



# BREAKING BARRIERS AND CREATING PATHWAYS: ADVANCING WOMEN IN SCHOOL LEADERSHIP IN NEPAL

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## ABOUT THE LEARNING CYCLE ON INCREASING WOMEN'S REPRESENTATION IN SCHOOL LEADERSHIP

This case study is a result of the KIX EMAP Learning Cycle "Increasing Women's Representation in School Leadership". Facilitated by Dr Fenot Aklog and Dr Cathryn Magno, this Learning Cycle ran from 18 September 2024 to 28 February 2025. The course equipped participants with the conceptual and analytical tools for understanding conditions that promote and serve as barriers to the recruitment, development, and retention of women in school leadership roles. Sixteen national teams took part in this Learning Cycle, including Albania, Bangladesh, Bhutan, Indonesia, Kyrgyz Republic, Maldives, Moldova, Nepal, Pakistan (Punjab), Pakistan (Sindh), Philippines, Sri Lanka, Timor Leste, Ukraine, Uzbekistan and Vietnam.



KIX EMAP Learning Cycle Case Study, March 2026

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This case study is a product of the [KIX EMAP Learning Cycle: Increasing Women's Representation in School Leadership](#) with external contributions. This work was supported by the Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX), a joint endeavour with the International Development Research Centre (IDRC), Canada. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of the KIX EMAP Hub, NORRAG, GPE, IDRC, its Board of Governors, or the governments they represent. The KIX EMAP Hub / NORRAG does not guarantee the accuracy of the data included in this work.

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## LIST OF ACRONYMS AND ABBREVIATIONS

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<b>CEHRD</b>	Centre for Education and Human Resources Development
<b>ECED</b>	Early Childhood Education and Development
<b>GER</b>	Gross Enrolment Rate
<b>GIEN</b>	Girls and Inclusive Education Network
<b>GPI</b>	Gender Parity Index
<b>IEMIS</b>	Integrated Educational Management Information System
<b>MoEST</b>	Ministry of Education, Science and Technology
<b>NER</b>	Net Enrolment Rate
<b>NIRT</b>	National Institute for Research and Training
<b>SESP</b>	School Education Sector Plan
<b>SMC</b>	School Management Committee
<b>UGC</b>	University Grants Commission
<b>UNICEF</b>	United Nations Children's Fund

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## ACKNOWLEDGEMENTS

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The writers express their gratitude to the Global Partnership for Education Knowledge and Innovation Exchange team for providing a platform to share insights and recommendations on promoting gender-equitable leadership in Nepal's education sector. Special thanks are extended to the learning cycle instructors for their facilitation and valuable feedback on

the policy brief drafts. The writers also appreciate their learning cycle colleagues for sharing insights and contributions based on their country-specific contexts as well as the colleagues who offered invaluable support and input in the preparation of this policy brief.

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## EXECUTIVE SUMMARY

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This policy brief addresses the critical need for gender equity in school leadership positions in Nepal. Although women make up a significant portion of the teaching workforce, they remain underrepresented in school leadership roles, particularly as headteachers. Despite the importance of strong leadership for improving educational outcomes, Nepal lacks formalised, gender-responsive processes for appointing headteachers. This policy gap hinders educational reforms, perpetuates gender biases and limits the potential for inclusive leadership in the country's education sector.

The education system in Nepal has made progress in gender parity; for example, women's enrolment in higher education now surpasses men's. However, gender disparities persist in the teaching profession and leadership roles. Women remain underrepresented in leadership positions despite comprising more than half the teacher workforce. This disparity is exacerbated by systemic barriers, including societal gender norms, limited professional development opportunities and insufficient mentorship opportunities.

To address these issues, this policy brief recommends several measures to improve women's representation in school leadership. First, it advocates for affirmative action policies aligned with constitutional mandates, including a 25% female quota for headteacher positions. Additionally, it calls for greater transparency in the appointment process, gender-sensitive leadership training programmes and the establishment of a 'Principal Pipeline' to mentor and prepare female educators for leadership roles.

By prioritising gender equity in school leadership, Nepal has the potential to set a precedent for other sectors, fostering a more inclusive and equitable society. Successful implementation of these recommendations requires collaboration among policymakers, educational institutions and community stakeholders as well as ongoing research and monitoring to ensure sustained progress in addressing gender disparities in educational leadership.

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# 1. INTRODUCTION

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This policy brief addresses the lack of a formalised process for appointing headteachers in Nepal, highlighting its implications for women's representation in school leadership positions and the development of inclusive leadership. Headteachers play a critical role in shaping the quality of education, school culture and overall student outcomes (Gurr, 2024). Increasing women's representation in headteacher positions demands structural reform in the headteacher selection process, including increasing the number of women teachers in the teaching workforce as well as creating equitable opportunities for leadership development. The lack of a standardised, gender-responsive process of headteacher appointment hinders effective school management and educational reforms. The absence of clear school leadership appointment policies impedes progress in achieving educational equity and excellence.

This issue has far-reaching consequences for Nepal's educational landscape, as strong leadership is essential for fostering inclusive, high-quality learning environments. The absence of a formal school leader appointment process reinforces gender biases, limiting the number of women in headteacher positions. Formalising the process of school leadership appointments and ensuring its gender responsiveness would not only enhance leadership quality but also promote greater gender balance in educational leadership, supporting broader efforts towards gender equality in Nepal's education sector.

## 1.1 Country Context

Nepal is a landlocked country in South Asia, with an area of 147,181 square kilometres and a population of 29 million. Geographically, the country is divided into mountains, hills and plains. In 2015, Nepal adopted a federal structure comprising a central government that administers seven provincial governments and 753 local governments (see Figure A1 in the appendix for a map of Nepal).

The country's per capita gross domestic product is \$1,433.93, with a growth rate of 3.87% (Ministry of Finance, n.d.). The female literacy rate stands at 69.4%, lower than the national literacy rate of 76.2% (Central Bureau of Statistics, 2021). Nepal's Multidimensional Poverty Index is 17.4% (Central Bureau of Statistics & Oxford Poverty and Human Development Initiative, 2021).

## 1.2. Education Context

Nepal's education system is structured in four levels:

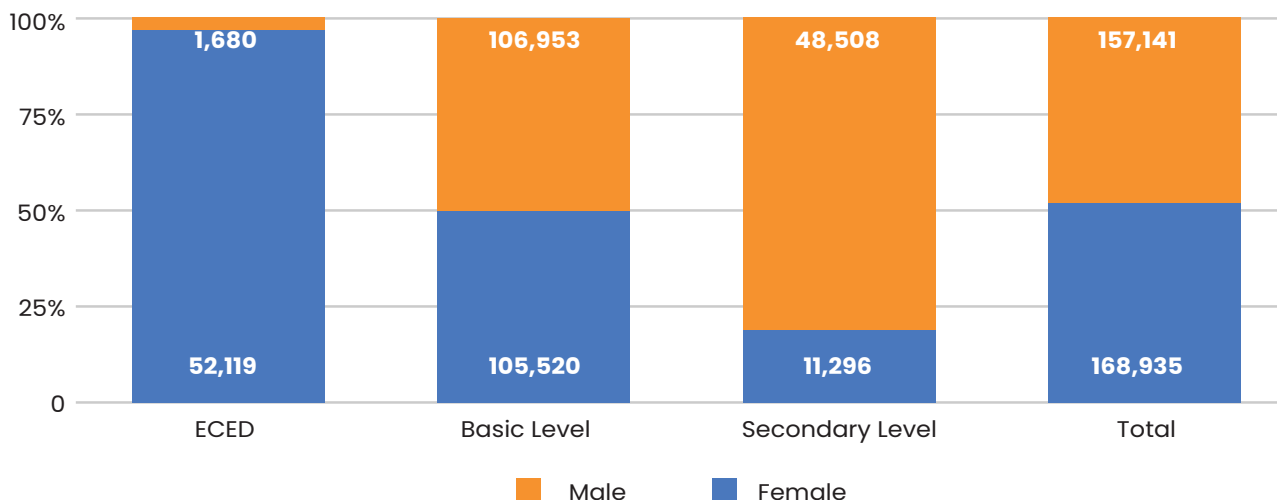
- Early childhood education and development (ECED), targeting children around four years of age, with laws mandating one year of ECED
- Basic education, encompassing grades 1–8, with children typically beginning at five years old
- Secondary education, covering grades 9–12 and offering both general and technical streams
- Tertiary education, including various degrees (a three- or four-year bachelor's degree, one- or two-year master's degree, 1.5-year MPhil degree and a PhD degree)

The Constitution of Nepal guarantees free and compulsory basic education as well as free secondary education. All three levels of government—local, provincial and federal—are responsible for education service provision.

Despite these constitutional guarantees, disparities in school enrolment persist across education levels, with considerable variations in gross enrolment rate (GER) and net enrolment rate (NER) at the various levels of education (see Table A1 in the appendix). Across Nepal's education system, basic education (grades 1–8) has the highest proportion of students enrolled outside the official school-age range. Likewise, the proportion of out-of-school children is notably higher at the ECED and secondary levels. Table A2 in the appendix provides sex-disaggregated enrolment data at the tertiary level according to data reported by the University Grants Commission (UGC) (2023).

While disparities in enrolment persist across levels, gender parity has largely been maintained in Nepal's education system. The Gender Parity Index (GPI) is 0.95 at the ECED level, 0.99 at the basic level and 0.94 at the secondary level, indicating near-equal net enrolment of boys and girls (Center for Education and Human Resources Development [CEHRD], 2023). However, the GPI at the tertiary level rises to 1.156, meaning that more female students than males are enrolling in higher education (UGC, 2023). Despite this trend, female enrolment remains disproportionately low in disciplines such as engineering, law, and science and technology.

**Figure 1: Nepal's Teacher Workforce by Gender and Level**



Source: CEHRD, 2023

While progress in gender parity is evident in school enrolment, the same cannot be said for Nepal's educator workforce. As shown in Figure 1, women constitute the majority of teachers in ECED (96.8%). However, women's representation drops to 45.5% at the basic education level and only 19% at the secondary level. No sex-disaggregated data are available for higher education (UGC, 2023).

In addition to gender disparities in Nepal's teacher workforce, federal restructuring has introduced further challenges that impact the sector's effectiveness and growth. Education training centres were abolished under the new federal system, leaving only seven provincial education training centres responsible for training all teachers in the country. Furthermore, governance and accountability remain challenges due to defunct or entirely absent school management committees (SMCs) in schools across the country.

### 1.3. The Importance of School Leadership and Women in the Role

School leadership plays a crucial role in shaping student outcomes and fostering high-quality learning environments. Recent evidence suggests that its impact is even greater than previously understood, highlighting the importance of effective leadership in schools (Gurr, 2024). Given the significant influence and impact of leadership within schools, increasing the representation of women in school leadership roles in Nepal is essential for strengthening the quality of schooling and promoting gender equity.

Evidence from global research consistently points out the importance of women in school leadership. For instance,

Global School Leaders (2024) reports that increasing female representation in school leadership can enhance student enrolment, retention and learning outcomes while also promoting gender equity. It further notes that female school principals often create better learning environments, serve as role models for female students and help reduce gender disparities in education outcomes (Global School Leaders, 2024).

Similarly, research shows that female leadership is linked to increased participation of girls in education and improved academic performance, particularly in settings where cultural norms have traditionally posed barriers to girls' education. According to the United Nations Children's Fund (UNICEF, 2024), children in schools led by women achieve learning outcomes that are either on par with or surpass those in schools led by men. Despite these advantages, women remain underrepresented in leadership positions within schools (UNICEF, 2024).

The global pattern of women's underrepresentation in school leadership is also evident in Nepal, where despite making up approximately half the overall teaching workforce, women hold only about 18% of leadership positions (CEHRD, 2024). Increasing women's presence in school leadership roles, notably at the secondary level, is especially crucial in the context of Nepal, where educational disparities persist due to geographic, economic and gender-based inequalities. Promoting women in school leadership not only ensures that decision-making processes are more inclusive but also advances the broader goals of gender equality, social inclusion and educational quality in Nepal.

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## 2. SCHOOL LEADERSHIP POLICIES AND PATHWAYS

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### 2.1 School Leadership Policies

Nepal has implemented several policies and strategic frameworks aimed at strengthening school leadership as part of its broader efforts to improve the education sector. While these policies emphasise the importance of effective school leadership, challenges persist, particularly in achieving gender balance in leadership roles.

The Constitution of Nepal mandates representation of women in public offices and decision-making roles across all sectors, including education. Article 38 specifically guarantees women's rights and includes provisions for affirmative action to promote their participation in leadership across state mechanisms.

Building on this constitutional mandate, the School Education Bill 2023 establishes the legal framework for Nepal's education system. It contains provisions on the role of the Teacher Service Commission in teacher recruitment and promotion as well as other school officials. Notably, it mandates a 33% female quota for all vacancies but does not specify quotas for women in principal or other administrative roles. Finally, the School Education Sector Plan (SESP) 2022/23–2031/32 outlines objectives to improve headteacher selection, training and career development to strengthen school leadership (Ministry of Education, Science and Technology [MoEST], 2022a).

Despite these policy efforts, significant barriers to achieving gender parity in school leadership persist. Although Nepal has introduced affirmative action measures in various sectors to promote women's participation in decision-making roles, these policies have not been effectively enforced in the education sector, particularly in school leadership. The lack of explicit quotas for headteachers and administrative leaders in schools continues to limit the number of women advancing into these positions. Without stronger affirmative action policies and their effective implementation, the leadership landscape in education will continue to reflect gender imbalances.

Beyond recruitment and selection policies and professional development opportunities for teachers, there remains a

noticeable gap in training opportunities specifically designed to prepare women for leadership roles. Additionally, mentorship programmes to support female teachers in transitioning into leadership positions remain limited in scope and scale.

### 2.2 Pathways to School Leadership Roles

In Nepal, headteachers serve as a school's administrative and management chief. Under the Education Act 1971 (with amendment), SMCs are responsible for appointing headteachers. The qualifications required for becoming a school leader in Nepal are not explicitly defined, but the process is outlined in the Education Rules 2002. According to these rules, a teacher wishing to become a school leader at any level must hold a permanent position in a school at the same level. For example, permanent teachers at the primary level qualify for a primary school headteacher position, and secondary school teachers qualify for a secondary school headteacher position. However, in instances wherein no permanent teachers are available at an upper level, teachers from lower levels may qualify for the headteacher position. Additionally, candidates must submit a school development plan to the selection committee. This committee evaluates the plans, conducts interviews and recommends the best candidates to the SMC, which ultimately appoints the headteacher. While this is the official policy, its implementation has been ineffective.

Local governments have introduced various school leader selection practices, but there are no clear provisions for career progression within the role. In some cases, a former school leader may return to a teaching position, while a new individual assumes the leadership position. Additionally, the policy does not require formal training for school leaders. Although a one-month management training programme is available, not all school leaders have the opportunity to participate. In many cases, teachers are appointed to the role before receiving any leadership training. While the Education Rules 2002 establish procedural criteria for selection, the qualifications and training requirements for school leadership remain unclear.

## 3. WOMEN IN SCHOOL LEADERSHIP: BY THE NUMBERS

Despite constitutional policies aimed at promoting gender equity through affirmative action across government services, women remain underrepresented in school leadership across Nepal due to a lack of affirmative action policies specifically in headteacher selection. This section presents a statistical analysis of women’s representation in school leadership roles, highlighting gaps, trends and disparities.

### 3.1 Overall Representation of Women in School Leadership Roles

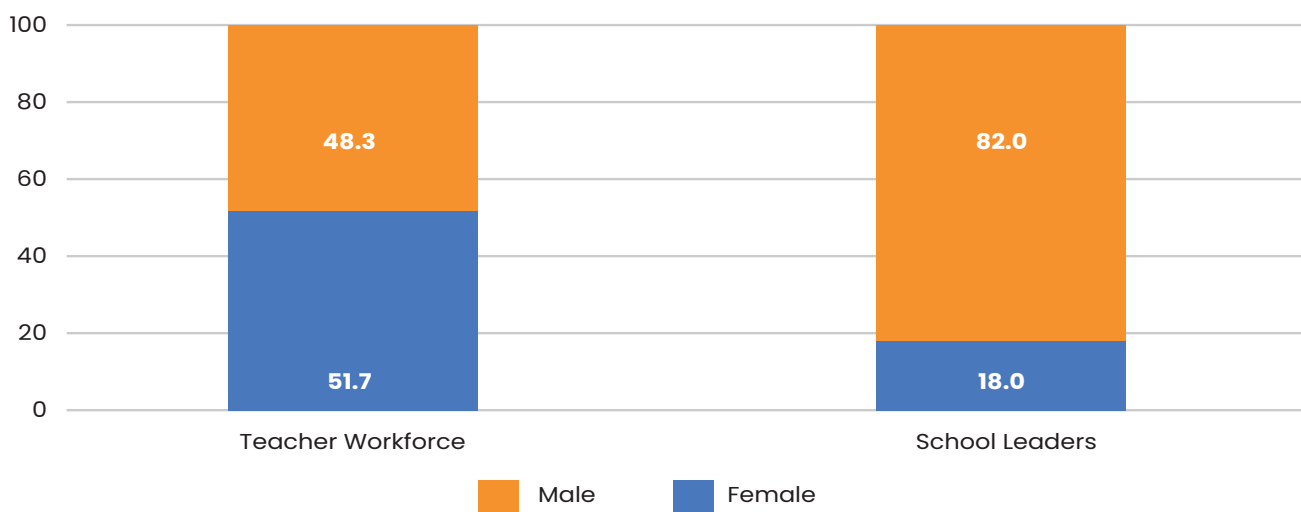
As previously noted, women make up more than half (51.7%) of Nepal’s total teacher workforce (CEHRD, 2024). However, their representation in school leadership remains disproportionately low. As reported by CEHRD (2024), women hold only about 18% of school leadership positions in Nepal. Figure 2 highlights this significant gender gap in the proportion of women who hold teacher and school leadership positions (CEHRD, 2024). This gap is further exacerbated by the low representation of women in the secondary level teaching workforce, as shown in Figure 1. This imbalance significantly lowers the chances of women being selected for headteacher positions at the secondary level and means that the 18% of women in headteacher roles are predominantly concentrated at the basic education level.

### 3.2 Gaps and Disparities in Women in School Leadership Roles

#### 3.2.1 Regional Variations

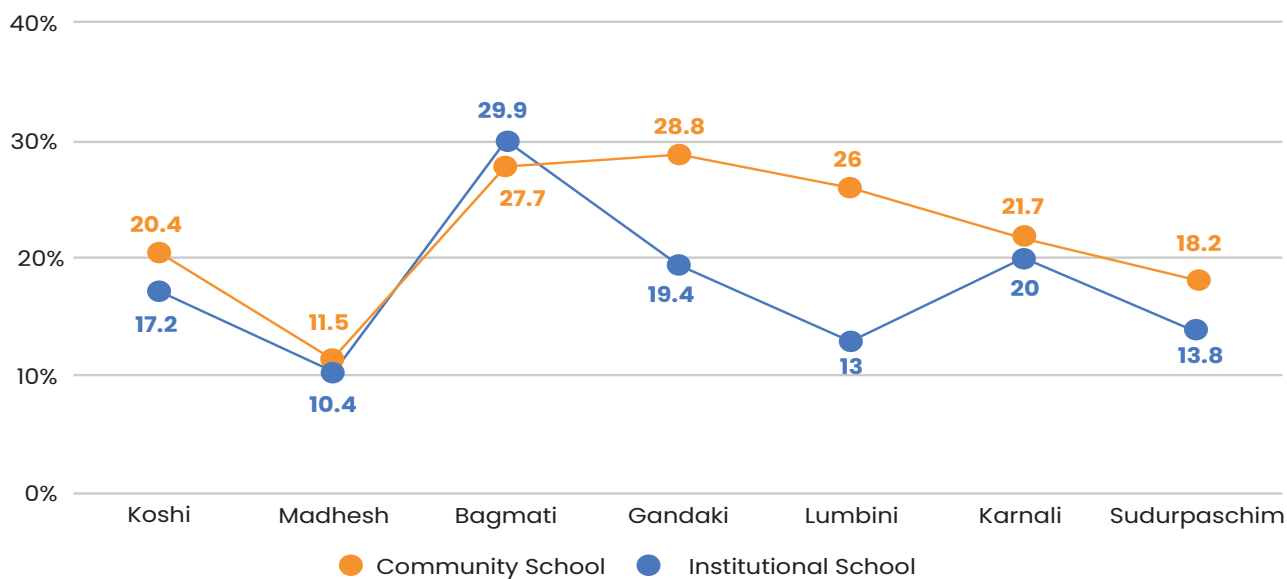
There are notable variations across provinces (see Figure A1 in the appendix for a map of Nepal). In Madhesh Province, for example, where cultural norms are deeply conservative, women fill only about 11% of school leadership roles in community schools and 10% in private or institutional schools (CEHRD, 2025). In contrast, Bagmati Province, which is more urbanised and has better infrastructure, boasts higher female representation in leadership: around 28% in community schools and almost 30% in institutional schools (CEHRD, 2025). Figure 3 shows the share of female headteachers by province in community and institutional schools. (For a detailed breakdown of the share of female headteachers by province with comparative data for 2023/24 and 2024/25, refer to Table A3 in the appendix.) These patterns suggest that levels of regional development, infrastructure and sociocultural beliefs may play a critical role in determining women’s leadership opportunities.

Figure 2: Teacher and School Leader Workforce in Nepal by Gender



Source: CEHRD, 2024

**Figure 3: Share of Female Headteachers by Province**



Source: CEHRD, 2025

### 3.2.2 School-Level Differences

*Primary vs. secondary school leadership:* Women are more likely to hold leadership positions at the primary school level in Nepal. However, given the current structure of the headteacher selection process, the smaller number of female teachers at the secondary level reflects lesser chances of their selection for a headteacher position from a probability perspective. This indicates that barriers to women’s leadership roles increase as the education level increases, making it harder for women to attain leadership roles in secondary schools.

*Representation by school type:* Women’s representation in leadership also varies by school type in Nepal. As shown in Table A3 in the appendix, women’s representation in private schools in urban areas tends to be better than in community schools. According to the Female Leadership and Social Harmony Programme I Report 2081, about 10%–30% of institutional school leaders are women, whereas about 11%–29% of school leaders are women in community schools (CEHRD, 2025). At the national level, women hold 22.3% of school leadership positions in community schools and 18.5% in institutional schools (CEHRD, 2025).

### 3.3.3 Experience, Qualification and Training Gaps

In Nepal, women in school leadership positions tend to have less teaching experience than their male counterparts, averaging 5 to 6 years compared to 8 to 10 years for men (MoEST, 2022b). This disparity suggests the existence of differences in social expectations, family responsibilities and limited professional development opportunities.

Despite comprising about 30% of the teaching workforce with higher qualifications (bachelor’s or master’s degrees), women hold only 18% of leadership roles. This discrepancy suggests systemic biases, as men with similar qualifications are more frequently promoted to leadership positions. Furthermore, only 10% of women in leadership roles have received formal training, compared to 25% of men (National Institute for Research and Training [NIRT], 2016). This gap underscores the need for policies that ensure equitable access to professional development opportunities for women.

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## 4. WOMEN IN SCHOOL LEADERSHIP: BARRIERS AND ENABLERS

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This section highlights the potential obstacles to women entering and thriving in school leadership roles in Nepal as well as the enabling conditions that support their advancement.

### 4.1 Barriers and Constraints

Although no explicit or intentional barriers exist in Nepal for women seeking school leadership positions, existing policies fail to proactively promote or support the recruitment and retention of female leaders in schools. The language used in CEHRD reports supports this observation: 'While the gender of a headteacher can influence certain aspects of school functioning, it is important to recognise that individual leadership styles, skills and qualities play a more significant role than gender alone' (CEHRD, 2025, p. 50). This raises questions about whether current policy adequately addresses the unique and systemic challenges women face in attaining to leadership roles, such as societal expectations, implicit bias in selection processes and limited access to training and professional development opportunities.

Institutional practices further constrain women, particularly those with young children or caregiving responsibilities, as they often shoulder excessive burdens in balancing professional and personal responsibilities. Additionally, women have fewer opportunities for professional development due to factors such as time constraints, lack of institutional support and gendered expectations in the workplace. Thus, they are often less prepared and supported in leadership pathways.

Social norms and gender stereotypes in Nepal pose significant barriers to women aspiring to school leadership roles, especially in rural areas. Leadership is typically viewed as a predominantly male domain, and women are often expected to prioritise family responsibilities over career advancement. In many cases, women who seek leadership roles face resistance from both community members and male colleagues, who may question or undervalue women's capacity for leadership. These gender biases create an environment where women's authority and decisions in leadership roles are less respected, contributing to an ongoing cycle of underrepresentation. The added pressure of caregiving responsibilities also reduces the time women can dedicate to professional growth.

While Nepal's traditional societal and cultural norms create significant hurdles to women's advancement to school

leadership positions, this policy brief focuses on ways to address systemic obstacles to formalising the headteacher selection process and increasing women's representation in school leadership roles.

### 4.2 Enablers and Policy Levers

At the systems level, a few specific measures have been implemented in Nepal in recent years to increase female representation in leadership positions, such as constitutionally mandated affirmative action. This includes a 33% quota for women in permanent civil service. In this way, government policy promotes gender equality in teaching positions. However, no similar affirmative action policies or quotas exist for school leadership roles. Similarly, some institutional practices help promote and sustain women in the teaching profession. For example, the government of Nepal has established maternity leave of 98 days and paternity/family leave of 15 days under Nepal Labour Act 2074 (NBSM & Associates, 2017).

Several initiatives in Nepal have contributed to supporting women's entry into and success in school leadership roles. Leadership training programmes and gender-sensitive professional development workshops, especially those offered through partnerships with organisations, provide valuable skills and networks for women in education.

Mentorship programmes, often supported by local and international organisations in Nepal, have shown promise in bridging the leadership gender gap. These programmes pair aspiring female leaders with experienced mentors, offering guidance, confidence building and strategies for navigating gender-specific challenges in leadership. A 2017 report by NIRT highlights mentorship programmes as particularly impactful, noting that women who participated in these programmes demonstrated increased confidence, improved professional skills, and greater engagement in leadership and decision-making roles within their institutions. Additionally, professional networks, such as the Girls and Inclusive Education Network (GIEN), foster peer support among female educators, allowing them to share experiences, best practices and advocacy strategies (People in Need, 2024).

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## 5. POLICY RECOMMENDATIONS

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This section offers suggestions on how existing policies in Nepal can be adapted and proposes new measures to promote a more gender-inclusive appointment process for headteachers, aiming to increase the representation of women in school leadership positions.

### 5.1 Adapting Existing Policies

Current policies, such as Article 97 of the Education Regulation 2002, allow local governments and SMCs to appoint headteachers. However, these policies lack provisions for gender inclusivity and are vulnerable to political interference. The following adaptations are proposed:

***Incorporating affirmative action in headteacher selection:*** Policies must explicitly prioritise female candidates for headteacher positions. Local governments should establish mechanisms to ensure that at least a minimum percentage of headteacher appointments go to women. For example, mandating that at least 25% of secondary level headteacher positions be allocated to female teachers aligns with the constitutional provision requiring 33% female representation at the government level and in public service. This quota could be increased gradually to promote long-term gender equity.

***Ensuring transparency in the appointment process:*** The scoring system that SMCs use to appoint headteachers should include clear criteria that emphasise gender equity. Evaluations of school improvement plans in the headteacher selection process should incorporate inclusivity metrics, and independent monitoring mechanisms should be introduced to minimise politicisation.

***Cultural sensitisation:*** The above policy adaptations should be accompanied by initiatives to raise awareness among SMCs and other stakeholders about the importance of female school leadership. Workshops and public advocacy campaigns could challenge patriarchal attitudes that limit women's leadership potential.

### 5.2 Introducing New Policies or Initiatives

The following new initiatives are recommended to address the barriers women face in assuming leadership roles:

***Comprehensive female headteacher recruitment policy:*** A policy that mandates minimum representation of women in leadership positions, with local governments designating specific headteacher roles exclusively for female candidates should be enacted. This approach ensures that structural barriers are addressed through affirmative action.

***Targeted leadership training programmes:*** Both preservice and in-service training programmes should be developed to meet the specific needs of women in leadership roles. Flexible options such as online courses and hybrid learning models would help aspiring female headteachers overcome logistical and cultural constraints; scholarships and certifications could further incentivise participation.

***Development of a Principal Pipeline:*** A structured 'Principal Pipeline' programme should be established to identify, train and support female educators who aspire to leadership roles. This initiative should provide mentorship, peer support and opportunities for professional networking to build confidence and skills.

### 5.3 Potential Impact

Implementing these recommendations has the potential to significantly improve women's participation in school leadership, leading to far-reaching impacts as described below:

***Enhanced representation:*** Increasing the proportion of female headteachers will create role models, inspire female teachers and foster an inclusive work environment.

***Breaking sociocultural barriers:*** Leadership training and awareness programmes will challenge patriarchal norms and gradually help normalise the presence of women in authoritative roles.

***Broader societal transformation:*** Nepal can set a precedent for other sectors, contributing to the overall empowerment of women by prioritising and advancing gender equity in education leadership.

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## 6. AREAS FOR FURTHER INVESTIGATION

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Further research and stakeholder engagement in Nepal are essential to support evidence-based policymaking and drive continual improvement in addressing barriers to women in school leadership. This policy brief recommends priorities for future studies and for increasing stakeholder engagement.

### 6.1 Data and Research

**Identifying challenges and capacity gaps:** Conduct studies to identify the specific challenges faced by current headteachers, including capacity gaps and workload management. Findings from such studies could inform the design of leadership development training, with a focus on addressing the needs of female headteachers.

**Geographical and contextual analysis:** Examine how female leadership differs in rural and urban areas in order to tailor policies that address regional disparities.

**Monitoring and evaluation:** Establish data collection mechanisms in the Integrated Educational Management Information System (IEMIS) to track the progress and effectiveness of policies aimed at increasing women's participation in leadership roles.

### 6.2 Outreach and Engagement

**Engaging community stakeholders:** Collaborate with women's groups, nongovernmental organisations and educational institutions to promote gender equity in leadership.

**Public awareness campaigns:** Launch campaigns that challenge patriarchal norms and highlight the success stories of female headteachers.

**Stakeholder forums:** Organise forums to facilitate dialogue among policymakers, educators and community leaders for a coordinated effort in promoting female leadership in the education sector.

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## 7. CONCLUSION

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A review of the existing policies related to the school education sector and education governance in Nepal reveals that while women make up a significant portion of the teaching workforce, their representation in leadership positions remains minimal. Additionally, disparities in women's representation in the teaching workforce across different education levels affects women's representation in school leadership across regions, provinces and education levels.

To enhance women's representation in school leadership positions, this policy brief recommends adapting existing policies by incorporating affirmative action measures that explicitly prioritise female candidates for leadership roles. Further, ensuring transparency in the appointment process (especially in the scoring criteria used by SMCs at the local

level) and raising awareness through advocacy campaigns on the importance of female leadership in education reform are equally essential.

At the same time, new policies should be introduced, including a comprehensive female headteacher recruitment policy that mandates a minimum representation of women in leadership positions, targeted leadership training programmes to address the specific needs of women headteachers and the development of a Principal Pipeline to identify, train and support aspiring female educators. These initiatives are likely to increase the representation of female headteachers, break sociocultural barriers and drive meaningful educational transformation in Nepal.

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## APPENDIX

**Table A1: GER and NER of Various Levels of Education**

Education level	Girls	Boys	Total	Girls	Boys	Total
	GER (in percentage)			NER (in percentage)		
ECED	99.6	102.1	101	70.3	70.2	70.2
Basic education (grades 1–5)	125.1	135.8	130.5	94.5	94.3	94.4
Basic education (grades 6–8)	114.7	115.3	115	93.6	93.7	93.6
Secondary level (grades 9–10)	98	100.2	99.1	77.3	74.2	75.8
Secondary level (grades 11–12)	58.9	68.3	63.3	37.5	36.8	37.1

Source: CEHRD, 2025

**Table A2: Number of Students Enrolled in Programmes under Higher Education**

Degree	Female	Male	Total
Bachelors	289,347	224,236	513,583
PGD	44	157	201
Master	29,215	32,974	62,189
MPhil	342	1,077	1,419
PhD	389	1,667	2,056

Source: UGC, 2023

**Table A3: Share of Female Headteachers by Province**

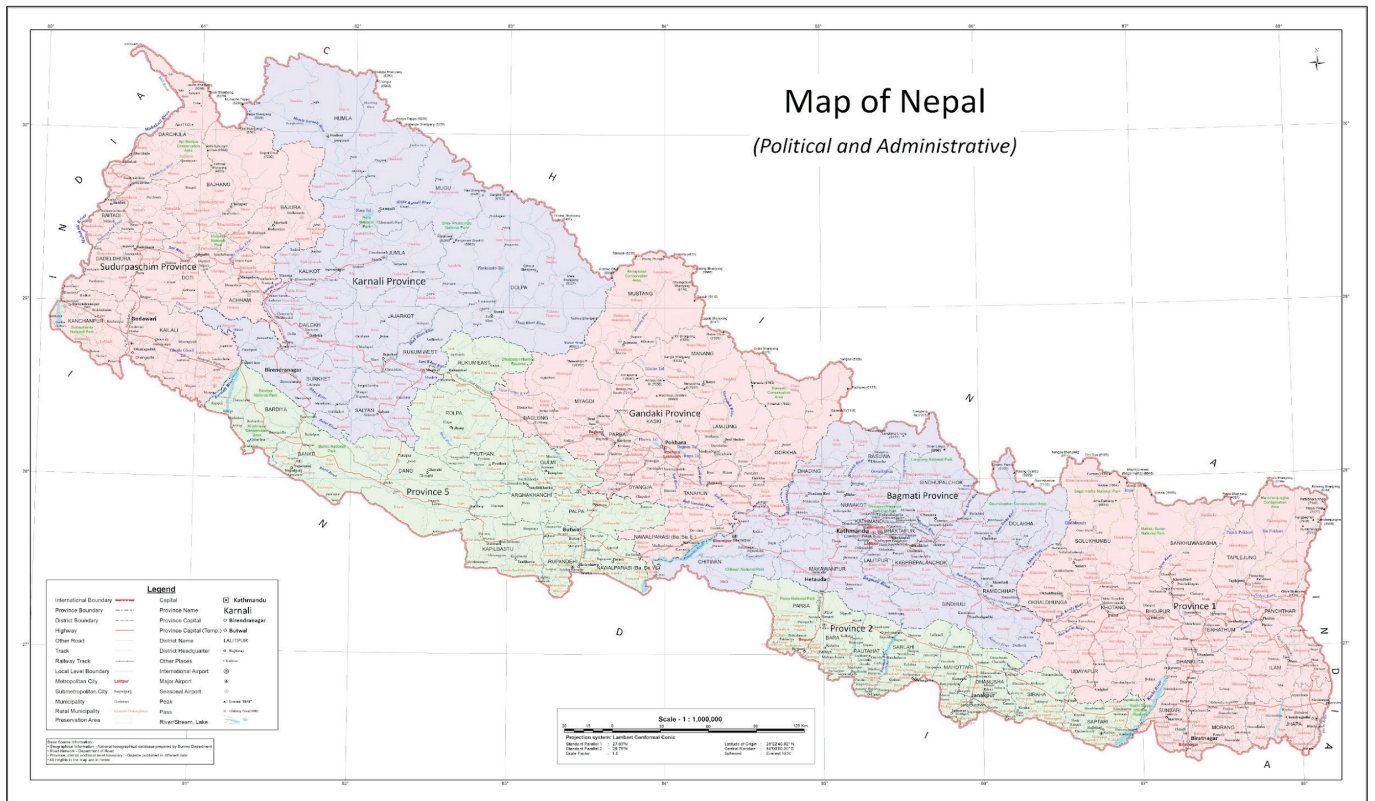
Province	2080 (2023/2024)		2081 (2024/2025)	
	Community School*	Institutional School**	Community School	Institutional School
Koshi	19.8	16	20.4	17.2
Madhesh	10.4	11.5	11.5	10.4
Bagmati	22.9	26	27.7	29.9
Gandaki	25.4	18.6	28.8	19.4
Lumbini	20.9	10.7	26	13
Karnali	18.1	21	21.7	20
Sudurpaschim	16.2	12.8	18.2	13.8
Total	19.3	17.4	22.3	18.5

\* Reported data from 22,840 of a total 27,990 schools

\*\* Reported data from 6,033 of a total 7,886 schools

Source: CEHRD, 2024, 2025

**Figure A1: Provincial Map of Nepal**



Source: Survey Department, Government of Nepal

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