Annual Status of Education Report (ASER)

BUDHANILKANTHA 2074

From Evidence to Action

बूढानीलकण्ठ नगरपालिका

असर ASER NEPAL

Table of Contents

Acronyms

ASER	Annual Status in Education Report
CAS	Continuous Assessment System
CLA	Citizen Led Assessments
MDG	Millennium Development Goals
PAL	People's Action for Learning

Executive Summary

The report aims to answer a simple but important question: are the children of Budhanilkantha Nagarpalika (BuNaPa) able to read (in Nepali and English) and do math at the grade 2 level? As a secondary goal it also gathers data about the status of schools and youth so that this evidence can be used for action i.e. to formulate policy that allows the local government to secure the education and thus the future of children under its care.

Why should we care if students are learning? The reasons - from greater life expectancy to better citizenship, from increased life time earning to social justice - are manifold. As about 40% of Nepal's population is under 16 years old the issue is even more important. The good news is that school age children are going to school. Primary school enrollment rates have dramatically improved from 72.61% net enrollment in 2000 to 94.47% in 2014. In BuNaPa enrollment was reported at 99%. But serious concerns about quality and equity remain. This problem is not unique to Nepal and SDG 4 aims to address them globally.

This raises an important question: how will we measure progress towards the SDG 4? How will we track and measure the quality of education? What tools are simple and cost effective enough for local governments to implement themselves? What tools not only gather data but also engage citizens to raise awareness and improve accountability? A wide review of available tools and methods around the world indicated that citizen led assessments are the most appropriate and adaptable route for Nepal as they combine assessment and accountability into one potent package.

Rather than comparing community schools with private for-profit schools, in this report we compare community schools statistics and all school averages. Our approach rests on the assumption that community schools should be supported in offering at least an as-good-as-average experience to students who cannot afford private education. This report aims to go beyond the government vs private school debate that consumes the most space in debates about Nepali education. Instead it highlights a more pressing issue. Children, in both government funded community schools and private schools, are not learning the basic foundational skills they need to succeed in both academic and personal life.

To prepare this report over 3500 households in BuNaPa were visited by the citizen assessors. In each household with children between 5 and 16 years, each child was tested on the Nepali, English and Math skills they should have learned in class 2 as per the Government of Nepal's curriculum. Children of all ages were assessed on exactly the same test i.e. grade 2 level skills. In Nepali they were asked to read a story, in English a paragraph and in Math they were asked to perform division problems. All children over the age of 8 and thus past class 2 should have passed all three tests. But the results show a cause for concern. About 40% of 8 to 16 year old students could not read the Nepali story with fluency, about 25% could not read the paragraph in English and about 30% could not perform a grade 2 level division problems.

> ***Shockingly, only about 1% respondents report having had access to formal vocational or skill development training. Improving access to relevant vocational and skill development skills, particularly for youth can be a tangible outcome for the municipality to pursue.***

These learning problems are observed not just among government school students as the popular discourse suggests. The evidence in this report suggests there is a systemic problem in education that impacts both government and private school students. The only subject in which community school students in BuNaPa performed significantly lower than average was in English. Community school students performed at about average in Math and better than average in Nepali. Thus, policy efforts to improve learning outcomes should encompass all types of schools - community, trust and private for profit - and their teachers.

Besides learning outcomes this report also gathered data about the households and schools in BuNaPa. Access to education looks promising, with 99% of school age children reported as enrolled in school. An analysis of the last 1% did not reveal any discernible pattern in out-of-school children. Thus getting this last 1% to school will require special efforts at the ward level. Not many state representatives besides ward chairs/members have the

kind of granular local knowledge that it will take to help these children get to school. The last 1% is hard work but ensuring that every child goes to school is worth working hard for.

There are 102 registered schools in BuNaPa. Three of those schools are currently non-operational. One is a religious school, 10 are nonprofit or trust schools, 18 are government funded community schools and 71 are private for-profit schools. About 14% of school going children are reported as studying in community schools. Community schools teach a larger percentage of the municipality's population in higher grades. While 13% of children attend community schools in grade 1, that number grows to 20% by 8th grade.

Community schools do as well as average on many infrastructural measures such as the use of chalkboards, electrification of classrooms, and presence of libraries. On some infrastructural measures - such as having usable toilets, sufficient classrooms and access to filtered drinking water - community schools perform better than average. This reflects an investment by both the state and civil society in school infrastructure over the past decade.

Yet, community schools underperform on some data points that measure the management and upkeep of this infrastructure. While community schools had more early grade friendly hand washing points (94.7% in community vs 83.1% in all deemed researchable by early grade students) they also reported more hand washing points without soap (53.3% in community vs 36.7% in all schools). These challenges require not more infrastructure investment but better management and greater accountability.

Other areas that could be improved with better management in community schools is student attendance. During the time of data collection, only 73.8% of students were observed in attendance in community schools. Across all schools that number was 91.8%. Since it is not possible to teach students who are absent it is important a greater effort be made to get students to school.

Three areas for additional infrastructural investment in community schools are visible in the data - boundary walls, playgrounds and computer labs. In these areas, community schools lag behind the all school average. Investments in computers in particular would also require an investment in qualified computer teachers, which most community schools report they are short of. Shockingly, only about 1% respondents report having had access to formal vocational or skill development training. Improving access to relevant vocational and skill development skills, particularly for youth can be a tangible outcome for the municipality to pursue. While only 1 school currently offers the TSEE option, over half have expressed in doing so. Thus, the municipal govt might find willing partners if they wanted to expand access to technical education. Working directly with local industry to credential short term skills training is another option.

The nagarpalika is slightly older than the nation on average. Nationally the under 24 population is just over 50% as compared to 43.5% in BuNaPa. The nagarpalika is also fairly well connected. 84.3% of households have a internet capable mobile phone. Suggesting there is access ICT. Attempts at e-governance, however, should note that this assessment does not test digital literacy thus it is unable to ascertain if the ability to effectively use ICT tools matches the level of access. Perhaps ICT efforts can be piloted through youth focused services as 87.3% of 17 to 24 year olds report having a mobile phone. And we may assume greater digital literacy in that age group.

Finally two data points stand out as low-hanging fruit that the Municipal government can impact with a limited resource commitment. The birth registration rate for children between 0 - 4 at 55.0% is better than national average 42% (2013 SABER Report, World Bank). Nonetheless birth registrations offers a an area where the local govt can focus its energy and demonstrate quick progress in one SDG indicator.

Only 1 in 3 youth between 17 and 24 report having a bank account. Access to finance and learning responsible fiscal habits is critical to prosperity. Thus increase youth bank accounts maybe a shared goal in which the private sector BFI and the municipality can collaborate.

Overall BuNaPa shows better than national average results on most indicators. Given its urban setting, proximity to both human resources and services this is to be expected. Yet, there remains a lot of room for improvement. With strong leadership and good management it is possible that every child in BuNaPa can read at their grade level and that youth are adequately skilled for the job market.

Acknowledgement and Thanks

A citizen-led assessment has to depend on the efforts of many many volunteers. We are grateful to all the volunteers named here and any that we may have inadvertently forgotten. We have to begin with the most important people in any CLA, the field volunteers that go walk from house-to-house and get the data. We are very grateful to the almost200 youth from Budhanilkantha Nagarpalika and theneighboring areas that gave up more a week of there time to run this assessment and get this data. Improving the state of education in Nepal requires good policy and leadership. However that alone is not sufficient, it also requires an citizenry that is engaged with and concerned about education.

We wish to thank Mayor Uddhab Kharel for his commitment to evidence based decision making. We are grateful to the Deputy Mayor and Executive Council of the Budhanilkantha Municipality, including the 13 ward chairs and additional ward members, for authorizing this study. Having seen the value of the evidence produced here, we hope other Mayors and Municipal governments will follow their lead in trusting the youth from their own local areas to gather the evidence needed to govern wisely.

The leadership of the Mayor created the possibility. However, that possibility would have been unrealized without the active support of his secretarial and the Municipal civil service. We are grateful to all of them for the advice, networks and support their provided. We extend a special thanks to Sumit Kharel of the Mayoral Secretariat for his tireless efforts in this regard. We also grateful to the various schools and community organizations that supported us in recruiting volunteers, hosting orientations and trainings. Our training and recruitment venues - Community Policy Center (Ward 3), Community Center - Bhangal (Ward 2), Herald College, Bal Uddhar HS School (Ward 10), Ganesh HS School (Ward 2), Ward 8 Office (Ward 8), Budhanilkantha HS (Ward 3) - deserve a special thanks. In each of these institutions key leaders of the school welcomed us, made their students available and helped us convince their students to participate.

We are very grateful to our Master Trainers for their critical work in making this successful. The 16 trainers volunteered over 2 weeks of their time to learn how to conduct a CLA, then teach it to others and supervise the process for validity. In the process we saw that themselves turned into a tight knit community that will continue to have impact on education in Budanilkhanta Nagarpalika for years to come. The purpose of a CLA is to generate data but also to create a committed pool of youth that care about education. This community of trainers are a realization of that goal.

Professor Balkrishan Khadka from the Kathmandu University School of Management volunteered his time and expertise to set the assessment methodology. Without Prof. Khada it would not have been possible for us to navigate the many statistical and technical issues a CLA of this scale poses. We are also grateful to statistician Mr. Chandra KC for his support, particularly in designing the data entry and validation tools. Samjhana Balami, and her team - Sagar Katuwal, Dipa Poudel, Sarswoti Shrestha, Sanju Basnet, Anupa Osti, Sushila Chaudhary, Subash Neupane - deserve a special thanks for doing the data entry and helping clean up the data.

Our designers Amogh Dhakwa and Rupak Raj Sunuwar paid careful attention to laying out the survey questions to minimize errors and simplify the process for our citizen assessors. This report you read is also a result of their efforts. We are grateful for their diligence and commitment. We are also grateful to Kaji Khadgi of the Dibyam Printing Press for his support in producing the material we needed to conduct this assessment.

We also wish to thank the ASER India team and the PAL Network for their support over the years. We wish to extend a very special thanks to Ranajit Bhattacharya, General Manager of the the ASER India team who has been instrumental in supporting us from a distance for these last two years. His support has been crucial in ensuring people all of us in Nepal had opportunities to learn from the 14 years of experience the ASER India team.

Finally, Ambika Osti, Prashamsha Simkhada and Samjana Balami from the ASER Nepal team stayed late after work and gave up many holidays to ensure that we were prepared for the logistical aspects of this effort. Even after everyone else's job was done they kept working to get the data entered and cleaned up for analysis. Nothing in this world is possible without a great team, and we are lucky to have Ambika, Prashamsha and Samjana to support our mission of ensuring that every Nepali child learns.

Sakar Pudasaini and Rajib Timalsina
Co-Directors, ASER Nepal

Acknowledgement and Thanks

ASER Nepal thanks the Budhanilkantha Municipality Leadership team for their support.

Uddhav Prasad Kharel
Mayor

Rama Devi Rai
Deputy Mayor

Ward Chairpersons

Surendra Lama
Chairperson Ward 1

Rajendra Khadka
Chairperson Ward 2

Balkrishna Shrestha
Chairperson Ward 3

Raju Khadka
Chairperson Ward 4

Bijay Tamang
Chairperson Ward 5

Nabin KC
Chairperson Ward 6

Bas Narayan Maharjan
Chairperson Ward 7

Suman Tamang
Chairperson Ward 8

Rajendra Sapkota
Chairperson Ward 9

Nawaraj Bhattarai
Chairperson Ward 10

Raju Adhikari
Chairperson Ward 11

Shambhu Bhattarai
Chairperson Ward 12

Shree Krishna Shrestha
Chairperson Ward 13

Context and CLA

Why should we care if students are learning? The reasons - from greater life expectancy to better citizenship, from increased life time earning to social justice - are manifold. In Nepal, the issue takes on even more importance. Over 40% of Nepal's population is under 16 years old and they need to be ready to face an uncertain, volatile and changing world. A great success of the past few decades is that most of them are going to school. Like in other parts of the developing world, primary school enrollment rates have improved in Nepal in the last 15 years - net enrollment has increased from 72.61% in 2000 to 94.47% in 2014. As a result, Goal 2 of the Millennium Development Goals (MDGs) to "achieve universal primary education" has almost been met.

But are these children learning? Doubts about quality and equity remain. This problem is not unique to Nepal. The graduation from MDGs to the Sustainable Development Goals (SDGs) has attempted to address the same concerns - thus the SDG 4 aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities". This raises an important question: how will we track and measure the quality of education? What tools are simple and cost effective enough for local governments to implement themselves? What tools not only gather data but also engage citizens to raise awareness and improve accountability?

After a wide review of available tools and methods around the world, ASER Nepal fet that citizen led assessments stood out as the most appropriate and adaptable for Nepal.

What is a Citizen Led Assessment (CLA)?

"The key characteristic that distinguishes citizen-led assessments from others is that they combine learning measurement approaches (from the education field) with citizen-monitoring approaches (from the transparency and accountability field) to engage ordinary citizens in the assessment of children's learning." - Results For Development

What is the ASER?

The ASER is a CLA that has been adopted by 4 countries across South Asia. India and Pakistan have run nationwide CLA's in education since 2005 and and 2008 respectively. Bangladesh and Nepal are recent additional to the ASER family. ASER is a home-based survey, which means that it students in private and public schools, as well as out-of-school children are covered by the survey.

Are CLA's and the ASER reliable?

A technical review by the Australian Council for Educational Research (ACER) concluded that "what CLA's test they test well". In other words, the CLA's are focused on measuring only very simple learning outcome in reading and math, but in measuring those outcomes they are as effective and as scientifically valid as other more expensive assessments.

What is ASER Nepal?

ASER Nepal seeks to adopt from the global CLA's those practices that have proven effective across the world while adapting to the the local context. In Nepal's new federal structure, ASER Nepal has two strong focuses, first it is strongly focused on mobilizing local youth and engaging them education activism. Second, it is particularly interested in collaborating with Nagarpalika/Gaupalika mayors to create a cheap effective way for these leaders to get education data. ASER Nepal is a good way to connect the local to the global, as it allows ward and local governments to understand their own progress towards SDG 4 goals.

Methodology

Household Survey

1. **Surveyed Wards:** All 13 wards of BuNaPa were surveyed.
2. **Sampling of Toles (Neighborhoods):** A list of toles (neighborhoods) were developed in collaboration with local experts. 5 toles (neighborhoods) were selected randomly.
3. **On-site Mapping**: Citizen Assessors did a walk through of the sampled Tole (Neighborhood) and met either a ward representatives or local leader. A tole map was generated on this basis.
4. **Sampling of Households :** The Tole (Neighborhood) was divided to 4 hamlets/clusters. Choosing every 5th household starting at the center point of the cluster the citizen assessors visited 15 households in each hamlet/cluster. If the toles had more or less hamlets/clusters, each of those clusters were sampled to ensure 60 households. In total ASER Nepal sampled 300 households in each ward, 3900 households in total.
5. **Assessment** : In each household all children from age 5-16 were assessed on math and reading (Nepali and English). Demographic data for each household was also collected.

School Survey

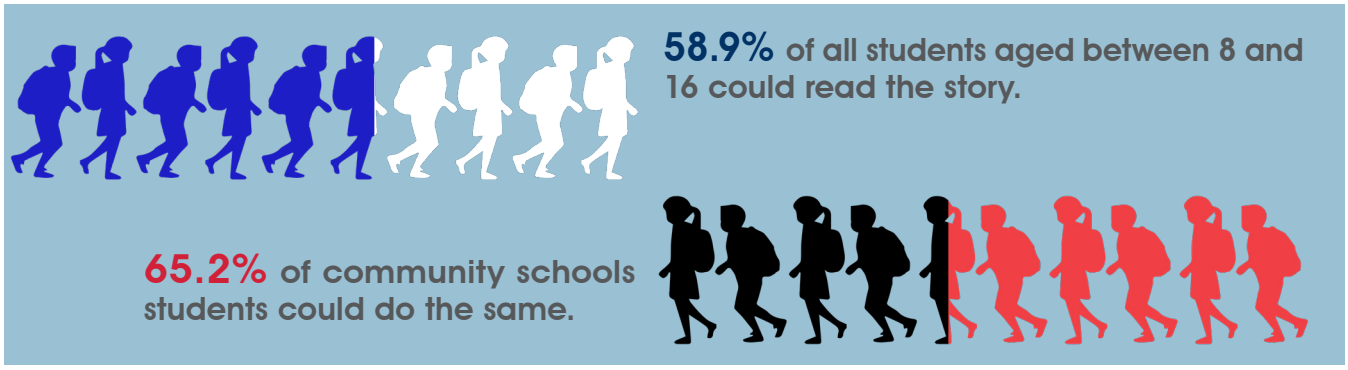
6. A census of all 102 registered schools in Budanilkantha Municipality was conducted. Citizen assessors asked questions of school leaders to gather data. Additionally they conducted observations to gather data on amenities available in classrooms, attendance rates and usability of classrooms.

Learning Outcomes in School Aged Children

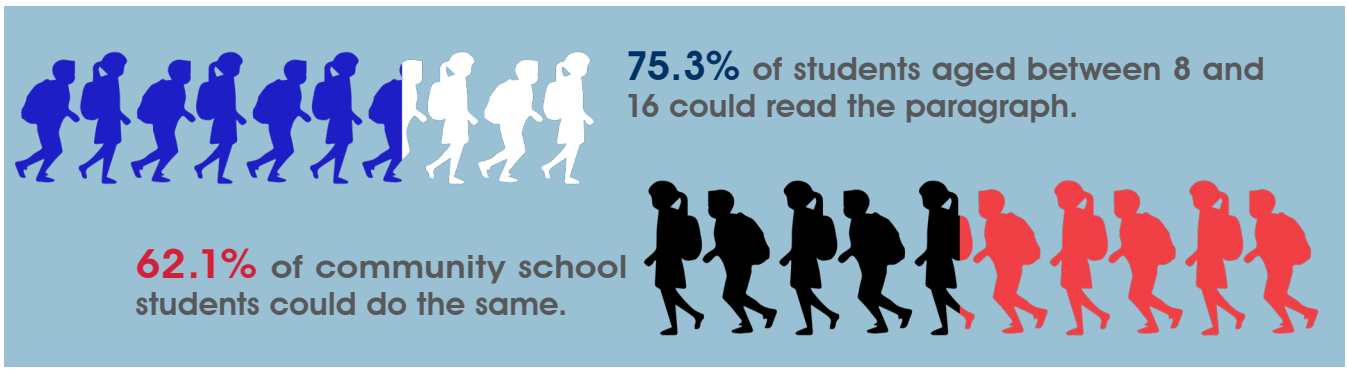
Learning Outcomes In Brief

All children between 5 and 16 were assessed at a grade 2 level. We assume that a student will be past grade 2 by age 8. Thus should be able to perform at the highest level of this test.

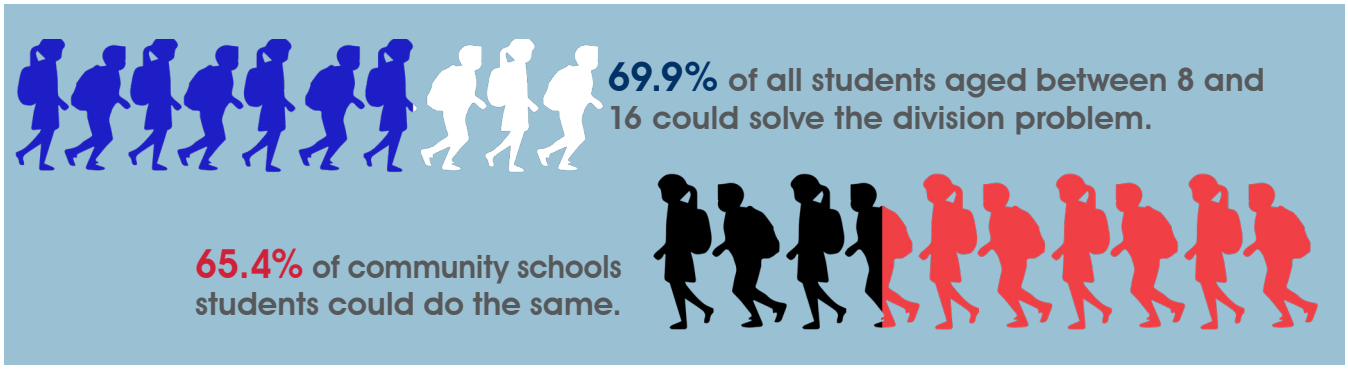
In Nepali, children were asked to read a grade 2 level story.



In English, children were asked to read a grade 2 level paragraph.



In Math, children were asked to solve a grade 2 level division problem.



Sample Nepali Reading Assesment

१. नेपाली (पढने जाँच - १) / 1. Nepali (Reading Test - 1]

अक्षर (Letter)

क ट ख व

ज स र घ

न ण

- विद्यार्थीलाई कम्तिमा ५ अक्षर सोध्नुहोस जसमा कम्तिमा ४ वटा सहि जवाफ हुनैपर्दछ ।
- Ask the child to read any 5 letters. At least 4 must be correct.

शब्द (Word)

अँधेरी बहिनी झण्डा

गुफा चलाख खर्क दलिन

आहारा मखख टोपी

वाक्य (Sentence)

सवैले खरायोलाई स्याबासी दिए ।
एउटा किसान गोरु पिट्दै हलो जोतिरहेको थियो ।
त्यही बेला एउटा मौरी उडेर आयो ।
एक दिन बुबाले दीपकलाई सहर लानुभयो ।
रुखमा एउटा काग बसेको थियो ।

- विद्यार्थीलाई कम्तिमा ३ वाक्य सोध्नुहोस जसमा कम्तिमा २ वटा सहि जवाफ हुनैपर्दछ ।
- Ask the child to read any 3 sentences. At least 2 must be correct.

अनुच्छेद-१ (Paragraph-1)

मौसमी हेटौडामा बस्छिन । बैशाख महिनामा उनी बिरामी परिन् । उनलाई खोकी लागेको थियो । खोकी निको पार्न आमाले औषधी दिनुभयो । औषधी गुलियो थियो । मौसमीलाई औषधीको नाम जान्न मन लाग्यो ।

अनुच्छेद-२ (Paragraph-2)

एकदिन बुबाले दीपकलाई सहर लानुभयो । सहरमा जात्रा लागेको रहेछ । जात्रा देखाउने हरुमध्ये कसैले अनुहारमा कालो दलेका थिए । कसैले नक्कली दारीजुँगा लगाएका थिए । कसैले मखुन्डो लगाएका थिए । जात्रा देखेर दीपक रमायो ।

कथा (Story)

त्यही बेला एउटा मौरी उडेर आयो । आमाले त्यसलाई देखाउँदै भन्नुभयो । "यो मौरी हो । मौरी समूहमा बस्छन । मौरी बस्ने ठाँउलाई घार भनिन्छ । मौरीहरु घारमा चाका बनाएर बस्छन । एउटा घारमा धेरै मौरी हुन्छन् । घारमा मौरीको एउटा नाइके हुन्छ । त्यसलाई र ानीमौरी भनिन्छ ।" आमाले मौरीका बारेमा धेरै कुरा भन्नुभयो । मौरीले मह बनाउँछन् । मह उनीहरुको खाना हो । एक थोपा मह बनाउन मौरीले धेरै फूलबाट रस ल्याउनुपर्छ । रस बटुल्न मौरीहरु टाढाटाढा पुग्छन । मह बनाउन उनीहरुले धेरै मेहनत गर्छन । महलाई औषधीको रुपमा पनि प्रयोग गरिन्छ ।

Understanding the data on Nepali reading ability:

All children between the age of 5 and 16 were shown a test that looked like the sample shown on the previous page. The test was based on the grade 2 level as determined by the Government of Nepal's curriculum and textbooks. The two tables show the results for all students and community school students separately.

- **Beginners:** children that could not read Nepali alphabets
- **Letter:** children that could read at least read letters of the alphabet but not words.
- **Words:** children that could read full words but not sentences
- **Sentences:** children that could read sentences with fluency.
- **Paragraph:** children that could read a paragraph with fluency and only some minor errors.
- **Story:** children that could read the whole story with fluency and some minor errors.

All Students

Age	Beginner	Letter	Word	Sentence	Paragraph	Story	Total
5 to 7	15.4%	51.7%	17.0%	6.7%	3.8%	5.4%	100.0%
8 to 10	3.9%	21.0%	15.0%	14.8%	14.5%	30.9%	100.0%
11 to 14	2.5%	4.0%	4.9%	7.2%	13.8%	67.5%	100.0%
15 and 16	0.3%	1.9%	1.9%	2.5%	6.1%	87.3%	100.0%

Community School Students

Age	Beginner	Letter	Word	Sentence	Paragraph	Story	Total
5 to 7	39.1%	32.6%	10.0%	6.5%	6.5%	4.3%	100.0%
8 to 10	6.8%	27.0%	17.6%	13.5%	8.1%	27.0%	100.0%
11 to 14	1.4%	2.8%	6.3%	7.7%	8.4%	73.4%	100.0%
15 and 16	0.0%	0.0%	3.1%	4.6%	1.5%	90.8%	100.0%

Sample English Reading Assesment

९. अंग्रेजी (पढने जाँच - १) / 9. English (Reading Test -1)]

Capital Letter

A J Q

G E C

R O

- विद्यार्थीलाई कम्तिमा ५ अक्षर सोध्नुहोस जसमा कम्तिमा ४ वटा सहि जवाफ हुनै पर्दछ ।
- Ask the child to read any 5 letters. At least 4 must be correct.

Small Letter

d y l

c m e

u x

Word

twenty-five drink driver running

small tuesday morning father

- विद्यार्थीलाई कम्तिमा ५ शब्द सोध्नुहोस जसमा कम्तिमा ४ वटा सहि जवाफ हुनैपर्दछ ।
- [Ask the child to read any 5 words. At least 4 must be correct.

Sentence

Where is the book?

I am going to market.

How are you?

The cat is sitting next to the dog.

- विद्यार्थीलाई कम्तिमा ३ वाक्य सोध्नुहोस जसमा कम्तिमा २ वटा सहि जवाफ हुनैपर्दछ ।
- Ask the child to read any 3 sentences. At least 2must be correct.

Paragraph-1

Ravi is a boy. He has many friends. He plays with his friends. He plays football and volleyball. He loves to draw. He does not like to sing

Paragraph-2

My village is very big. It has many houses. Many people live there. It also has a shop and a school. The bus stops in my village. We go to market by bus.

Understanding the data on English reading ability:

All children between the age of 5 and 16 were show a test that looked like the sample shown on the previous page. The test was based on the grade 2 level as determined by the Government of Nepal's curriculum and textbooks.

- **Beginners:** children that could not read selected capital letters.
- **Capital Letter:** children that could read capital letters but not small letters.
- **Small Letters:** children that could read capital and small letters but not words.
- **Words:** children that could read full words but not sentences
- **Sentences:** children that could read sentences with fluency.
- **Paragraph:** children that could read a paragraph with fluency and only some minor errors.

All Students

Age	Beginner	Capital Letter	Small Letter	Word	Sentence	Paragraph	Total
5 to 7	9.3%	15.8%	28.2%	18.8%	11.8%	16.1%	100.0%
8 to 10	2.5%	4.7%	7.1%	12.0%	18.3%	55.3%	100.0%
11 to 14	2.3%	1.4%	1.5%	1.5%	10.9%	82.5%	100.0%
15 and 16	0.6%	0.6%	0.0%	1.0%	5.1%	92.6%	100.0%

Community School Students

Age	Beginner	Capital Letter	Small Letter	Word	Sentence	Paragraph	Total
5 to 7	26.1%	21.7%	19.6%	17.4%	4.3%	10.9%	100.0%
8 to 10	5.6%	5.6%	22.2%	15.3%	20.8%	30.6%	100.0%
11 to 14	2.1%	2.1%	4.2%	6.3%	19.4%	66.0%	100.0%
15 and 16	0.0%	1.6%	0.0%	1.6%	7.8%	89.1%	100.0%

Sample Mathematics Assesment

५. गणित (हिसाब जाँच - १) / 5. Mathematics (Numeracy Test - 1)

अंक पहिचान १ देखि ९

१ २ ६ ०
५ ३ ४ ७

Number Recognition 1-9

1 2 6 0
5 3 4 7

- विद्यार्थीलाई कम्तिमा ५ अंक चिनेर भन्न लगाउनुहोस जसमा कम्तिमा ४ वटा सहि जवाफ हुनैपर्दछ ।
- Ask the child to recognize any 5 numbers. At least 4 must be correct.

अंक पहिचान १० देखि ९९

३४ २३ ८९
५६ ३२ ७४
३५ ७३ ४८

Number Recognition 10-99

34 23 89
56 32 74
35 73 48

घटाउ

४४ - २४ = _____
१२ - १० = _____
१६ - ११ = _____
२२ - १२ = _____
९९ - ११ = _____
६५ - ४३ = _____
८९ - ५५ = _____
७१ - २९ = _____

Subtraction

44 – 24 = _____
12 – 10 = _____
16 – 11 = _____
22 – 12 = _____
99 – 11 = _____
65 – 43 = _____
89 – 55 = _____
71 – 29 = _____

- विद्यार्थीलाई २ वटा घटाउ गर्न लगाउनुहोस जसमा दुवै सहि जवाफ हुनैपर्दछ ।
- Ask the child to doant two subtraction problems. Both must be correct.

भाग

१८ ÷ ६ = _____
१५ ÷ ३ = _____
२४ ÷ ४ = _____
४८ ÷ ८ = _____

Division

18 ÷ 6 = _____
15 ÷ 3 = _____
24 ÷ 4 = _____
48 ÷ 8 = _____

- विद्यार्थीलाई एटटा भाग गर्न लगाउनुहोस जुन सहि जवाफ हुनैपर्दछ ।
- Ask the child to do any 1 division problem. It must be correct.

Understanding the data on math ability:

All children between the age of 5 and 16 were show a test that looked like the sample shown on the previous page. The test was based on the grade 2 level as determined by the Government of Nepal's curriculum and textbooks. For Math, students were offered the same problem in both Nepali and English numbers and asked to choose the one they found easier.

- **Beginners:** children that could not recognize even one digit numbers in neither Nepali nor English
- **One Digit:** children that could recognize one digit numbers between 0 and 9 in either Nepali or English
- **Two Digit:** children that could recognize two digit numbers between 10 and 99 in either Nepali or English
- **Subtraction:** children that could subtract a two digit number from a two digit number.
- **Division:** children that could divide a two digit number by a one digit number without a remainder.

All Students

Age	Beginner	One Digit	Two Digit	Subtraction	Division	Total
5 to 7	13.9%	18.6%	42.7%	13.5%	11.3%	100.0%
8 to 10	5.2%	3.0%	23.3%	22.5%	46.1%	100.0%
11 to 14	2.7%	0.7%	3.9%	13.5%	79.2%	100.0%
15 and 16	0.7%	0.4%	1.1%	8.4%	89.5%	100.0%

Community School Students

Age	Beginner	One Digit	Two Digit	Subtraction	Division	Total
5 to 7	29.5%	20.5%	31.8%	13.6%	4.5%	100.0%
8 to 10	6.0%	7.5%	26.9%	26.9%	32.8%	100.0%
11 to 14	1.5%	0.8%	8.4%	19.1%	70.2%	100.0%
15 and 16	0.0%	0.0%	0.0%	8.5%	91.5%	100.0%

School Census

Number of School in Budhanilkantha

102 registered schools in BuNaPa
1 is a religious school
3 are currently not operational
9 are nonprofit or trust schools
18 are government funded community schools
71 are private for-profit schools

Number of Schools by ward

Ward	Company Registered	Trust/Non Profit	Government Funderd Community	Religious	Ward Total
1	-	2	1	-	3
2	5	2	1	-	8
3	4	1	2	1	8
4	4	-	2	-	6
5	3	2	2	-	7
6	3	-	1	-	4
7	4	-	-	-	4
8	5	1	1	-	7
9	9	-	-	-	9
10	14	-	2	-	16
11	5	-	3	-	8
12	11	-	1	-	12
13	4	1	2	-	7
Total	71	9	18	1	99

Do schools have School Improvement Plans (SIP)?

60.1% of all schools had prepared a SIP
94.4% of community schools had prepared a SIP

Of all schools that had a SIP, **81.1%** reported updating the SIP for the 2074 academic session. Of community schools that had a SIP, **58.8%** reported updating it for the 2074 academic session.

Do schools offer vocational training through the TSEE?

Only **1** out of **102** schools offer a TSEE.

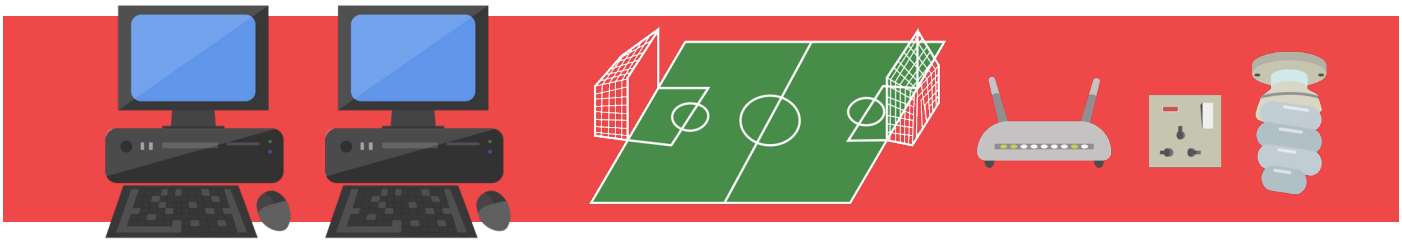
50% of schools are interested in offering it.

How do schools use their space?

A total of **2886** rooms were available across all schools. They are used as follows:

Type of Schools	Office Rooms	Teaching Rooms	Unuseable Rooms
Company Resistered	30.50%	69.06%	0.44%
Trust/Non Profit	24.25%	66.04%	9.70%
Commu-nity (Govt. funded)	42.79%	54.65%	2.56%

The 2015 Earthquake was cited as the most common cause of rooms being unusable.



Do classrooms have basic amenities?

School classrooms with	All Schools	Community Schools
Whiteboards or Blackboards	97.3%	100%
Charts or learning aids	79.8%	100%
Electric connection or plug points	55.1%	47.1%
Light bulbs	38.9%	21.9%
Access to Internet	16.2%	6.7%

Do schools have computers?

Schools with	All Schools	Community Schools
Computer Labs	90.8%	66.7%
Computers for students use	1467	192
Working computers	88.1%	82.1%
Computers connected to internet	65.8%	41.8%

What other infrastructure do schools have?

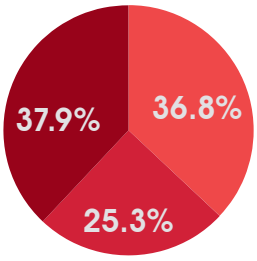
Schools with	All Schools	Community Schools
Boundry walls or fences	93.8%	83.3%
Playgrounds	88.9%	55.6%
Libraries	82.1%	72.1%
Students observed using library during survey	29.1%	22.2%

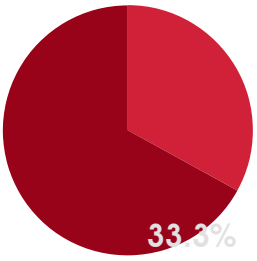
What is the quality of WASH facilities?

Schools with	All Schools	Community Schools
Drinking water facilities	84.0%	94.1%
Clean surrounding	86.4%	56.3%
Drinking water purification	87.7%	81.3%
Water filter to purify drinking water	65.4%	62.5%
Covered vessel to store water	83.8%	77.8%

How often is storage vessel cleaned?

Schools that clean storage vessel	All Schools	Community Schools
At least every 2 days	36.8%	0.0%
More than every 2 days	25.3%	33.3%
Not sure	37.9%	66.7%



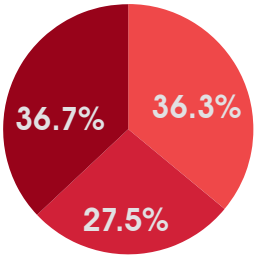


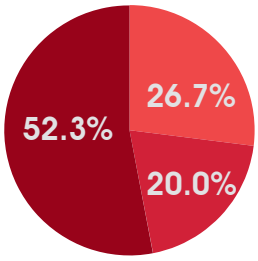
Was there hand washing points?

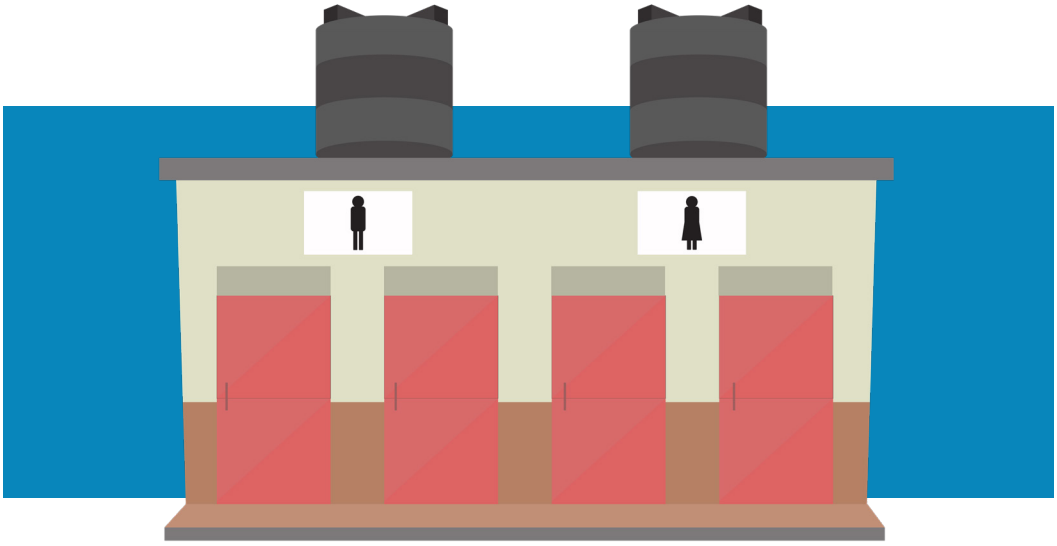
Schools with	All Schools	Community Schools
Hand washing points	91.75%	87.5%
Reachable hand washing points by grade 1 and 2 students	83.1%	94.7%

Was there soap available?

Schools with	All Schools	Community Schools
Soap at every hand wash point	36.3%	26.7%
Soap at some hand wash point	27.5%	20.0%
No Soap available	36.7%	53.3%





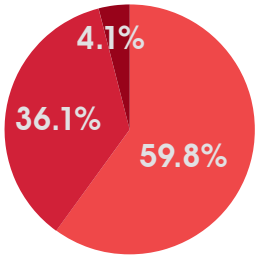


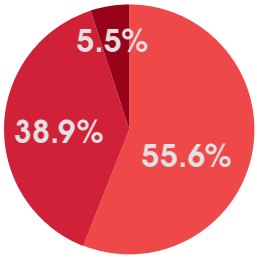
What was the status of toilets?

Schools with	All Schools	Community Schools
Girls toilet	355	34
Usable girls toilet	94.9%	100%
Boys toilet	323	36
Usable boys toilet	92.6%	88.9%
Mixed gender toilets	59	9
Usable mixed gender toilet	84.7%	77.8%
Access to water for toilet use	93.8%	66.7%

Was there water available in toilets?

Schools with	All Schools	Community Schools
Access to water inside	59.8%	55.6%
Access to water outside	36.1%	38.9%
Access to water both inside and outside	4.1%	5.5%





How are teachers funded?

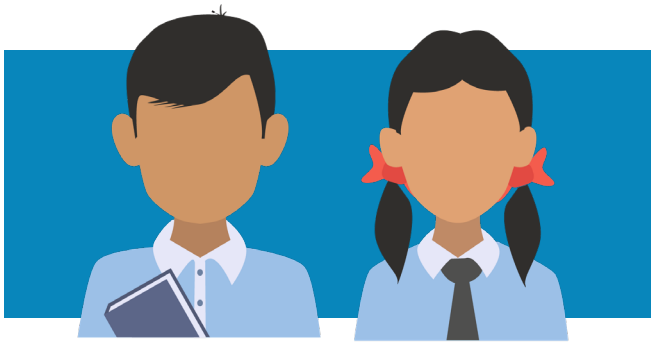
Teachers employed through	All Schools	Community Schools
Government support	9.9%	59.3%
Private funds	90.1%	40.7%

All Schools

Type of Teachers	1 to 5	6 to 8	9 to 10	11 to 12
Permanent Teachers Government Funded	84	25	19	0
Temporary Teachers Government Funded	25	12	7	6
Other Government Supported Teachers	17	18	13	4
Self Funded Teachers	842	514	523	109
Other Teachers	57	30	13	14

Government Funded Community Schools

Type of Teachers	1 to 5	6 to 8	9 to 10	11 to 12
Permanent Teachers Government Funded	84	25	19	0
Temporary Teachers Government Funded	24	12	7	6
Other Government Supported Teachers	17	18	13	4
Self Funded Teachers	20	18	9	46
Other Teachers	30	9	11	14



How many students are enrolled between classes 1 and 8?

Students enrolled	All Schools	Community Schools
Total	22541	3651

What percent of students were present on day of survery?

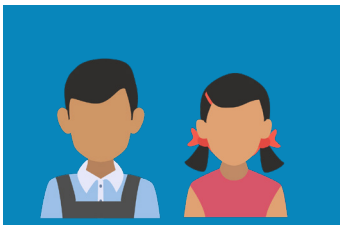
Students enrolled	All Schools	Community Schools
Present on day of survey	91.9%	73.6%

How many students are enrolled between classes 1 and 8?

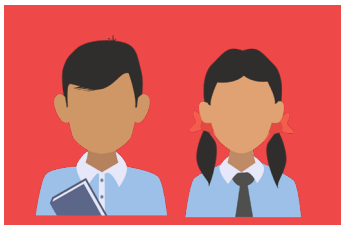
Classes	Community	All	% in Community School
Class 1	392	2969	13.20%
Class 2	349	2854	12.23%
Class 3	437	2835	15.41%
Class 4	439	2722	16.13%
Class 5	470	2916	16.12%
Class 6	481	2762	17.41%
Class 7	536	2776	19.31%
Class 8	547	2707	20.21%

General Findings

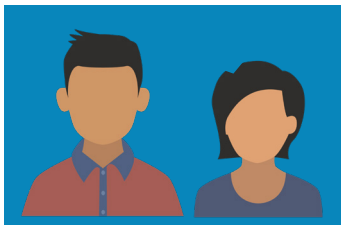
Population by Age Group



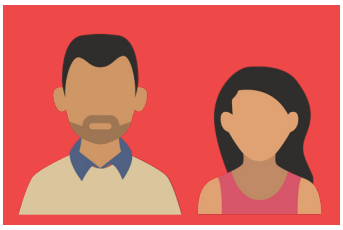
Aged 0-4. **7.51%**



Aged 5-16. **19.41%**



Aged 16-24. **16.59%**

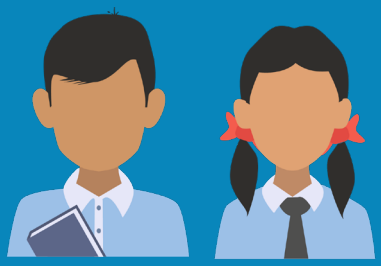


Aged 24+ **56.49%**

Birth Registration Among Children of age 0-4

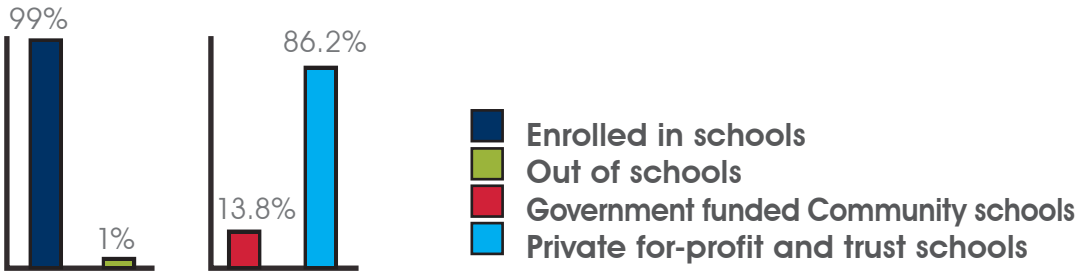
55% have their birth officially registered

Do children between 5-16 go to school?



99% of are enrolled in school.
Only **1%** are out of school.

13.8% of children enrolled in government funded community schools.
The other **86.2%** are in private for-profit and trust schools.



What languages do BuNaPa residents speak at home?

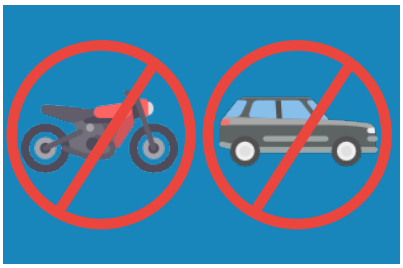
83.5% use Nepali as their primary language
6.9% use Nepal Bhasa as their primary language
3.9% use Tamang as their primary language
19 different language are spoken in homes across BuNaPa

59.6% of Nepal Bhasa speakers were found in Ward 13. Ward 1, 5 and 3 contain **27.6%**, **25.5%** and **15.9%** of Tamang speakers respectively

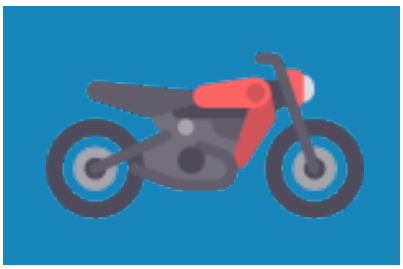
Subscription to Newpaper

ONLY **15.7%** of households get newspapers

Population with Motorized Transport



None. **52.9%**



Motor Bike. **44.6%**

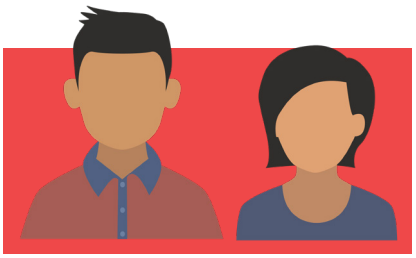
Car. **8.1%**

Households with Computers and Smartphones

84.3% of homes have a internet capable mobile phone

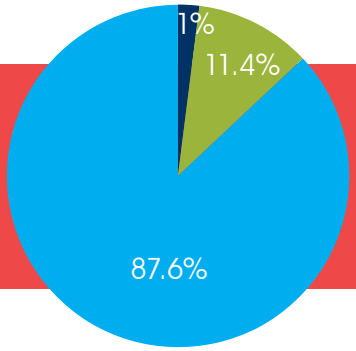
41.7% of homes have a computer

Status of youth (17-24)



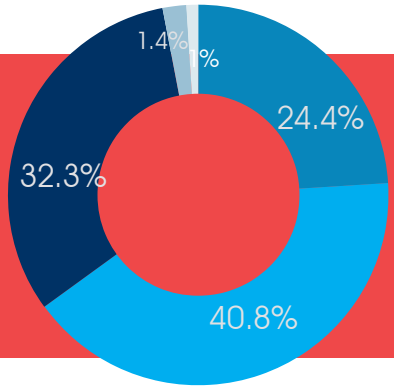
91.8% have a mobile phone

Of mobile phone owners, **87.3%** have an internet capable mobile phone



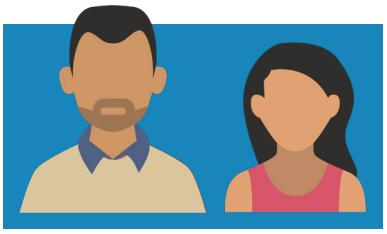
Of all internet users, **87.6%** access the internet primarily through a mobile.
11.4% use a computer and
only **1%** rely on cyber cafes.

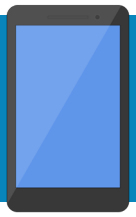
36.3% have a bank account,
33.6% have been employed in the last 3 months.



40.8% enrolled in school or +2
32.3% enrolled in bachelors
1.4% enrolled in Masters or PhD
1% enrolled in Vocational or Skills training
24.4% not enrolled currently

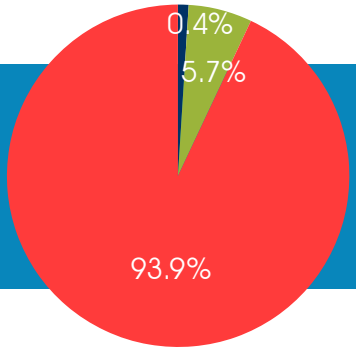
Status of adults (above 24)





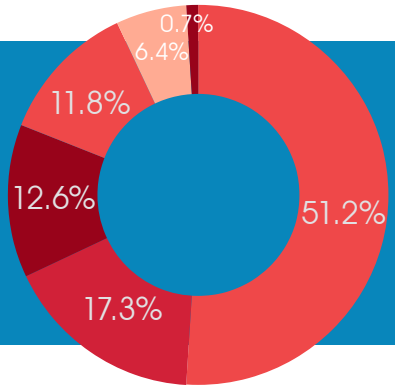
85.8% have a mobile phone

Of mobile phone owners, **60.7%** have an internet capable mobile phone



Of all internet users, **93.9%** access the internet primarily through a mobile.
5.7% use a computer and
only **0.4%** rely on cyber cafes.

62.3% have a bank account,
52.5% have been employed in the last 3 months.



51.2% less than SLC complete
17.3% at least SLC complete
12.6% at least plus 2 complete
11.8% at least Bachelors complete
6.4% Masters or PhD complete
0.7% received formal Vocational or Skills training

ASER Nepal & SDG

SDG 4 Global Indicator	ASER Nepal Link
4.1.1: Proportion of children and young people at (a.) grade 2/3 (b.) end of primary (c.) end of lower secondary with minimum proficiency in reading and math	The ASER Nepal assessment as designed captures this data for (a.) grades 2. The data for (b.) end of primary, can will be added as grade 2 achievement levels are demonstrated to have been met. Though students at the end of lower secondary are also assessed, they are not assessed on lower secondary proficiency but for proficiency at a lower level. Thus (c.) is out of scope for now and will require developing a new assessment.
4.2.1: Percentage of children aged 36-59 months who are developmentally on track in at least three of the following domains: literacy-numeracy, physical development, social-emotional development and learning	The ASER Nepal assessment as designed does not assess 4.2.1. It is possible to capture some data required for this indicator. Expert consultation is necessary to determine how.
4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex	The ASER Nepal assessment as designed captures this information.
4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	The ASER Nepal assessment as designed captures this information.
4.4.1 - Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	The ASER Nepal assessment as designed does not capture this information. This information is out of scope. An additional CLA maybe necessary to capture this data.
4.5.1 - Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	The ASER Nepal assessment data will be one critical piece of this index for Nepal.
4.6.1 - % of population in a given age group achieving a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	The ASER Nepal assessment as designed captures this information for the 5 - 16 age group.
4.a.1 - Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)	The ASER Nepal assessment as designed captures a majority of this information. Item (d) is out of scope.
4.b.1 - Volume of official development assistance flows for scholarships by sector and type of study	Out of scope
4.c.1 - Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	This data if desired can be captured with minor modifications to the tool

ASER Nepal & SDG

Other SDG Indicators	
SDG 4 Global Indicator	**ASER Nepal Link**
5.b.1 Proportion of individuals who own a mobile telephone, by sex	The ASER Nepal assessment as designed captures this information.
7.1.1: Proportion of population with access to electricity	The ASER Nepal assessment as designed captures this information.
8.6.1 Proportion of youth (aged 15 - 24) not in education, employment or training	The ASER Nepal assessment as designed captures this information.
8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	The ASER Nepal assessment as designed captures this information.
16.9.1 Proportion of children under 5 years of age whose births have been registered with a civil authority, by age	The ASER Nepal assessment as designed captures this information.
17.8.1 Proportion of individuals using the internet	The ASER Nepal assessment as designed captures this information.

Trainer and Facilitators Profiles

Ambika Osti
ASER Nepal

Anita Thapaliya
BuNaPa Ward 3

Balmaya Shrestha
BuNaPa Ward 3

Grishma Phuyal
Herald College

Kabita Dulal
Herald College

Machchhindra Luitel
BuNaPa Ward 2

Pabitra Shrestha
Herald College

Prabesh Raj Joshi
ASER Nepal

Pratima Khatiwada
Herald College

Rhishav Poudyal
BuNaPa Ward 13

Sadiksha Tiwari
BuNaPa Ward 2

Sahara Shiwakoti
Herald College

Sujan KC
Herald College

Urzana Bhandari
BuNaPa Ward 2

Yub Raj Giri
BuNaPa Ward 4

Shristi Mishra
BuNaPa Ward 8

Volunteers and Supporters

1. Pooja Gupta
2. Bibek Phuyal
3. Reshma Maharjan
4. Rajani Thapa Magar
5. Prasidda Nepal
6. Deepa Shrestha
7. Bhupendra Buda
8. Sishir Khatri
9. Kushal Khanal
10. Sabina Paudel
11. Anita Sharma
12. Jeeban Pakhrin
13. Roshani Dhungana
14. Kushal shrestha
15. Deepika Singh
16. Sarmila Thapa
17. Deepa Thami
18. Devi Malla Thakuri
19. Ananta Raj Sigdel
20. Samjhana Khadka
21. Nanu Khatri
22. Srijana Khatri
23. Binod Rayamajhi
24. Anisha Chaudhari
25. Junita Rai
26. Prabesh Dahal
27. Reena Khadka
28. Sohel Dhol Joshi
29. Prekshya Maharjan
30. Rosna Gurung
31. Mina Sunuwar
32. Puja Magar
33. Sunita Shrestha
34. Sarmila Giri
35. Ramila bhatta
36. Samjhana Dhunjel
37. Surakshya Pokharel
38. Dinesh Khaliya Rai
39. Raju Sunar
40. Pratap Limbu
41. Vishan Rai
42. Rudra Dahal
43. Sagar Chaudhari
44. Arjun Rai
45. Kabiraj Acharya
46. Bishnu Pariyar
47. Indramani Ghimire
48. Ram Bhadur KC..
49. Sanam Dhami
50. Samjhana Giri
51. Anisha Budhathoki
52. Manita Tamang
53. Anu Tamang
54. Ram Neupane
55. Akriti Khatri
56. Rosmita Tamang
57. Saru Magar
58. Sona Chapagain
59. Umesh Rai
60. Puja Gajurel
61. Bibek Bhandari
62. Shola Tamang
63. Saru Khatri
64. Tirthamaya Tamang
65. Babita Tisankhe
66. Kushum Tamang
67. Shilpa Tamanga
68. Mamata Magar
69. Sisam Tamang
70. Nilima Tamang
71. Rupa Dulal
72. DilliRaj Bista
73. Sabina Phuyal
74. Manju Tamang
75. Jiblal Bhusal
76. Dipawali Pandey
77. Rachana Subedi
78. Dinesh Kumar Pandey
79. Swikiritee Khanal
80. Pramila Badal
81. Pramila Thapa
82. Prakiriti Basnet
83. Vipassana Karmacharya
84. Siddhartha Mishra
85. Rita Mahara
86. Asmita Gurung
87. Durga Ghimire
88. Samjhana Bohora
89. Sanjaya Karki
90. Pramila Ale
91. Renuka Thapa
92. Indira Gautam
93. Anita Shrestha
94. Saroj Bajgai
95. Roj Rai
96. Santaram Tharu
97. Nisha Upadhaya
98. Shova Pant
99. Ajaya Ghimire
100. Gaurav Acharya
101. Kusum Thapa
102. Bishnu Dhungel
103. Binod Rai
104. Lakpa Sherpa
105. Bimala Rawal
106. Sangita Khadka
107. Subash Neupane
108. Sushila Chalagain
109. Suman Lauitel
110. Subash Neupane
111. Muna Rai Neupane
112. Sudash Shaha
113. Pandu dulal
114. Soniya gurung
115. Punam Khatri
116. Manisha Rai
117. Kalpana Thami
118. Askal Chaudhari
119. Surya Acharya
120. Puskar Acharya
121. Prashant Shrestha
122. Bikesh Shrestha
123. Milan Karki
124. Chandra Bahadur Tamnga
125. Hari Budhathoki
126. Raj Kumar budhathoki
127. Biroj Bomjam
128. Rajendra Tamang
129. Reshma Khadka
130. Monika Kunwar
131. Parbati Tamang
132. Renu Nakarmi
133. Sandhya G.C
134. Manju Upreti
135. Sharmila Shrestha
136. Laxmi Shrestha
137. Pramosh K.C.
138. Usha Rai
139. Mamata Dhungana
140. Anu Nakarmi
141. Radha Shrestha
142. Nisha Wagle
143. Manita Rai
144. Kabita Puri
145. Samikshran Adhikari
146. Priya Lama
147. Inisha Nepali
148. Narahari Bhandari
149. Gopal Yadav

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