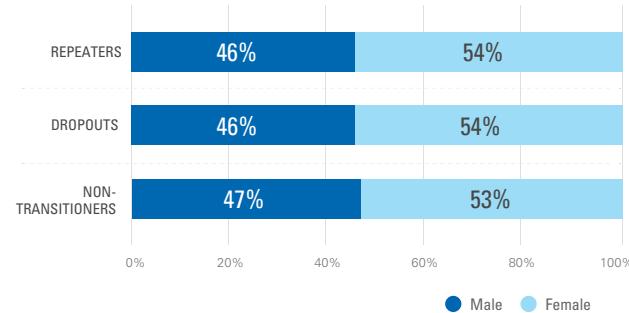


FIGURE 57 Profile of repeaters, dropouts and non-transitioners, by area

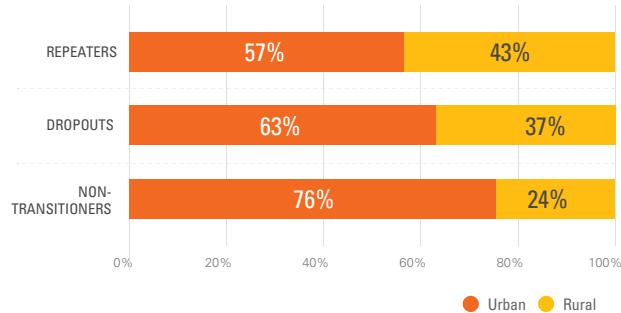
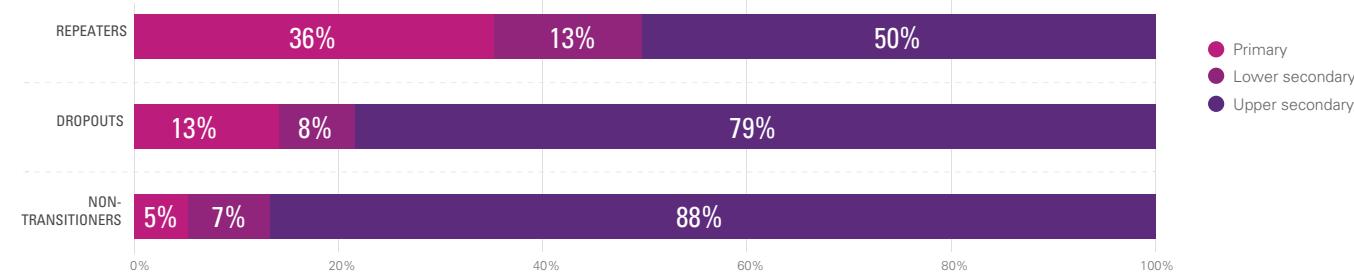


FIGURE 58 Profile of repeaters, dropouts and non-transitioners, by wealth quintile



FIGURE 59 Profile of repeaters, dropouts and non-transitioners, by grade



Findings

- More girls than boys repeat, dropout or are non-transitioners. This could be because more girls attend school than boys.
- Among children who repeat, dropout or are non-transitioners, urban children form the majority.
- Of the children who repeat and dropout, the proportional majority are children from the poorest wealth quintile.
- Among non-transitioners, the share of children from the richest wealth quintile is comparatively large. This is because it is mostly wealthier children that attend upper secondary level compared to other income groups.
- Of the repeaters, 36 per cent repeat primary level and 50 per cent repeat upper secondary. Upper secondary level has the highest majority of children who repeat, dropout or are non-transitioners.



TABLE 5. Repetition, dropouts and non-transitions - Rates & headcounts by various socioeconomic characteristics

		Share (%)			Estimated number of children		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
Total		7%	6%	3%	479,200	326,600	266,200
Sex	Male	6%	5%	3%	216,500	151,000	122,700
	Female	7%	6%	3%	262,700	175,600	143,600
Area	Urban	6%	5%	4%	276,700	204,300	201,700
	Rural	8%	6%	2%	202,500	122,400	64,500
Wealth quintile	Poorest	10%	7%	2%	154,800	93,500	42,800
	Second	7%	6%	3%	91,500	66,800	43,700
	Middle	6%	5%	3%	87,100	53,100	43,000
	Fourth	6%	6%	4%	81,500	63,700	56,600
	Richest	5%	5%	5%	64,400	49,500	80,100
Province	Province number 1	6%	6%	3%	73,200	65,800	35,900
	Province number 2	4%	6%	3%	41,300	59,800	43,500
	Province number 3	6%	5%	4%	99,200	59,000	71,400
	Gandaki Province	9%	5%	4%	60,200	22,100	27,700
	Province number 5	7%	5%	3%	91,600	48,900	48,700
	Karnali Province	7%	9%	3%	39,000	40,300	19,600
	Sudurpaschim Province	11%	5%	2%	74,700	30,700	19,400

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.

Repetition, dropouts and non-transitions - Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

FIGURE 60 Repetition rates and headcounts

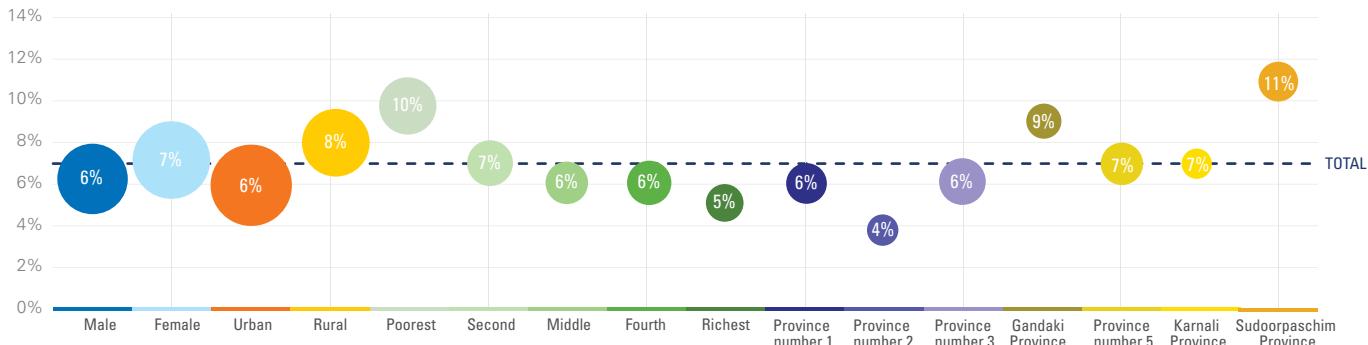


FIGURE 61 Dropout rates and headcounts

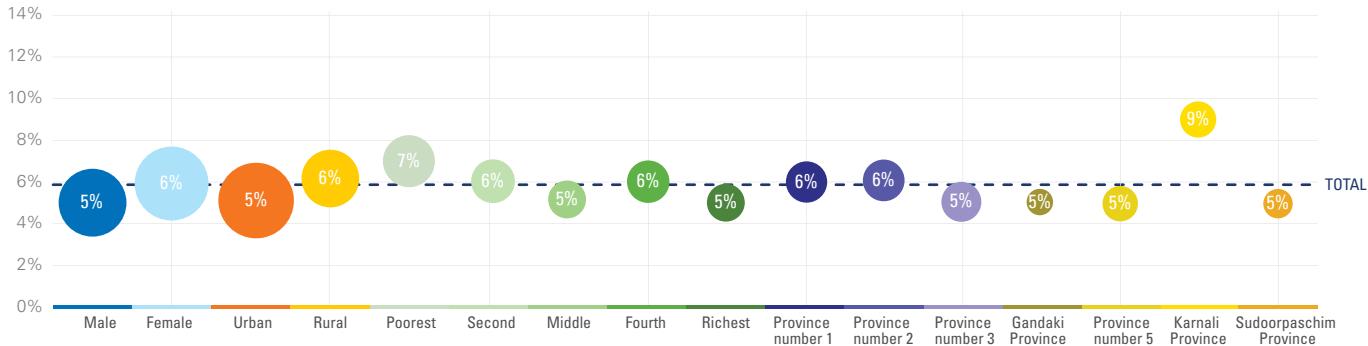


FIGURE 62 Non-transition rates and headcounts



Findings

- Repetition rates are higher for rural and children belonging to the poorest wealth quintiles than their urban peers or wealthier peers. Among provinces, Sudoorpaschim province has the highest repetition rate but province number 3 and province number 5 have the largest headcount of children who repeat.
- Dropout rates show less variation than repetition. However, Karnali province has the highest dropout rate.
- Non-transition rates are high for children in the richest wealth quintile. Less regional variation is observed though some regions have low non-transition and some have comparatively higher non transition rate (ranging from 2 to 4 per cent).





Topic 6 Child Protection

Guiding questions

- Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
- Which groups of children are more frequently involved in child labour?
- How is child labour linked to education attendance and foundational learning skills?
- How does child labour explain the profile of children out of school or not learning in school?

Overview of child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

FIGURE 63 Literacy rate of youth age 20 to 24 year olds by marriage status

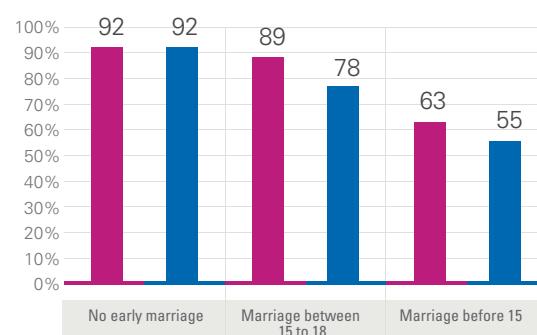
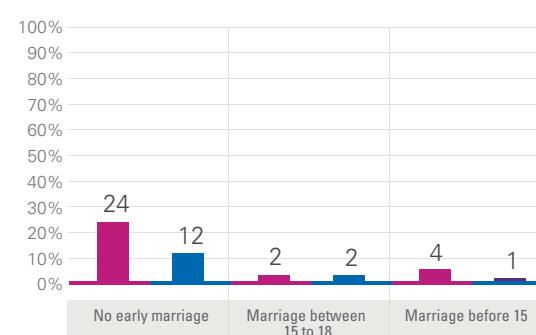


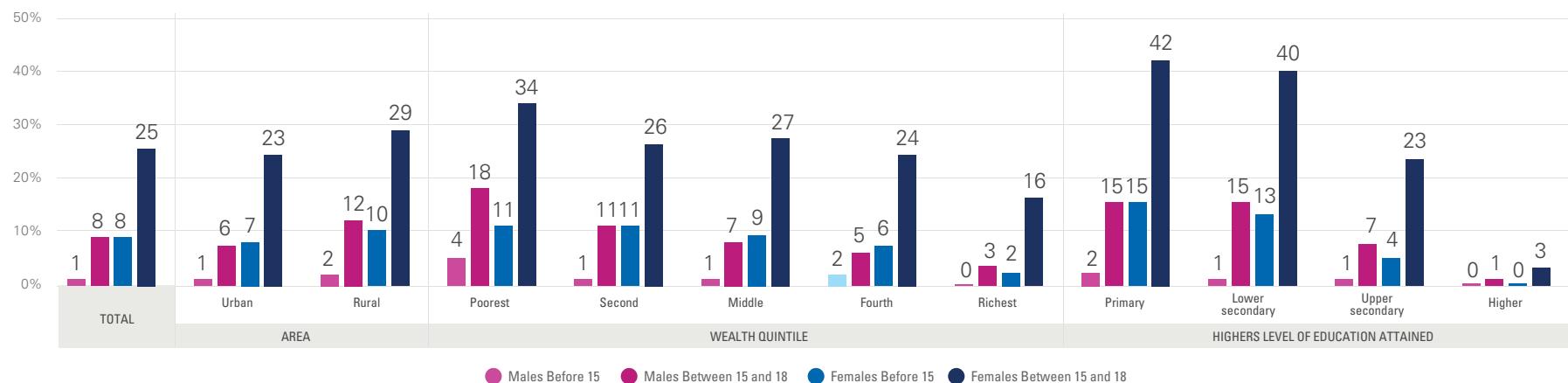
FIGURE 64 ICT skills of youth age 20 to 24 year olds by marriage status



MALES
FEMALES

* Males married between 15 and 18 not included owing to small sample size

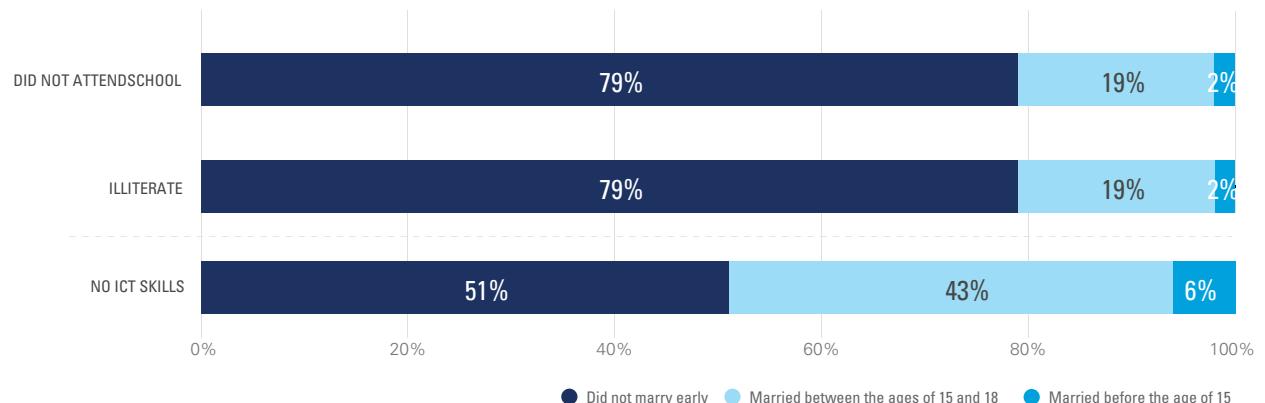
FIGURE 65 Prevalence of child marriage among youth aged 20 to 24 years



Findings

- The prevalence of child marriage is higher for girls than for boys. While 8 percent of men aged 20 to 24 years were married between 15 and 18 years, 25 per cent of women aged 20 to 24 years were married between their 15th and 18th birthday. The prevalence of child marriage is higher in rural areas for both men and women.
- There is a strong negative correlation between early marriage and education. Among males who attended higher education, 1 per cent aged 20 to 24 years reported entering a union or marriage before age 15. This estimate is around 3 per cent for women.
- Women who have lower levels of education have a higher share of early marriage. 42 per cent of 20 to 24-year-old women who were married early have primary level as their highest level of education attained.
- Wealth is another dimension where strong negative correlation is observed for early marriage where young women belonging to poorest wealth quintiles have the highest share of entering a marriage between 15 to 18 years of age.
- Youth that married early have lower literacy rates and extremely low share of ICT skills.

FIGURE 66 Profile of illiterate or youth that did not attend school by early marriage status



Guiding questions

1. What is the proportion of children with disabilities in the country?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties**What are functional difficulties?**

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.

For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).



FIGURE 67 Share of children aged 2 to 17 with **functional difficulties**

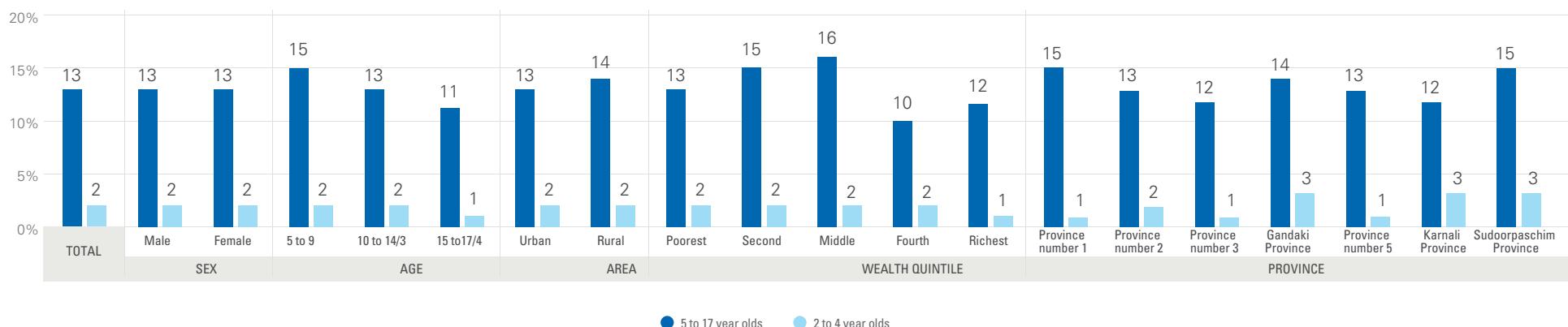


FIGURE 68 Share of 2 to 4 year olds with functional difficulties by functional domains

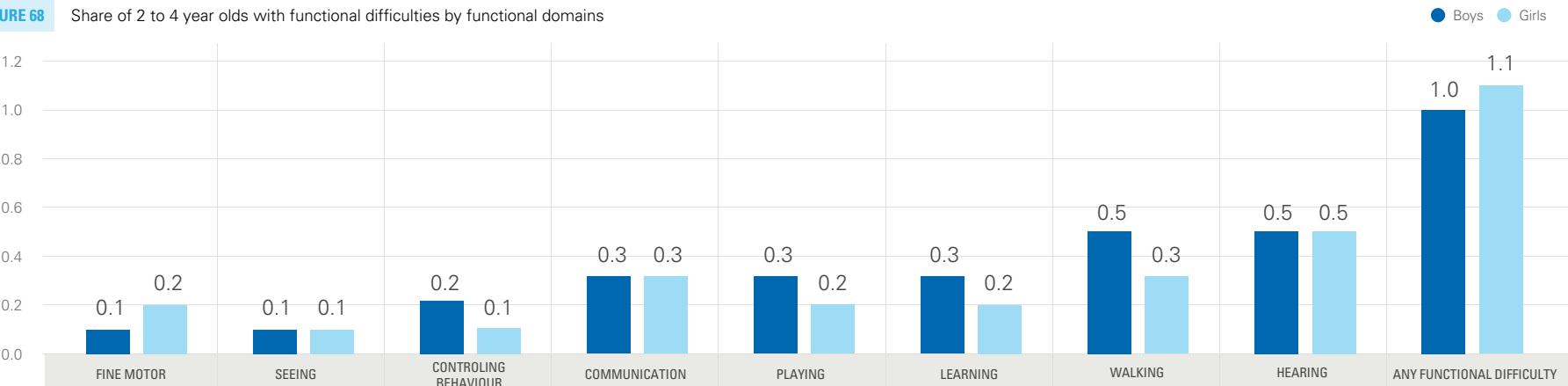
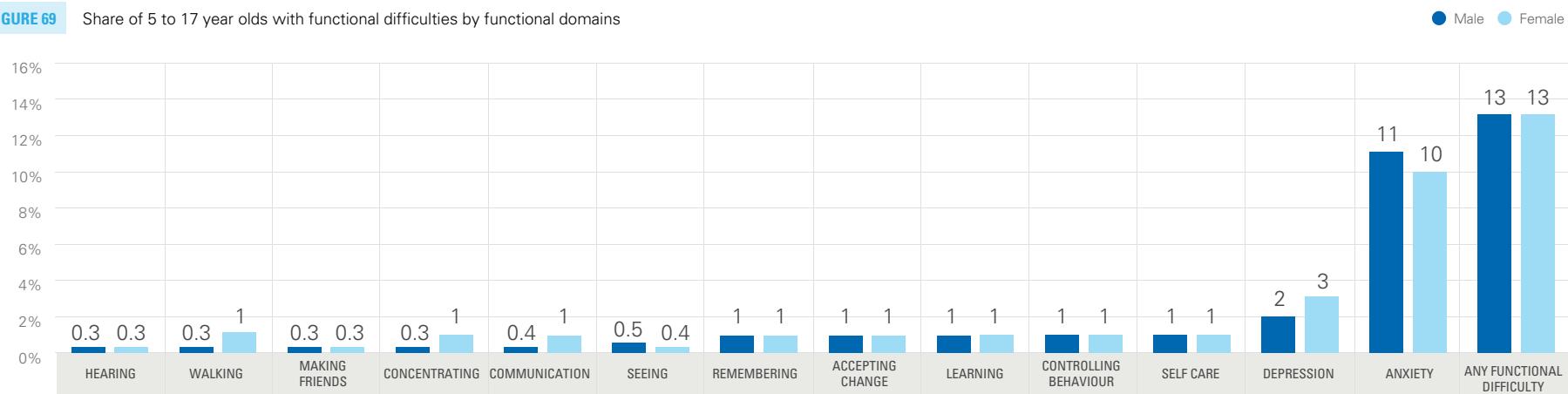


FIGURE 69 Share of 5 to 17 year olds with functional difficulties by functional domains



Findings

- Overall, 13 per cent of Nepalese children aged 5 to 17 years have at least one functional difficulty, a figure that is consistent across males and females. However, there are differences by age group, urban-rural location, wealth quintile and provinces.
- Among 2 to 4 year olds, it is estimated that there are 2 percent of children with functional difficulties.
- It is important to note that the functional difficulty domains differ between age groups 2 to 4 and 4 to 17. In the former, there are 8 functional difficulties whereas in the latter there are 13.
- Among children aged 2 to 4 years, the share of children with walking and hearing functional difficulties is comparatively higher than other functional difficulties.
- Among children aged 5 to 17 years, the share of children with anxiety functional difficulty is much higher than other functional difficulties.

Education for children with functional difficulties

All findings presented here are for children aged 5 to 17 and therefore use the 13 functional domains presented in the earlier section.

FIGURE 70 Current school attendance by functional difficulty domains

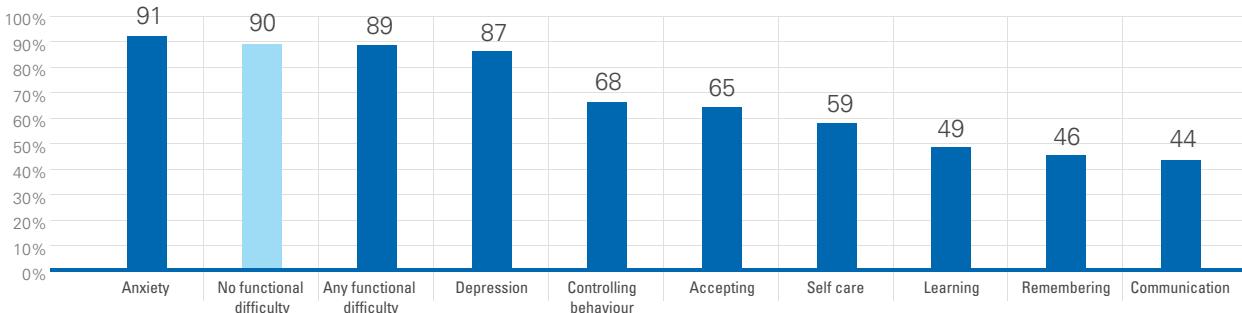
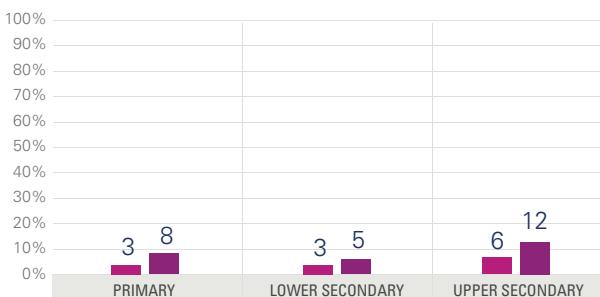


FIGURE 71 Adjusted net attendance rate for children with and without functional difficulties



FIGURE 73 Repetition rates for children with and without functional difficulties



● Children without functional difficulties ● Children with functional difficulties

FIGURE 72 Dropout rates for children with and without functional difficulties

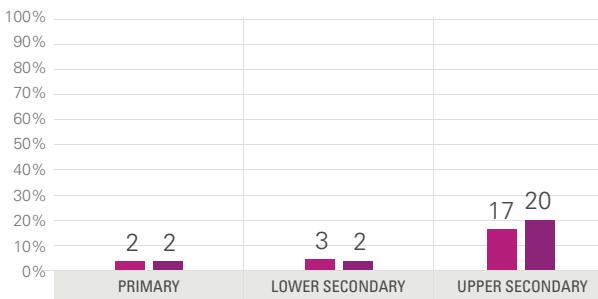
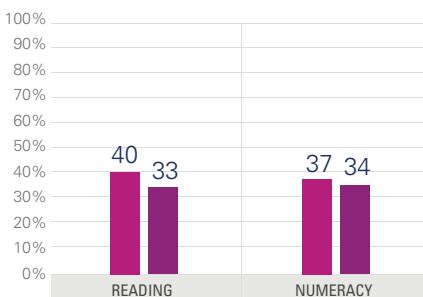


FIGURE 74 Foundational learning skills for children with and without functional difficulties

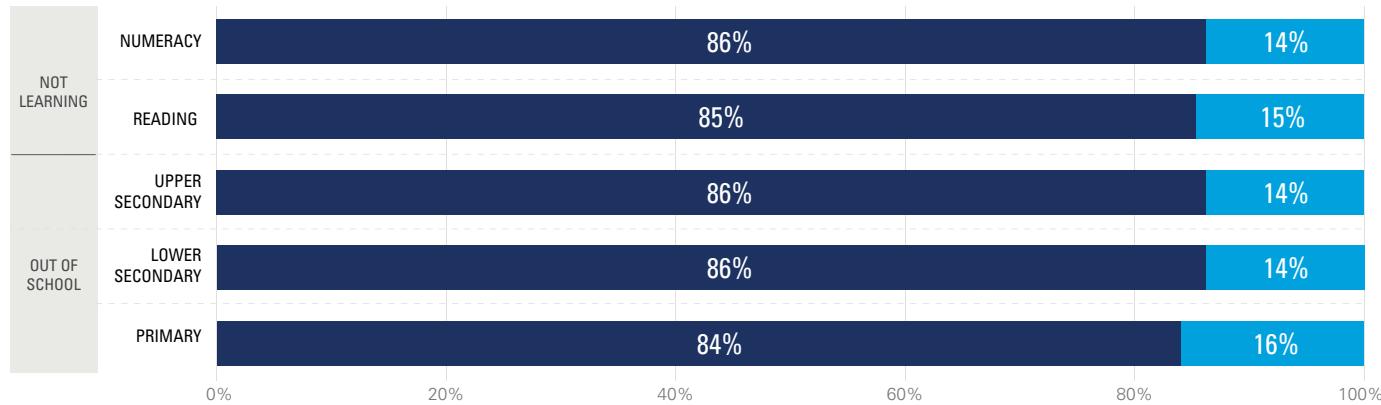


Findings

- At the primary and lower secondary level, children with and without any functional difficulties have similar adjusted net attendance rates (ANAR). However, at the upper secondary level, a smaller share of children with any functional difficulties attend school, and this difference is statistically significant.
- Current school attendance for children with different functional difficulty uses data for children who attended any level of education and disaggregates the information by functional difficulty domains. Some functional difficulties like seeing, hearing, walking, had fewer than 25 cases in the MICS6 datasets and therefore could not be included.
- Current school attendance is particularly low for children who have difficulty communicating and difficulty remembering. In addition, children with psycho-social functional difficulties such as learning, accepting change or controlling behavior have lower current attendance compared to their counterparts with no functional difficulties. These differences are statistically significant.
- The differences in dropout are not statistically significant at primary and lower secondary level. At the upper secondary level, children with functional difficulties are more likely to drop out.
- Among repeaters, at primary and upper secondary level, the differences are statistically significant with children with functional difficulties more likely to repeat.
- Lower share of children with functional difficulty have foundational reading and foundational numeracy skill. This difference is statistically significant for foundational reading skills only.

Profile of children who are out of school or not learning, by functional difficulty

FIGURE 75 Profile of children out of school or not learning, **by functional difficulty**



Findings

- Although 13 per cent of 5 to 17-year olds in Nepal have a functional difficulty, across all levels of education they are over-represented among children who are out of school or not learning.
- Among children not learning reading skills, 14 per cent have at least one functional difficulty. This over-representation signals that more should be done to accommodate the needs of all children to facilitate learning.
- Similarly, profiling data shows that compared to all levels, primary level has a higher proportion of children with functional difficulties who are out of school.



TABLE 6. Functional difficulties - Headcounts by school attendance status

Age	Estimated number of children with functional difficulties						
	Out of school			In school			15-17
	5-9	10-14	15-17	5-9	10-14	15-17	
Any disability	37,100	26,700	75,500	453,900	364,100	136,100	
Accepting change	9,700	5,000	7,600	22,400	19,900	5,700	
Anxiety	27,100	16,900	51,300	353,900	303,500	111,300	
Communication	9,300	5,600	8,900	7,000	4,300	6,700	
Concentrating	10,100	4,400	9,500	7,700	4,100	4,000	
Controlling behaviour	9,600	5,400	5,700	21,000	11,800	9,300	
Depression	10,000	5,100	12,600	77,700	65,200	24,700	
Hearing	6,000	4,800	3,000	4,000	3,100	3,500	
Learning	9,000	8,000	14,600	10,400	12,600	3,600	
Making friends	9,600	5,000	3,900	3,100	1,500	2,600	
Remembering	9,000	7,000	10,900	8,400	8,700	3,200	
Seeing	2,200	1,700	1,700	4,300	16,400	8,700	
Self care	12,800	5,300	11,600	44,300	2,200	4,300	
Walking	6,100	4,400	9,100	6,500	6,400	2,600	

*Headcounts are based on UNSD statistics, but can be calculated using other data sources if the country requests.



Guiding questions

1. What share of students live in households with access to remote learning tools?

2. How is remote learning associated with foundational learning?

3. What are the profiles of children who do not have access to remote learning tools?

Overview**What are remote learning tools?**

MICS collected data on the availability of tools in the household that could be used to support remote learning. These include having access to radio, television, and computers with internet. Of note, however, not all members of a given household may in fact have access to whatever devices may be present.

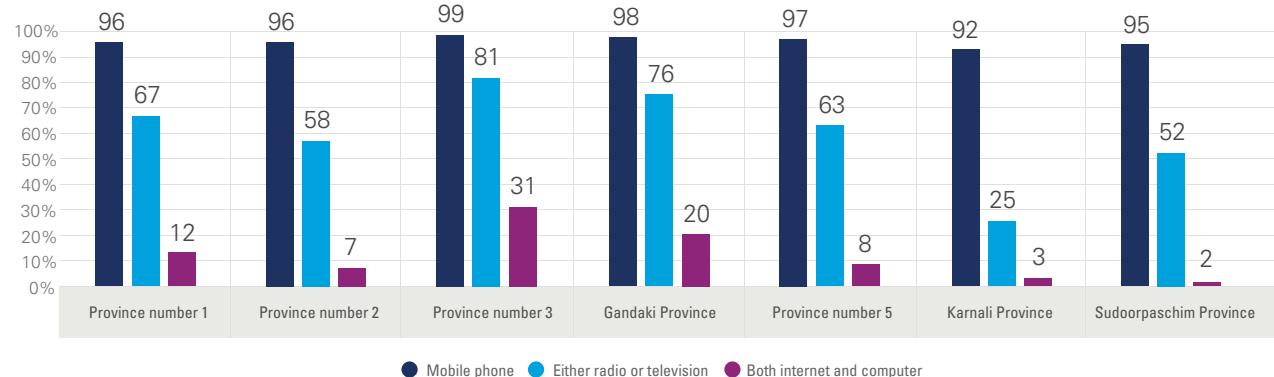
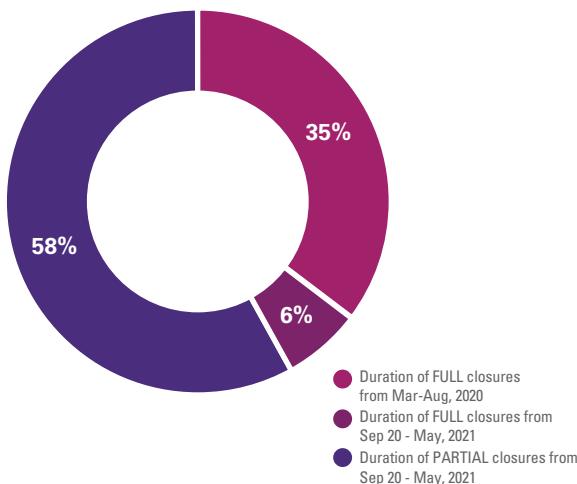
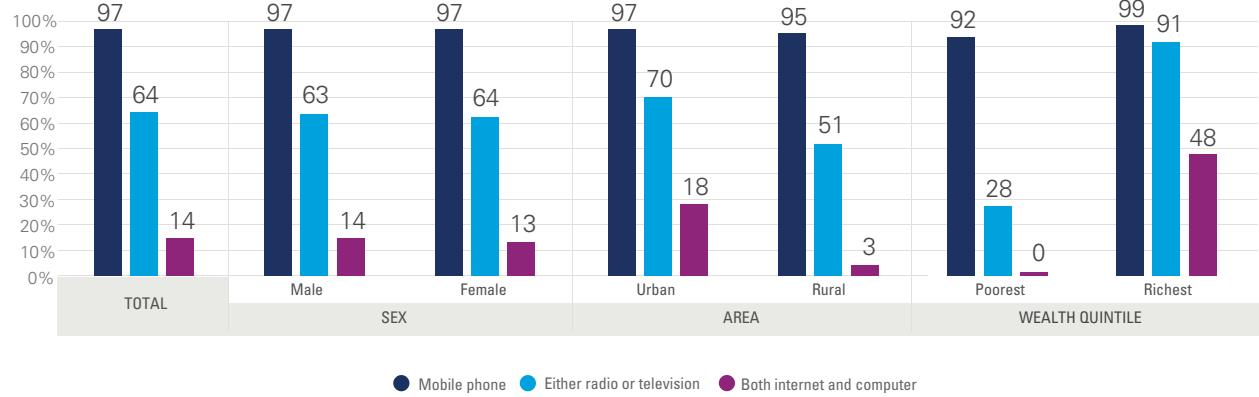
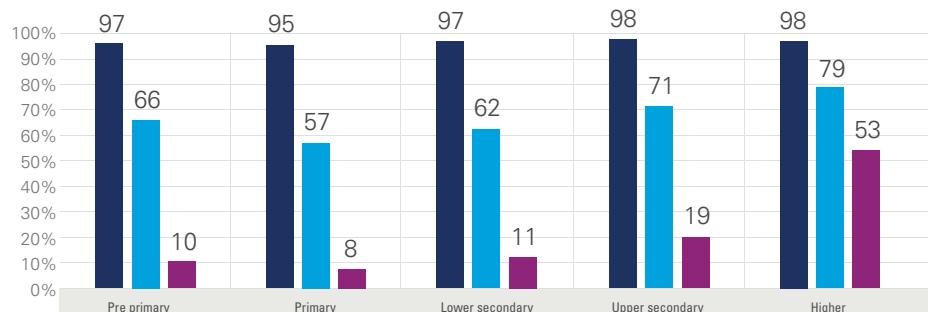
FIGURE 76 Share of students aged 3 to 24 years with access to remote learning tools, **by province****FIGURE 77** Share of days schools were fully open, fully closed and partially closed in Nepal (March 2020 to 2nd February, 2021)**FIGURE 78** Share of students aged 3 to 24 years with access to remote learning tools, **by socio-economic and demographic characteristics**

FIGURE79

Share of students aged 3 to 24 years with access to remote learning tools, by socio-economic and demographic characteristics



*Education level attended in the current year

● Mobile phone ● Either radio or television ● Both internet and computer



Findings

- In the period covering March 2020 to 2nd February 2021, schools in Nepal have been fully closed for 131 of 203 total instruction days.
- Only 3 per cent of total instruction days schools have been fully opened and 33 per cent of the total instruction days schools have been partially closed.
- Under full and partial school closure, if the schools offer remote learning then students rely on these opportunities to continue learning.
- In Nepal, among broadcast based remote learning tools, higher share of students have access to television than radio for most groups and provinces. However for students belonging to poorest wealth quintile and those living in Karnali and Sudoopraschim province, access to radio is higher than television.
- It is important to note that the data here only shows if a child has access to these tools as part of the household. There is no information on the actual use of these tools.
- Among digital remote learning tools, mobile phone has the best penetration. In fact mobile phone has almost universal penetration in Nepal meaning almost all students have access to mobile phones. On the other hand, only 14 per cent of Nepalese children have access to both internet and computer. Importantly, no child from the poorest quintile has access to both internet and computer. This is critical as internet and computer together can be used to emulate classroom type setting.
- There are divides in access to remote learning tools by urban-rural location, province and wealth quintile. Students in rural locations have lower access to remote learning tools with the exception of mobile phones. Access to mobile phone is at 95 per cent compared to 64 per cent of rural children having access to either radio or TV and only 3 per cent having access to both internet and TV.
- There are differences in access to remote learning tools by current level of education attended by the student. 53 per cent of students in higher education have both a computer and internet compared to less than 19 per cent of students in other levels. This is important because some education can be imparted using radio, television and whatsapp. For others, emulation of classroom instruction is more important, specifically in highest education where students may be engaging in more complex learning.
- However, this analysis reveals that while many students in Nepal could have been reached by broadcast and digital remote learning tools, some students did not have access to these tools. This means they remained at least potentially unreached and would not have been able to access any education during school closures in the absence of mitigation approaches targeting these students.



Home learning environment for children aged 7 to 14 years

FIGURE 80 Parent or caretaker helped child with homework

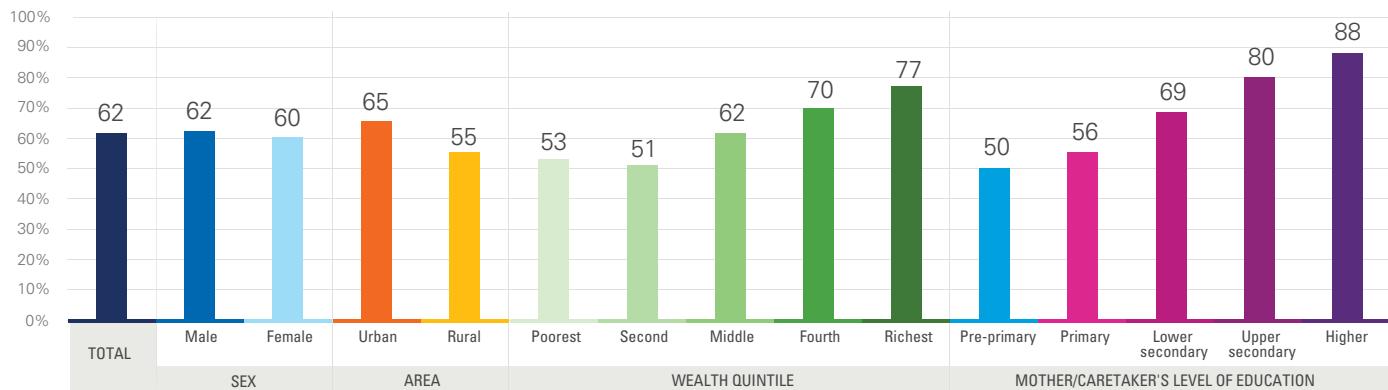


FIGURE 81 No child-oriented books in the household



Findings

- 86 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.

- Access to child-oriented books varies by wealth quintile and mother's level of education. Among children in the poorest quintile 94 per cent children do not have access to additional child-oriented books whereas among children from richest quintile, it is 63 percent.

- Mother's education is strongly negatively correlated with absence of child-oriented books in the household. 44 percent of children whose mother has higher education do not have a child-oriented book at home, this share rises to 94 percent among children whose mother attended only pre-primary or has no education.

- 62 per cent of students aged 7 to 14 years receive help with homework in Nepal. However, a comparatively low share of children whose mother has no education or only pre-primary education helped their child with their homework.

Profiles of children aged 5 to 17 years with no access to remote learning tools

These profiles are based on 36 percent of students who do not have access to broadcast based remote learning tools, 3 per cent that do not have access to digital based remote learning tools and 2 per cent that lack access to both broadcast and digital remote learning tools.

FIGURE 82 Profile of students with no access to remote learning tools, **by sex**

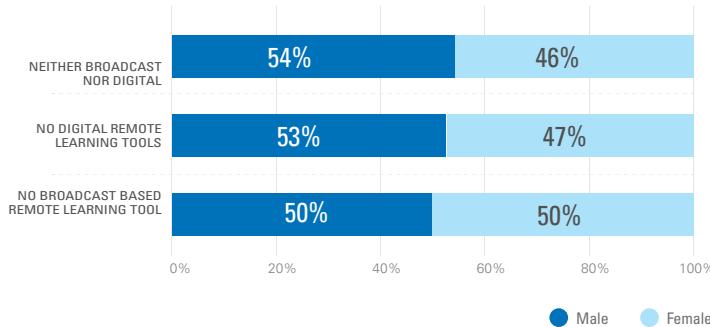


FIGURE 83 Profile of students with no access to remote learning tools, **by area**

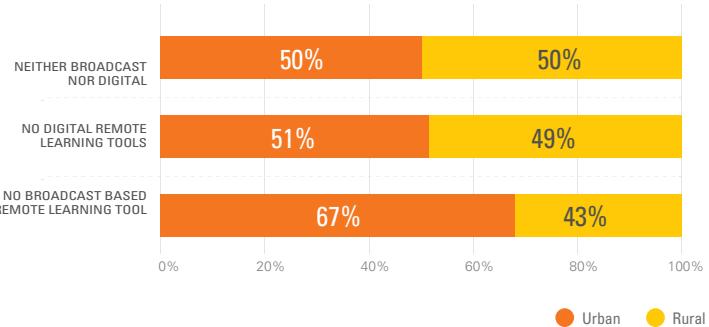


FIGURE 84 Profile of students with no access to remote learning tools, **by wealth quintile**

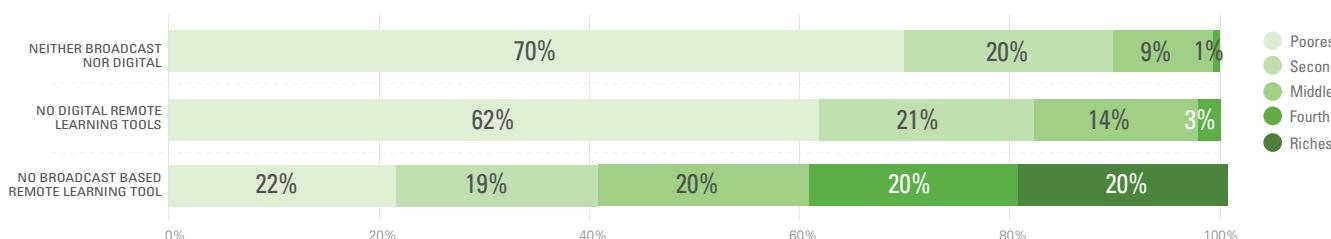
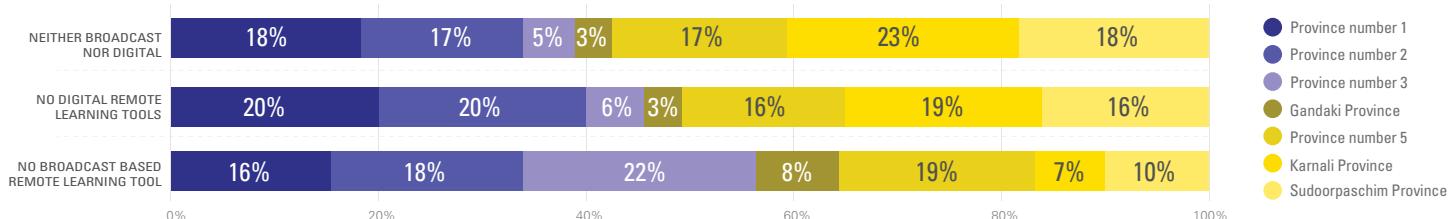


FIGURE 85 Profile of students with no access to remote learning tools, **by province**



Findings

- Among students that lack access to both digital and broadcast remote learning tools, boys are over-represented.
- Urban areas are over-represented in having no access to broadcast based remote learning tools but there is an even split between urban and rural if students lack both broadcast and digital remote learning tools.
- Students belonging to the poorest quintile form the majority of students who do not have access to digital learning tools or who do not have access to both broadcast and digital remote learning.
- The majority of children who do not have access to remote learning tools are at the primary level.



Costing to expand access to remote learning tools

The table provides the costing to ensure all children in Nepal have remote learning tools. The costing does not include other utility costs such as cost of electricity, data, batteries, or other components that may be incurred.

This costing can be expanded according to the needs of the country. For example, the costs of remote learning tools can change, or priority can be given to other tools depending on the context of the country.



Findings

- In Nepal, phones and radio are the most cost-effective way to reach all children.
- When comparing the two: while radio's lack a screen, mobile phones have a screen, but data charges may be incurred for daily use of the phone.

					Increasing access by 1 percent	
	Share of students* that do not have access to remote learning	Number of students* that do not have access to remote learning	Per unit cost (USD)	Number of students to be reached to increase access by 1 per cent	Costing to increase access by 1 per cent	Costing to increase access to all students (100% coverage)
Radio	78	5,391,000	\$20	53,910	\$1,078,200	\$107,820,000
Television	47	3,221,300	\$150	32,213	\$4,831,950	\$483,195,000
Mobile phone	3	232,500	\$20	2,325	\$46,500	\$4,650,000
Computer	86	5,943,100	\$150	59,431	\$8,914,650	\$891,465,000
Any	2	167,200	\$20	1,672	\$33,440	\$3,344,000

*Primary to upper secondary only

TABLE 7. Remote Learning

		Share of students with access to broadcast-based remote learning tools and electricity (3 to 24 year olds)*				Share of students with access to digital remote learning tools and electricity (3 to 24 year olds)*		
		Radio	Television	Either radio or television	Mobile phone	Internet	Computer	Both internet and computer
Total		22%	55%	64%	97	52	15	14
Sex	Male	21%	55%	63%	97	53	16	14
	Female	22%	55%	64%	97	51	15	13
Area	Urban	20%	65%	70%	97	60	21	18
	Rural	26%	36%	51%	95	35	5	3
Wealth quintile	Poorest	23%	7%	28%	92	17	1	0
	Second	24%	41%	53%	97	39	4	3
	Middle	21%	60%	65%	98	49	7	5
	Fourth	22%	80%	84%	99	66	16	12
	Richest	17%	91%	91%	99	90	50	48
Education level attended in the current year	Pre-primary	20%	59%	66%	97	54	12	10
	Primary	20%	49%	57%	95	43	9	8
	Lower Secondary	23%	52%	62%	97	46	13	11
	Upper Secondary	24%	62%	71%	98	61	21	19
	Higher	23%	77%	79%	98	88	57	53
Province	Province number 1	27%	55%	67%	96	54	13	12
	Province number 2	15%	54%	58%	96	46	10	7
	Province number 3	20%	76%	81%	99	74	33	31
	Gandaki Province	23%	71%	76%	98	67	23	20
	Province number 5	18%	56%	63%	97	48	10	8
	Karnali Province	18%	10%	25%	92	23	3	3
	Sudurpaschim Province	35%	30%	52%	95	24	6	2

*Question for current school attendance is asked to the age group 3 to 24 years





UNICEF Nepal