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22 May 2019

Mr. Shreekrishna Nepal
Joint Secretary and Chief
International Economic Cooperation Coordination Division (IECCD)
Ministry of Finance
Singha Durbar, Kathmandu

Dear Mr. Nepal,


Subject: Nepal: School Sector Development Program
(Jointly Financed by: ADB Loan NEP (SF) 3452-NEP; EU Grant: ACA/2016/038-030; Finland; GPE Grant: TF0A0843-NEP; TF0A0779-NEP & TF0A0915-NEP; JICA, Norway, UNICEF, USAID, and the World Bank IDA Credit No. 5971-NEP)
- Aide Memoire of Mid-Term Review and 2019 Budget Review Mission

The mid-term review and the annual budget review of the School Sector Development Program was held from 13-17 May 2019, with the joint field visit to Province 2 and 6 (Districts: Janakpur, Siraha, Surkhet and Dailekh). We appreciate our meeting with you on 15 May 2019 to discuss mission findings. The attached Aide-Memoire reflects the discussions and agreements reached during the wrap-up meeting held at the Ministry of Education, Science and Technology (MOEST) under the chairmanship of the Secretary of MOEST.

We strongly request the government to ensure all agreed actions summarized in paragraph 110 of the AM are met in a timely manner. We would like to underscore that the government (i) completes the proposed revisions with justification of the program results framework and the disbursement linked indicators by end of June 2019; (ii) updates the transitional road map and the implementation arrangement with contingency measures to meet SSDP objectives for the remaining period; and (iii) resolves pending audit observation from FY2012-FY2015 of the School Sector Reform Plan.

We look forward to our continued support. The partnership we have been sharing together is well recognized and highly appreciated.

Yours sincerely,


Mukhtor Khamudkhanov
Country Director

for





cc: Mr. Khaga Raj Baral, Secretary, MOEST
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JFP Partners

**Nepal School Sector Development Plan
Mid-Term Review Mission and 2019 Budget Review Meeting
13–17 May 2019, Kathmandu, Nepal**

Aide Memoire

I. Background

1. The School Sector Development Plan (SSDP; FY 2016/2017–FY 2022/2023) is a long-term strategic plan of the Government of Nepal. The plan has been under implementation since July 2016 and aims to increase participation of all children to a high quality school education by focusing on strategic interventions and new reform initiatives to improve equitable access, quality, efficiency, governance, management and resilience of the education system. The Ministry of Education, Science and Technology (MOEST) is the executing agency and the Centre for Education and Human Resource Development (CEHRD) is the implementing agency of the SSDP under the Sector Wide Approach (SWAp).

2. The SSDP SWAp is supported by eight Joint Financing Partners (JFPs),¹ which have committed their funding support for the first five years through a Joint Financing Arrangement (JFA). In addition to this, the SSDP is supported by various Development Partners, including various UN agencies and International/National Non-Governmental Organizations (I/NGOs) that are members of the Local Education Development Partner Group (LEDPG).

3. This Aide Memoire of the joint mission (hereafter the Mission) of the SSDP Mid-Term Review and the SSDP Budget Review Meeting for FY 2019/2020 captures the progress made in the SSDP objectives, remaining challenges, and the key recommendations of the MTR external evaluation report. Likewise, it provides a summary of the ASIP/AWPB for FY 2019/2020, audit and financial progress reports, and the status of disbursements from the various JFPs. The specific objectives of the Mission were as follows:

- (i) Based on MTR evaluation report, identify, discuss and confirm key issues and findings, and agree on remedial measures to accelerate progress or adjust strategic interventions in areas where results have not been achieved as envisioned in the SSDP to meet its objectives and targets on time.
- (ii) Review and confirm implementation arrangements for SSDP in line with the new federal structure.
- (iii) Endorse changes to be made to SSDP relating to Program Results Framework (PRF), Disbursement Linked Indicators (DLIs), implementation period and program reporting requirements.
- (iv) Review and update the timeline for revision of the SSDP, bilateral agreements of each JFP, and the JFA.
- (v) Review draft FY 2019/20 annual work plan and budget and provide necessary recommendations in line with changes agreed as part of the MTR.
- (vi) Review progress towards implementation of Year 3 (FY 2018/2019) program, budget, DLIs and KPIs.
- (vii) Assess and confirm the achievement of any Year 2 (FY 2017/2018) DLIs not verified in the previous DLI review during 2018 November Joint Review Meeting (JRM) by the JFPs.

¹ Asian Development Bank, European Union, Finland, JICA, Norway, UNICEF, USAID, and World Bank. The World Bank administers REACH and GPE grants.

- (viii) Review progress on fiduciary, social and environmental safeguards including financial monitoring reports and audited financial statement of FY 2017/18 and assess progress made in reconciling audit observations for both SSRP and SSDP.

4. The detailed Terms of Reference (TOR) for the combined mission is in Annex 1. The list of participants is in Annex 2.

5. The observations of the Mission and agreements reached with the GON are recorded in this Aide Memoire (AM) and were discussed at the wrap-up chaired by the Secretary, MOEST on 17 May 2019. The understandings recorded in the AM are subject to the approval of the higher authorities. As practiced in the past, the AM (including all the presentations) will be publicly disclosed on the MOEST website.

II. Major Findings

Part 1: Mid-Term Review of SSDP

A. External Mid-Term Evaluation

6. The mid-term external evaluation of the SSDP was undertaken by Sofreco in association with the Full Bright Consultancy in accordance with the TOR (Annex 3) jointly developed and agreed by the MOEST and JFPs. The Mission appreciated the work done by the two firms in producing the report and timely sharing of the same. The MTR Team will share the revised draft Report by 22 May 2019 and final Report by 30 June 2019. The Report will be uploaded to MOEST website by 15 July 2019. Summary of the major findings and recommendations are as follows:

Objective	Progress observed by MTR evaluation team	Comments on the PRF by the MTR evaluation team
Objective 1: Basic Education	Mixed progress / reporting gaps	Out of 28 indicators 17 ongoing or fully achieved; ² progress in terms of access but lower improvement in terms of participation and learning outcomes; some delay in implementing core activities and reforms.
Objective 2: Secondary Education	Mixed progress / reporting gaps	Out of 13 indicators 5 achieved and updated; progress in terms of efficiency; core activities on-going but low achievement in learning outcomes and difficulty to update indicators (need linkage between NEB and EMIS database).
Objective 3: Literacy and Lifelong Learning	Not documented / reporting gaps	3 broad indicators based on census survey; no data available on NFE programs; need for additional EMIS development. NQF and NCF not developed.
Objective 4: Teacher professional development and management	Not achieved / reporting gaps	Out of 11 indicators 2 achieved, 4 on-going (with clarity required from the forthcoming Federal Education Act) and 5 not updated. Need to develop IEMIS for further follow-up.
Objective 5: Governance and management	Mixed progress	2 indicators out of 9 fully achieved; 5 in progress; 2 not achieved.
Objective 6: Disaster risk reduction and school safety	Ongoing / reporting gaps	Out of 3 indicators, 1 is fully achieved, 2 on-going. Need to consolidate data from different sources.

² detail indicators will be provided in the annex of final AM

Objective	Progress observed by MTR evaluation team	Comments on the PRF by the MTR evaluation team
Objective 7: Monitoring, evaluation and assessment	On track / additional needs	Indicator set achieved but need for additional EMIS development and capacity reinforcement to ensure proper monitoring evaluation and assessment of all SSDP envisioned activities.
Objective 8: Examination and accreditation	On track / additional needs	2 indicators – on track but additional related activities encountering challenges, need for capacity reinforcement to ensure proper implementation of examination and accreditation activities planned in SSDP.
Objective 9: Capacity and Institutional Development	Not achieved	One broad indicator. High need for a comprehensive multi-year institutional capacity development (ICD) plan at all levels of the education system with detailed targets set and indicators.
Objective 10: Finance	Partially achieved	Yearly increase of budget allocation in real terms but concerning trend in % of budget allocated to the education sector (12.4% vs 15% targeted). Financing gap within the current MTEF. SSDP Expenditure perimeter is yet to be to the federal system.

7. The evaluation report noted that indicators to monitor progress for some key SSDP activities are missing, and for some others there is no regular and systematic reporting as such indicators are not yet incorporated into the Education Management Information System (EMIS), resulting in fragmented reporting. The report also highlighted a lack of contingency mechanisms in place to implement SSDP as planned in the transitional context.

8. Prior to the Mission, the SSDP joint Thematic Working Groups (TWGs) reviewed the SSDP PRF and DLIs in the respective key result areas, while taking stock of the findings of the external evaluation team and provided their overall findings and recommendations. Based on this, joint meetings were held between the Government and the JFPs to review these findings and recommendations and the outcomes of this meeting were shared with the MTR evaluation team prior to finalization of the MTR report and recommendations.

9. The major recommendations of the mid-term external evaluation of the SSD are:

- Establishing the legal and policy framework and implementation arrangements in place ensuring their proper alignment to ensure planned implementation of the SSDP for the remaining program period;
- Strengthening accountability and reporting arrangements: this requires, among others, clear guidelines and formats for financial reporting; integration of school financial data within the EMIS; continued rolling out of Sub-national Treasury Regulatory Application (SUTRA), and training of Local Governments (LGs) on planning, budgeting and monitoring;
- Putting in place contingency mechanisms and capacity development at all levels to facilitate timely implementation of the core activities in the transitional context;
- Careful monitoring and evaluation of pilots such as integrated curriculum, model schools before their eventual scale-up and roll-over;
- Revising the PRF to reflect and realign the changes to SSDP activities and implementation arrangements in the changed federal context

B. Progress Status on Key Performance Indicators and Proposed Revisions

10. The progress made in the KPIs for the first two years of the SSDP implementation (FY 2016/2017-2017/2018) is mixed as reflected in Table 1. Overall there has been steady

improvement in the KPIs related to access and equity, however these are at risk if transitional arrangements are not strengthened in the short term. The SSDP continues to face challenges in improving student learning outcomes, as measured by the National Assessment of Student Achievement (NASA). Further elaboration of the progress in the key performance indicators is described below. The Mission noted that there is no significant change in the program outcomes and the key indicators.

Table 1: SSDP key performance indicators, targets and achievements

Sub sector/thematic area	Baseline (2015/16)	Target (2016/17)	Achievement (2016/17)	Target (2017/18)	Achievement (2017/18)	
1. Early childhood education development/pre-primary education (ECED/PPE)						
1.1	Gross enrolment ratio (GER) in ECED/PPE	81a	82.6	82.9	84.3	84.1
1.2	% of ECED/PPE teachers with required qualification	93.7	94.4	93.8	95	94.2
1.3	% of ECED/PPE teachers with one-month training	0		N.A.		4.7
1.4	% of grade 1 new entrants with ECED/PPE experience	62.4	64.4	64.7	66.5	66.3
2. Basic education (grades 1–8)						
2.1	GIR grade 1	136.7	134.7	133.5	132.7	128.6
2.2	NIR grade 1	93.9	100	95.2	100	95.9
2.3	GER basic (grades 1-5)	135.4	134.8	134	130	132.3
2.4	NER basic (grades 1-5)	96.6	96.9	96.9	97.3	97.2
2.5	GER basic (grades 1-8)	120.1	120.1	122	118	120.2
2.6	NER basic (grades 1-8)	89.4	91.0	91.0	92.5	92.3
2.7	GPI in NER basic (grades 1-8)	1	1.00	1.00	1.00	1.00
2.8	Survival rate for grade 8	76.6	79.5	75.9	82.4	77.4
2.9	Completion rate basic (grade 8)	69.6	72.4	68.4	75.4	70.7
2.1	% of out of school children in basic education	10.6	9.6	9.0	8.6	8.7
2.1	Students' reading proficiency (%) in grade 3	12.8*				
2.1	Students' learning achievement scores (%) in grade 5	Math: 48	49	49	51	
2.1		English: 47	50	47	51.5	
2.1		Nepali: 46	48.5	46	50.5	
2.1	Students' learning achievement scores (%) in grade 8 (based on NASA)	Math: 35	39**	35		
2.1		Nepali: 48	51**	48		
2.1		Science: 41	43.5**	41		

Sub sector/thematic area		Baseline (2015/16)	Target (2016/17)	Achievement (2016/17)	Target (2017/18)	Achievement (2017/18)
3. Secondary education						
3.1	GER in grades 9-12	56.7	61.5	56.9	66.7	60.6
3.2	NER in grades 9-12	37.7	40.3	38.9	43.1	43.9
3.3	Survival rate to grade 10	37.9	41	45.2	45	57.1
3.4	Survival rate to grade 12	11.5	13	NA	15	17.2
3.5	GPI in NER in grades 9-12	0.99	1.00	0.98	1.00	0.99
3.6	Number of model schools	0	240	0	290	196
3.7	Students enrolled in technical subjects in grades 9-12	9,750		15,445		23,415
4. Non-formal education and lifelong learning						
4.1	Literacy rate 6 years+	78++		78		
4.2	Literacy rate 15-24 years	88.6++				
4.3	Literacy 15+ years	57++				
5. Teacher management and professional development						
5.1	% of female teachers in basic level	38.8	40	40.7	41	41.2
6. Sector finance						
6.1	Education sector budget as % of national budget	12.04%** *		11.09		9.91

Source: SSDP draft Status Report 2017/18

*This KPI does not have annual targets and progress will be reported against the 2018/19 target of 14.1% and the 2020/21 target of 15.6%

**This KPI does not have 2017/18 targets and progress will be reported against the 2019/20 target of 53.5 (Math), 56 (Nepali), and 52.5 (Science) targets

+Agriculture and Science; 10,700, English; 12,645, and Music Education; 70

++This KPI does not have annual targets and progress will be reported against the 2018/19 target of 85%

++This KPI does not have annual targets and progress will be reported against the 2018/19 target of 92%

++This KPI does not have annual targets and progress will be reported against the 2018/19 target of 70%

***This KPI does not have annual targets and progress will be reviewed against the 2018/19 target of 15%

C. Progress Status on Key SSDP Objectives and Proposed Revisions to the PRF

11. Based on progress achieved to date, most PRF targets remain unchanged, with minor changes made to some indicators to reflect the new federal structure. Indicators that require major changes are related to governance and management. PRF targets will be updated to include disaggregation by sex and caste/ethnicity where applicable and reflect equity outcomes. MOEST will use EMIS data to report on targets, except in a few cases such as data on literacy and reading proficiency, which the MOEST will collect through other means. The Mission noted that going forward in updating the PRF, the MOEST will provide the rationale for setting or revising the targets. Furthermore, the MOEST will develop a protocol for data tracked outside EMIS to ensure timely compilation and incorporation to allow reporting against all PRF indicators. The Mission agreed that a team of JFPs and MOEST/CEHRD will incorporate the agreed revisions in the PRF and finalize this before June 30. The proposed PRF revisions are in Annex 4.

12. **Basic Education:** There has been mixed progress on the achievement of basic education targets in the PRF, with 17 out of 28 either in progress or fully achieved. The

Mission noted progress in terms of access, but lower improvement in terms of participation and learning outcomes as well as delays in implementing core activities and reforms. The integrated curriculum for grades 1-3 has been approved and it is being piloted in 103 schools across the country from the academic year 2019/2020. For basic education, the MOEST proposed adding indicators to track the percent of basic schools meeting priority minimum enabling conditions (PMECs). In addition, the Mission agreed to explore changing the ECED/PPE indicator on minimum standards to PMECs for ECED/PPE. Furthermore, the Mission noted the need to correct the data on early grade reading to align with the PRF. Regarding the equity-based PRF indicators, it was agreed to convert the number of districts to municipalities with targeted interventions and include the equity index score in the PRF. Also, it was agreed to update the number of integrated schools to schools that demonstrate disability-inclusive education and outreach support/services.

13. **Secondary Education:** The Mission noted the mixed progress made in secondary education during the first three years of SSDP implementation. Out of the 13 indicators related to secondary education, 5 have been met against target. There has been progress in terms of access and efficiency, with an increase in the enrolment and retention rates. However, achievement in learning outcomes continues to remain low as shown by Secondary Education Examination (SEE) results. Although many of the core activities related to secondary education are ongoing, there is a difficulty to update progress in some indicators in the absence of linkage between NEB and EMIS database. The Mission proposed to consolidate indicators related to teacher training and schools with internet facilities, while re-wording others for clarity and consistency. The Mission noted the lack of timely implementation of the core activities such as model schools, teacher rationalization and Teacher Professional Development (TPD).

14. **Literacy and Lifelong Learning:** Progress on targets related to literacy and life-long learning are currently not monitored through EMIS as they are tracked through household-based surveys undertaken by the Central Bureau of Statistics (CBS). As such, the progress reported across the first three years of implementation of the SSDP has remained static. The indicator framework that is currently being developed to track progress against the Sustainable Development Goal (SDG) 4 and will be incorporated in the EMIS and is expected to provide data that allows for dynamic reporting against literacy and life-long learning for the remaining SSDP period.

15. **Teacher Professional Development and Management:** There has been mixed progress on the achievement of PRF targets. There are missing targets for some indicators and repetition of indicators for some outputs. The Mission acknowledged the receipt of updated teacher rationalization and redeployment plan that contains data on school-wise and subject-wise teachers, as well as the number of teachers who can be redeployed and rationalized within schools, across schools within a local government, and across local governments. There is an urgent need to implement the revised plan to ensure equitable teacher deployment. The Mission further emphasized the need to strengthen the mechanism for teacher professional support and training available to schools in the changed context.

16. **Governance and Management:** Due to the federal transition of the country, there has been slow progress on the achievement of governance and management targets in the PRF, with only 2 out of the 9 indicators met. Given the change in the implementation arrangement, the Mission noted the need to substantially revise the PRF. Of the 9 indicators, the Mission suggested removing 4 (as they were no longer relevant), revising 2, and adding 3 new indicators to support the implementation of SSDP in the federal transition. The changes and challenges related to governance and management are further described in the section on implementation arrangements.

17. **Disaster Risk Reduction and School Safety:** Good progress has been made at the policy and planning level against the SSDP PRF targets. Good progress was observed against the findings of the 2015 Post Disaster Needs Assessment (PDNA). The thematic study that was undertaken as targeted in the PRF on Comprehensive School Safety (CSS) confirmed this, highlighting the development of the CSS Master plan and implementation guidelines, as well as the formal definition of minimum standards for CSS (the CSS minimum package), allowing for the nationwide assessment of schools against these standards. Furthermore, solid progress was observed regarding reconstruction of schools using revised building standards in the 2015 earthquake-affected districts (with 6,646 of the 7,553 schools identified as in need of being reconstructed being rebuilt or in the process). Additionally, the target on retrofitting of school blocks in non-affected areas needs to be aligned as the current progress exceeds the PRF targets. A nationwide assessment of public schools against CSS minimum package indicators has been added as a fifth-year target in the PRF, to ensure readiness for larger retrofitting programs beyond the SSDP program period. Based on the nation-wide assessment, data on physical infrastructure needs to be linked with EMIS.

18. **Monitoring, Reporting and Evaluation:** There are some minor revisions required in the PRF. The Mission noted the need to incorporate additional modules into the EMIS and reinforce capacity at different levels of the government to use EMIS data for planning, monitoring, and reporting. Regarding the reporting requirements, the Mission agreed that the EMIS TWG will review and propose a rationalization of the different reports (Flash I, Flash II, Consolidated Flash Report and Status Report) generated from/by the web-based EMIS. The Mission observed that human resources at the local level are overburdened with administrative work and there is limited time to conduct monitoring and evaluation activities. As understanding and awareness of EMIS varies between LGs and schools, there is a need for training and orientation to foster ownership of EMIS and to avoid parallel data sets across the municipalities.

19. **Examination and Accreditation:** There has been slower than expected progress on the achievement of examination and accreditation targets in the PRF, with 1 out of the 2 indicators fully achieved. The Mission noted that the yearly targets set for the first indicator "Implementation of single subject certification" has been met. The Mission noted the need for strengthening coordination and communication between CEHRD, Curriculum Development Center (CDC), Education Review Office (ERO), and National Examination Board (NEB) to facilitate the timely implementation of examination reforms.

20. **Capacity and Institutional Development:** While there is only one indicator for capacity and institutional development in the PRF, the Mission noted that the indicator is not specific, measurable and time-bound. The Mission proposed adding new indicators after the completion of the capacity assessment undertaken by the SSDP TA facility.

D. Progress Status of Global Covenants and Disbursement Linked Indicator (DLIs) and Proposed Revisions

21. The mission discussed the progress status and the proposed revisions in the DLIs (Annex 5). The remaining Year 2 DLIs achievement and verification reports will be shared by 15 June 2019. The proposed revisions will be further discussed among the LEDPGs, with the government, and the revisions will be confirmed by 30 June 2019.

22. The Government continues to meet the three Global Covenants. The progress for Year 3 (FY 2018/2019) is on track. The Second Trimester Financial Management Report (FMR) of FY 2018/2019 was shared with the World Bank on 26 April 2019 for review, which is within 45 days after the end of the Second Trimester of FY 2018/2019. The Audited Financial Statement of FY 2017/2018 was shared with the JFPs on 15 April 2019, which is

within nine months after the end of the 2017/2018 Fiscal Year. The Mission suggested that the government should reflect in its national budget allocation to education both the conditional and equalization grants. The Program Budget Heads (PBH) for SSDP need to be revised to align with the emerged federal context. The existing PBHs, as well as the SSDP sub-budget heads under budget head for Provincial Governments or PGs (701-707) and LGs (starting from 801) could be considered. The Mission also discussed the need for review and analysis of financial reports as per the JFA provisions.

1. DLI 1 – Reading proficiencies and habits strengthened in early grades:

23. Year 1 and Year 2: DLI 1.1a and DLI 1.2a, Classroom-based Early Grade Reading Assessment: Classroom Based Early Grade Reading Assessment (CB-EGRA) was carried out in the presence of teachers and parents' representative at Grades 2 and 3 in 2,605 and 3,046 community schools in FY 2016/2017 and FY 2017/2018, respectively. The results of these assessments were shared with parents. DLI 1.1a and 1.2a are therefore achieved.

24. Year 3: DLI 1.3a, National Early Grade Reading Program: The national early grade reading program (NEGRP) minimum package and reading benchmarks (fluency and comprehension) have been approved. The approved minimum package includes (i) teaching and learning materials, (ii) teacher training and pedagogical support, (iii) community mobilization, (iv) student assessment, and (v) monitoring and evaluation. In addition to the USAID supported 16 districts, MOEST has selected four additional districts³ to implement the NEGRP minimum package. Funds have been transferred to LGs to be disbursed to schools for procuring teaching and learning materials. However, there is a lack of clarity on how the minimum package will be effectively rolled out in the four districts, including how CDC-developed teaching and learning materials would be made available in the local market so that schools could purchase them, and how/when the teachers and HTs would be trained. CDC developed materials will be made available in the market by 30 June 2019. The DLI is expected to be achieved by 15 July 2019, with at least two out of six required bi-monthly meetings completed. Independent Verification Agency (IVA) will verify whether the remaining meetings have been held.

25. Year 4 and Year 5: DLI 1.4a and DLI 1.5a, National Early Grade Reading Program: The Mission proposed changing the target on full implementation of the NEGRP minimum package in 100 percent of community schools, to 80 percent of community schools in the 29 and 38 districts for years 4 and 5, respectively.

26. Year 5: DLI 1.5b: The Mission advised aligning the target on percent of grade 3 students reading with fluency and comprehension to match the PRF target. MOEST plans to collect data on this indicator through the National Assessment on Reading and Numeracy to determine the achievement of the target. It was suggested that the indicator be changed from "Increase of 10 percent over baseline of 3rd graders reading grade level text with fluency and comprehension" to "increase of 2.8 percentage points over baseline of 3rd graders reading grade level text with fluency and comprehension".

2. DLI 2 – Improved teaching-learning processes through the National Curriculum Framework (NCF) revision and access to activity-based Mathematics, Science and English language materials:

27. Year 2: DLI 2.1a NCF: The NCF has been approved by the Curriculum and Evaluation Council. The NCF has all aspects of curriculum and textbook revision, teacher preparation, reduction in number of compulsory subjects and implementation arrangement.

³ Taplejung, Dhanusa, Tanahu, and Rasuwa.

28. **Year 2: DLI 2.1b Activity Based Kits:** CDC finalized and approved the package for activity-based kits for English, Mathematics and Science for grades 6-8. The tool kit for each subject comprises of three types of materials: i) list of hands-on materials (for Mathematics and Science); ii) printed materials (workbook, activity books, guides); and iii) e-learning (digital activities, videos, and audio) materials. Regional and international good practices were incorporated in the development of the activity-based kits for these subjects.

29. **Year 3: DLI 2.2 Activity Based Kits:** CEHRD allocated budget to LGs under the conditional grant so that LGs can release the amount to schools for procuring the kits. The Mission emphasized the need to distribute activity-based kits at the beginning of the academic year so that students can start using them immediately. There is a need to link the distribution of activity-based kits with the schools that have received ICT grants. CEHRD has been able to get the information of around 700 schools that have received ICT grants. A distribution mechanism to install e-learning resources at schools will be confirmed by 15 June 2019. The e-learning materials will also be made available on the CDC website for schools to stream directly. The result for this DLI is likely to be achieved by 30 July 2019. The Mission agreed to link activity-based kits to the training of subject teachers outlined in DLI 3 below.

30. **Year 4 and Year 5: Revision of curriculum for grades 9-12 and Implementation of revised curriculum in grade 9:** The Mission noted the limited time for the revision of curriculum of grades 9-12 by July 2020 in order to achieve the Year 4 target. It was suggested to move the target to Year 5. The revised curriculum needs to have agreed elements of diverse learning needs of students. Thus, there is a need for further discussion on (i) common understanding on curriculum diversification, (ii) implications for additional teacher requirements and (iii) implications on TPD. Year 5 target "new curriculum implemented in grade 9" needs to be further discussed, based on Year 4 outcomes.

3. DLI 3 – Improved Teacher Management, availability and accountability, including improved deployment trained subject teachers for Mathematics, science and English in basic and secondary schools:

31. **Year 1: DLI 3.1 Teacher Rationalization and Deployment Plan:** The MOEST approved the Teacher Rationalization and Deployment Plan in 2017, meeting the Year 1 target. The Teacher Rationalization and Deployment Plan was further updated in 2019 in line with the change to federal structure but is yet to be approved. A list of 5,000 schools has been prepared for the purpose of rationalizing and redeploying teachers in a phased manner to ensure adequate provision of Mathematics, Science and English subject teachers in these schools at both Basic and Secondary Levels.

32. **Year 2 and Year 4: DLI 3.2 and 3.4b, Teacher Time-Spent-Teaching:** The guidelines for Time-Spent-Teaching (TST) was approved in Year 1. The guidelines describe the basic elements of TST which includes monitoring indicators, instruments, mechanisms and reporting system. Budget was released to 15 percent of Community Schools for the implementation of TST. CEHRD is in the process of compiling the implementation progress report. So far, CEHRD has received implementation report from schools of eight districts, and reports from will be shared to the JFPs by 15 September 2019. For Year 4, budget has been allocated in the AWPB for TST implementation.

33. **Year 3: DLI 3.3a Subject Teachers:** The MOEST has shared the revised list of schools selected for deployment of trained teachers to teach Mathematics, Science and English in Basic and Secondary schools as per the teacher rationalization and redeployment plan. After rationalization and redeployment process, the schools will have adequate

provision of such subject teachers. The MOEST will share the list of 1,000 Basic and 500 Secondary Schools (excluding model schools) that have the full complement of Mathematics, Science and English teachers by 15 June 2019.

34. **Year 3: DLI 3.3b Subject-wise TPD:** The revised TPD modules were shared with the JFPs. The modules have been revised to align with the new curriculum for Mathematics, Science and English. The subject-wise TPD for Mathematics, Science and English will be delivered to teachers from schools that have full complement of teachers in these subjects. These teachers will also be from schools that have received ICT grant and activity-based kits for English, Mathematics and Science.

35. **Year 3 and Year 5: DLI 3.3c and 3.5c, Teachers redeployment:** The Government reiterated its commitment to redeploy and rationalize teacher positions by 25 percent as per the revised plan by 15 July 2019. The baseline will be confirmed based on the revised teacher rationalization and redeployment plan.

36. **Year 4 and Year 5: Subject Teachers:** Verification protocols for Year 4 and Year 5 will be revised given that the MOEST has provisioned for Math-Science teacher positions, and that in some schools Mathematics and Science subjects are taught by the same teacher.

4. **DLI 4 – Assessment and examination system reforms undertaken to improve teaching and learning;**

37. **Year 1: DLI 4.1a and 4.1b:** SLC certificate was issued to 2016 and 2017 SLC candidates as per Single subject certification policy. Similarly, the NEB was made operational through appointment of key personnel and allocation of budget.

38. **Year 2: DLI 4.2a Single Subject Certification:** The MOEST has approved the single subject certification policy for grades 11 and 12.

39. **Year 2: DLI 4.2b: NASA:** Analysis of results of nationally representative and competency-based NASA for grade eight has been completed and disseminated. The Action Plan for implementation of recommendations provided by NASA report has been prepared and budgetary provisions were made both in FY 2017/2018 and FY 2018/2019 to implement the activities outlined in the action plan.

40. **Year 3: DLI 4.3a Single Subject Certification implementation:** Single subject certification has been implemented for grades 11 and 12 by NEB. The total number of students certified under single subject certification for grades 11 and 12 is 347,748 and 299,675 respectively for Academic Year 2017/2018. The summary of results by subjects will be disseminated through various means such as uploading to NEB and MOEST websites by 5 June 2019.

41. **Year 3: DLI 4.3b Standardization of Grade Eight Examinations:** In the federal set up, LGs are responsible for conducting grade eight examinations. However, there is a need for preparatory work to conduct standardized examination. This includes the use of improved test items with appropriate mix of different cognitive domains, which are standardized to ensure comparability across LGs and over time. Thus, it was suggested that the target "all eligible grade 8 students sit for standardized and improved annual examination" be revised to include the process and framework development. Furthermore, it may not be possible to conduct standardized examination in all subjects, and in all LGs simultaneously. The mission suggested considering intermediate targets for Year 4, such as the development of the framework and test items by the NEB.

42. Year 5: DLI 4.4b Standardization of Grade Ten Examination: The target for Year 5 "all eligible grade 10 students (at least 45.0% girls) sit for standardized and improved annual examination" will be changed to "all eligible grade 10 students (at least 45.0% girls) sit for standardized and improved annual examination in Mathematics, Science, and English subjects". During the SSDP period, NEB will be able to conduct standardized examination in three subjects only. Standardized and improved examination will use improved test items that include an appropriate mix of cognitive domains, which are standardized to ensure comparability across districts/regions and over time. The test items will reduce emphasis on rote learning by students and increase emphasis on knowledge and skills.

43. Year 5: DLI 4.4a Analysis of Results: The Mission noted that target for Year 5 "ERO has analyzed and reported grade 10 standardized examination of NEB results and NASA results for the previous year in actionable form" will need to be slightly revised given that the standardization of Grade 10 examination will be pushed to Year 5. However, the intent of the DLI will remain the same. ERO will analyze grade 10 standardized examinations to be carried out in March 2021 and NASA Grade 10 results from 2019/2020. CEHRD in its ASIP/AWPB will allocate budget for analysis of results both in FY 2020/2021 and FY 2021/2022. The analysis of the grade 10 standardized examination and NASA results will be completed by September 2021. The independent verification will be completed by October 2022 and disbursement against the results achieved will be made by November 2022. The related verification protocol will be updated accordingly.

5. DLI-5 Model Schools piloted with comprehensive quality inputs and innovative teaching and learning:

44. Prior Results and Year 1: Criteria: MOEST has developed eligibility selection criteria and guidelines for establishment and operation of model schools have been approved.

45. Year 2: DLI 5.2 and Year 3: DLI 5.3a Implementation of Master Plans: The achievement of results under the indicator on implementation of approved school-specific multi-year quality improvement plans in 100 model schools has been delayed. A total of 175 schools have submitted their Master Plans to CEHRD. The Mission was informed that CEHRD will share the achievement report (Master Plans of 100 schools, together with the letter confirming the provision of full-time HT and subject teachers) by 30 May 2019, and accordingly the JFPs will verify the achievement.

46. Year 3: DLI 5.3b: Once the master plans are finalized and approved, the implementation of the approved master plans needs to be expedited to meet the Year 3 DLI target. Alternatively, If CEHRD can share master plans of 200 schools and the implementation of master plans of first 100 schools cannot be expedited then the target for Year 3 can be moved to Year 4. In this case, the changed target will be 200 schools selected in 2019 provided with science and ICT labs, libraries, e-resources and Mathematics, Science and English language kits.

6. DLI 6: Reduction in disparities in access, participation and learning outcomes

47. Year 1 and Year 2: DLI 6.1a and 6.2a Targeted Interventions: The MOEST provided targeted interventions in ten most disadvantaged districts⁴ selected based on the Equity Index. The targeted interventions included household census, mid-day meal,

⁴ Rautahat, Sarlahi, Parsa, Bara, Mahottari, Dolpa, Siraha, Humla, Doti, and Rolpa.

counseling for parents, media mobilization, NGO mobilization and intensive welcome to school campaign, among others.

48. Year 1 and Year 2: DLI 6.1b and 6.2b Reduction of Out of School Children (OOSC): In Year 1, the percentage of reduction in OOSC was 18 percent. This represented 91 percent of the target. In Year 2, the reduction in OOSC significantly surpassed the target of 20 percent reduction.

49. Year 3: DLI 6.3 Reduction of OOSC: The MOEST has selected five additional districts based on the Equity Index. Additional budget has been allocated to 15 districts (previous 10 and the five new districts⁵). The baseline data of OOSC in the additional five districts will be collected and shared with the JFPs by 15 June 2019. The introduction of LG level Equity Strategy Implementation Plans (ESIPs) is planned to further strengthen the targeted interventions in the year three within the LGs in the previously identified 15 districts. Furthermore, additional allocation and support needs to be provided to schools to ensure that they can manage the influx of additional students and retain the enrolled OOSC.

50. Year 4 and Year 5: DLI 6.4 and DLI 6.5 Reduction of OOSC: The Mission suggested changing the verification protocol for these years to document how the reduction of OOSC will be calculated and achievement report produced and verified. Possible solutions discussed included use of EMIS data and information from population projection provided by CBS. Similarly, the indicator for Year 5 "OOSC in basic education age reduced to 5% in the relevant age group": will be changed to "OOSC in basic education age reduced to 5% (reduced by 5.6 percent from a baseline of 10.6 percent) in the relevant age group" to match with the agreement made while negotiating the GPE grant.

7. DLI 7: Increased access and participation in secondary education

51. Year 1: Guidelines: The MOEST has approved the guidelines on Pro-poor targeted scholarship (PPTS) and pro-science scholarship (PSS). However, the guideline needs to be amended to make the provision for students selected in grade 9 to continue receiving the scholarship until they reach grade 12 conditional on meeting all the criteria provisioned in the guidelines.

52. Year 2: DLI 7.2(ii) The PPTS for grade 11 in 15 districts: Students from the identified poorest 15 districts were selected for the purpose of scholarship distribution⁶. The scholarship amount has been disbursed into their individual accounts. The achievement report has been shared with JFPs. The IVA is conducting verification and the report is expected by 30 May 2019. The Mission suggested enhancing the dissemination strategy and social marketing to ensure that all relevant stakeholders, including students and parents, are aware of the scheme. It is advised that the government prepare a comprehensive communication strategy. Similarly, provision for adequate budget also needs to be made to implement the strategy. There is also a need to enhance capacity of Student Finance Assistance Fund Development Board (SFAFDB) in implementing the scholarship scheme. The Mission also noted on the need to prepare a time bound action plan for the sustainability of the scheme.

53. Year 2: DLI 7.2 The PPTS in grade 9 and 11 and Pro-Science Scholarship in grade 11 in 25 districts: Students from grade 9 and 11 were selected from the poorest 25 districts. CEHRD is compiling the information of students who have received scholarship for

⁵ Bajhang, Acham, Dhanusha, Jajarkot and Banke.

⁶ The poorest 25 districts were selected as defined by CBS in Small Area Estimates of Poverty, 2011. These are the same districts where Ministry of Land Management, Cooperatives and Poverty Alleviation conducted census to identify poor households

preparing the achievement report. The achievement report will be shared to JFPs by 5 August 2019.

54. **Year 3: DLI 7.3 The PPTS in grades 9, 10, 11 and 12 and Pro-Science Scholarship in grades 11 and 12 in additional 50 districts:** An arrangement has been made with SFAFDB for the selection of students. Preliminary list of selected students has been published and they have been informed to open their bank accounts for disbursing scholarship. Household verification of students receiving scholarship will be conducted on a representative sample basis. The scholarship amount will be disbursed only after completing the verification. The achievement report will be shared to JFPs by 30 September 2019.

8. DLI 8 - Provision of adequate Disaster Risk Reduction (DRR) resilient safe school facilities at all levels:

55. **Year 1: DLI 8.1a and 8.1 b Guidelines and Plan:** School guidelines for DRR standards for school construction, retrofitting and School Disaster Management (SDM) have been approved. Similarly, DRR CSS master plan has been approved.

56. **Year 2: DLI 8.2 School Blocks Retrofitted:** 40 school blocks have been retrofitted meeting the Year 2 target.

57. **Year 3: DLI 8.3a School Blocks Retrofitted:** The MOEST is on track to complete the retrofitting of 120 schools in non-earthquake affected districts for FY 2018/2019. The achievement report will be shared by 30 September 2019. However, there is a need to further strengthen the technical supervision and quality assurance of the building.

58. **Year 3: DLI 8.3b Thematic Study:** A study was commissioned to review the progress against the 2015 PDNA findings and to map and analyze the contributions of non-state actors against the CSS Minimum Package, to inform the MTR process. The study will be finalized after review and input from the CSS TWG. The achievement report will be shared by 15 September 2019.

9. DLI 9 - Improved governance and strengthened fiduciary management.

59. **Prior Result: Education Act Amendment:** The Eighth Amendment to the Education Act was passed by the Parliament in June 2016. However, due to federation of the country, there is a need to enact the Federal School Education Act for demarcating roles and responsibilities of various levels of governments.

60. **Prior Result: Implementation Arrangement:** SSDP implementation arrangements with financial management, procurement and safeguard units was in place. However, SSDP implementation arrangement has changed due to transition to federal set up. There is a need to provide clarity on revised implementation arrangement and expand membership of program steering committee (PSC) through representation from the Ministry of Federal Affairs and General Administration (MOFAGA), and invited members from the National Natural Resource Commission, PGs and LGs. Similarly, Financial Management Team(FMT) and fiduciary management working committee needs to be active. It was suggested to hold PSC meeting, FMT and fiduciary management working committee meetings as per the guidelines.

61. **Year 1: DLI 9.1a-9.1d:** The MOEST prepared SSDP Financial Management Action Plan(FMAP), procurement manual, school grant manual and established enhanced fiduciary system. The Mission suggested developing a new SSDP FMAP and revise procurement plan and grant manual considering the changed implementation arrangement and revision in

public procurement laws. The new SSDP FMAP will be endorsed by 30 November 2019. The Mission was also informed of a need for conforming enhanced fiduciary system in place in the changed context. These are needed to ensure the sustainability of results achieved in Year 1.

62. Year 2: DLI 9.1e and DLI 9.2b Procurement and Financial Management Training: More than 1,000 secondary level schools from 66 districts received the training on financial management and procurement according to manuals. This DLI is therefore achieved.

63. Year 2: DLI 9.2a Grant Management System (GMS): In each District Education Office (DEO), GMS was established with a grant management unit headed by Deputy DEO or senior officer responsible for GMS. However, the federalism has led to changes in the implementation arrangement from DEOs to local governments. Thus, there is a need to establish similar mechanism at the LG level. The Mission suggested shifting the target to Year 4 with establishment of Grant Management Committee for managing all conditional grants and providing terms of reference related to school sector finances. This arrangement should be made functional through PIM.

64. Year 2: DLI 9.2d: Performance based grants to schools: A total of 10 areas were identified for the purpose of disbursing performance grant to schools. These areas included time spent teaching, learning achievement of student, internal efficiency of school education among others. The information on (i) schools implementing performance grant and (ii) disbursement information on schools meeting accountability criteria needs to be generated from GMS. The CEHRD is compiling substantiating documents from districts. The Mission suggested to change the indicator from Performance based grants for schools meeting minimum accountability requirements implemented in 3,000 schools to LGs disburse performance-based grants to at least 80 percent of schools meeting minimum accountability requirements. The meeting also noted to make provision for scalability allowing for partial disbursement.

65. Year 2: DLI 9.2e: Program Support Facility (PSF): The total amount allocated in ASIP/AWPB of FY 2017/2018 for strengthening of PSF is US \$3 million. According to the Status Report for FY 2017/2018, the total expenditure under capacity strengthening is US \$2.5 million which is 84.5% of the allocated amount.

66. Year 3: DLI 9.3c PSF: Budgetary provision has been made in ASIP/AWPB for FY 2018/2019 for strengthening of PSF. The total amount allocated is NRs 731,523,000 which is equivalent to US\$ 7 million.

67. Year 3: DLI 9.3a Computerized Government Accounting System (CGAS): There is a need to restructure results related to implementation of CGAS in all 75 districts. The Mission was informed of the need to liaison with the Financial Comptroller General Office (FCGO) for implementation of computerized accounting and reporting system in all 753 LGs. Until the computerized accounting and reporting system is fully functional, the Mission highlighted the need to establish a mechanism to consolidate information through District Treasury Comptroller Office for the purpose of preparing FMRs. These FMRs could be approved by Office of Auditor General (OAG).

68. Year 3: DLI 9.3b e-GP Implemented: The funds flow to schools for the purpose of procurement. As schools do not use e-GP, The Mission suggested to replace the indicator on "e-GP system for national competitive bidding is implemented in at least 35 DEOs" to "2,000 schools including model schools receiving procurement training based on the revised manual".

69. **Year 4: DLI 9.4b implementation of grants:** In the changed context, there is a need to restructure the target of revised needs and performance-based school grant system implemented in all 75 DEOs. Further discussion on restructuring this DLI will be undertaken.

70. **Year 4: DLI 9.4c Block Grants:** There is no need to restructure the target as there is already provision of rollover and scalability for this indicator "number of unaided schools receiving block grant reaches 500". In the ASIP/AWPB for FY 2019/2020, budget has been allocated for 500 unaided schools to receive block grant.

71. **Year 5: DLI 9.5 a (ii) reduction in ineligible expenditures:** The Mission was informed of changing the indicator on "percentage of recurring audit observations of SSDP no more than 4% of total non-salary grants to schools" to reduction to the ineligible expenditure of schools is in decreasing trend.

72. **Year 5: DLI 9.5b: e-GP Implemented:** The funds flow to schools for the purpose of procurement. As schools do not use e-GP, the Mission suggested to replace the indicator on e-GP system for national competitive bidding is implemented in at least 75 DEOs to additional 1,000 schools including model schools receiving procurement training based on the revised manual.

73. **Year 5: DLI 9.5c: Performance based grants to schools:** The Mission suggested changing the indicator "Performance based grants for schools meeting minimum accountability requirements implemented in 7,500 schools" to "XX number of LGs disbursing performance-based grants to at least 80 percent of schools meeting minimum accountability requirements". The Mission also suggested making provision for scalability allowing for partial disbursement.

10. DLI-10- Enhanced reliability and transparency of EMIS data, including school level data:

74. **Year 1 and Year 2: Data Verification:** The verification of EMIS data was conducted by an independent firm.

75. **Year 3: DLI 10.3a Web-based EMIS:** CEHRD has started collecting information from schools through the web-based portal. MOEST/CEHRD will organize a session with the LEDPG to share the information collected. An assessment will be conducted to determine whether the DLI target for Year 3 has been met, taking reference to global definitions of what constitutes as a web-based EMIS. The achievement report on web-based EMIS will be shared by 15 October 2019.

76. **Year 3 and Year 4: DLI 10.3b and DLI 10.4b EMIS Data Verification:** The IVA has completed field work on independent verification of EMIS data self-reported by schools. The report is expected to be shared with JFPs by 15 July 2019.

77. **Year 4: DLI 10.4a Performance Report:** The Mission was informed of the need to provide definition of performance report in the verification protocol. It was agreed that performance reports mean Merged/Unified/Combined (Flash I and Flash II) Flash Report, Consolidated Report and Status Report. The Merged Flash Report will be an analytical report on education sector performance and achievement against the SSDP program results generated using the web-based EMIS data.

78. **Year 5: DLI 10.5 School Profiles:** The target for Year 5 on District and school profiles from EMIS used in school social audits nationwide will be changed to LG and school profiles from EMIS used for education planning in schools and LGs. School profile refers to a

web-based EMIS generated report of the school, which includes information on school details, students, teachers, STR, internal efficiency, with comparative information on other schools in the LG and beyond. Social audit refers to the annual audit of the school's financial and educational performance conducted by the PTA and disseminated at the school level.

E. Progress status of Program Action Plan, Safeguard, and Fiduciary Management and Proposed Revisions

79. **Program Action Plan:** Progress was noted in the implementation of the Program Action Plan (PAP). Some of the activities need to be revised to accommodate the MTR findings, revision in the PRF and the DLIs. The revised PAP including proposed changes will be further discussed as part of the PRF and the DLIs revision (Annex 6).

80. **Environment and Social safeguard:** The mission noted the progress made on the Environmental and Social Safeguards from the last mission. The mission suggested CEHRD to update and upload the Environment Management Framework (EMF) in line with new federal structure to reflect institutional arrangements for its implementation, monitoring and reporting. The mission requested the finalization of the SMF and uploading the approved Social management Framework (SMF) in the CEHRD website, which should include institutional arrangements, monitoring and reporting mechanism in line with new federal structure. The mission was informed that the draft SMF is awaiting comments from technical experts for finalization. The finalized SMF and its executive summary will be uploaded in CEHRD's website by 30 June 2019. Similarly, EMF and SMF will be translated into Nepali by 31 July 2019. It is also recommended to have orientation to LGs and schools to ensure that there will not be any adverse impact on indigenous people's culture and practices. The mission acknowledged the good practice related to growing use of complaints response mechanisms in schools, but more effort is needed to eliminate gender-based violence and abuse in schools more systematically. There is a need to conduct an in-depth analysis to find out causes and subsequently address the gender and social norms/practices for enhancing participation of females and disadvantaged groups.

81. **Fiduciary Management:** The mission noted that the fiduciary risk in the school sector has increased due to change in implementation arrangement, especially due to lack of formal mechanism in place for reporting back of expenses from LGs, inadequate internal control mechanism at LGs, and increase in ineligible expenses reported in Audit Report for FY 2017/2018. The mission was informed that these risks will be addressed through greater engagement amongst OAG, MOF (including FCGO), MOFAGA, MOEST, and PGs and LGs. Further, technical support needs to be provided to LGs for reporting on conditional grants.

F. Transitional Plan and Proposed Revisions to the Implementation Arrangement

82. The Mission appreciated the revised transitional implementation arrangements and roadmap shared by the government. It recommended that the roadmap be further elaborated to cover the remaining SSDP implementation period, reflect the timeline for adapting the SSDP and restructuring the bilateral agreements and JFA, and preparations for the post-SSDP education sector plan.

83. Regarding the implementation arrangements, the Mission noted that changes are relatively minor at the federal and school level, with CEHRD as the chief implementing agency at federal level and SIP development largely unaffected at the school level. However, changes are significant at the district and municipality levels, with the reduction of 34 ETCs into seven provincial ETCs (largely affecting the teacher training function), closure of DEOs (affecting the strong administrative, supervisory, oversight and reporting function), and dissolution of the LRCs and RCs (affecting the pedagogical support, supervisory and oversight function at the school level). Meanwhile, the majority of DEO functions are now the

mandate of the LGs, without concomitant increase in their HR staffing and capacity. These changes have affected the timely implementation of core SSDP activities at the school level. Therefore, the Mission agreed that the Federal Government in coordination with the PGs and LGs devise contingency measures, including capacity-building activities, to ensure uninterrupted service delivery at local levels, especially in: (i) understanding, ownership and implementation of SSDP core quality-enhancing areas; (ii) strengthening fiduciary and safeguard management including grant management and internal control; (iii) strengthening EMIS by enhancing access of LGs and schools; and (iv) strengthening assessment and examination function including standardization of examinations at federal, province and local Levels. More specifically, the Mission emphasized the following:

- Systematic induction to PGs and LGs on use of SSDP Toolkits for planning, monitoring and reporting;
- Resolution of the overlapping functions between the district Education Development and Coordination Units (EDCUs) and LGs;
- Clear guidelines for financial reporting of disbursements and expenditures incurred at the LG level;
- Timely availability and orientation on the use of SSDP annual Program Implementation manual (PIM);
- Establishment of dedicated communication mechanism at federal and/or provincial levels to provide immediate guidance to LGs and school related to problems faced and guidance sought in SSDP implementation;
- Guidelines to PGs and LGs for teacher management and teacher professional development in the interim period;
- Updates to LGs and schools on curricular and examination reforms being undertaken.

84. The Mission noted that the intra-agency coordination among Central Level Agencies under MOEST needs to be strengthened for quality service delivery. The Mission also noted the importance of strengthening inter-ministerial coordination for enactment of legislation, increase in education financing, HR management, and strengthening fiduciary management (including fund flow and reporting between federal and sub-national governments). The Mission emphasized the need for strengthening the role of the SSDP Steering Committee and Finance and Budget Monitoring Committee to align with the transitional implementation arrangements. The MOEST agreed to provide the updated implementation arrangements through the MOF to the JFPs by 30 June 2019. Subsequently, the MOEST will send request letter through MOF for revision in bilateral agreements and JFA by 30 July 2019.

Part 2: BRM

G. FY 2019-2020 ASIP and AWPB

85. The MOEST developed the ASIP and AWPB for FY 2019/2020 based on SSDP, PRF, and DLI targets, Flash, Consolidated and Status reports, and other education research and survey findings. The MOEST noted progress and general positive trends in NER, GPI, and basic education internal efficiency (i.e., steady increase in grade 5 and 8 survival rates). However, the MOEST highlighted several general constraints related to the restructuring of the education sector institutional arrangements and budget at different levels, limited local ownership of the SSDP and expected targets, and varying levels of capacity and understanding to ensure achievement of overall SSDP goal and objectives.

86. MOEST's proposed SSDP budget for FY 2019/2020 is \$938.66 million, of which \$40.63 million (4.33%) is allocated at the federal level, while the majority of the funds are transferred to the PGs (0.31%) and LGs (95.36%) for implementation of SSDP activities. The

proposed budget for PGs and LGs is based on the SSDP, PRF, and DLI activities and targets and will be provided as conditional grants to the local level. PGs and LGs expect additional funds for education from locally generated revenue and equalization grants.

87. The MOEST informed that sufficient budget for the development of framework for standardized grade 8 examination would be allocated to facilitate the timely achievement of DLI 4. The Mission noted the need for a strong justification for moving the target to Year 4. The MOEST highlighted budget allocation for NEB to standardize grade 10 examinations. The Mission raised concern regarding insufficient budget allocation for SSDP orientation, coordination, and communication with LGs. The MOEST will submit the revised ASIP/AWPB by 30 June 2019, and the PIM by 5 July 2019.

H. JFPs Disbursements and indicative Commitments

88. Table 2 below presents disbursement made for SSDP Year 2 DLIs for which achievement reports have been submitted and the results have been verified by IVA. The total disbursement is around US \$ 11.12 million.

Table 2: Disbursement for Year Two by DLIs in FY 2018/19

DLI Number	DLI Name	Actual Disbursement
DLI 2.1 b	A package of activity based for Mathematics Science and English language developed for grades 6-8	US \$ 6 million from ADB
DLI 4. 2b	Analysis of results for nationally representative and competency-based NASA grade 8	Euro 1 million from Finland
DLI 9.1	500 schools receive school-based FM capacity strengthening support	US \$ 2 million from REACH
DLI 9.2 b	Training imparted to 1,000 secondary schools in procurement procedures	US \$ 2 million from ADB

89. Table 3 presents expected disbursement for SSDP Year 2 DLIs for which achievement report submitted and results have been verified by IVA. The total expected disbursement is US \$ 35.4 million.

Table 3: Expected Disbursement for Year 2 by DLIs in FY 2018/2019

DLI Number	DLI Name	Expected Disbursement
DLI 1.2	Classroom based Early Grade Reading Assessment (CB-EGRA) carried out in 3,000 community schools	US \$ 3 million from GPE and Euro 2 million from EU
DLI 2.1 a	Revised NCF approved	US \$ 8 million from World Bank
DLI 4.2 a	Single subject certification policy approved for higher secondary education examinations	US \$ 3 million from GPE
DLI 4. 2b	Analysis of results for nationally representative and competency based NASA grade 8	US \$ 6 million from World Bank
DLI 6.2a	Targeted interventions implemented in the 10 most disadvantaged Districts (according to Equity Index)	US \$ 0.7 million from GPE
DLI 6.2b	20% reduction in the aggregate number of OOSC in the 10 most disadvantaged districts (according to the Equity Index)	US \$ 2.2 million from GPE Euro 1.61 million from EU Euro 1 million from Finland
DLI 8.2	40 school blocks retrofitted in non-earthquake affected districts	Euro 2.78 million from EU
DLI 9.2 e	Satisfactory completion of capacity strengthening AWPB on key program support facility activities	US \$ 6 million from World Bank

90. Table 4 below presents expected disbursement for Year 2 DLIs for which achievement reports have been submitted. The IVA reports are pending. The total expected disbursement is US \$ 13 million.

Table 4: Disbursement for Year Two by DLIs in FY 2018/19

DLI Number	DLI Name	Expected Disbursement
DLI 5.2	Implementation of approved school-specific multi-year quality improvement plans in 100 model schools initiated	US \$ 6 million from ADB
DLI 7.2 (ii)	PPTS and PSS implemented for grade 11 students in 15 districts	US \$ 7 million from ADB

91. Table 5 below presents information on Year 2 DLIs for which achievement reports have not been submitted and the likelihood of not disbursing in the current FY is high. The total amount is US \$ 29 million.

Table 5: Year Two DLIs that have not been achieved

DLI Number	DLI Name	DLI Pricing
DLI 3.2	TST enhancing monitoring system operational in 15% of all community schools	US \$ 9 million from World Bank
DLI 7.2 (i)	PPTS and PSS implemented for grades 9 and 11 students in 25 districts	US \$ 6 million from World Bank
DLI 9.2 a	Grant Management System (GMS) operational	US \$ 6 million from World Bank
DLI 9.2 d	Performance based grants for schools meeting minimum accountability requirements implemented in 3000 schools	US \$ 8 million from World Bank

92. The disbursements made under a program-based approach are shown in Table 6 below. The total disbursement was US \$ 11.52 million

Table 6: Disbursement under program-based approach for Year Two in FY 2018/2019

JFPs	SSDP Year 2 Target	Actual Disbursement
Finland	€3 million (US\$ 3.42 million)	€3 million (US\$ 3.42 million)
JICA	¥ 300 million (US\$ 2.72 million)	US\$ 2.72 million
Norway	NOK 64 million (US\$ 7.4 million)	NOK 64 million (US\$ 7.4 million)
UNICEF	US\$ 0.5 million	US\$ 0.5 million

93. The expected disbursement under a program-based approach is presented in Table 7 below. The expected disbursement is based on assessment of performance of SSDP.

Table 7: Expected disbursement under program-based approach for FY 2018/2019

JFPs	SSDP Year 2 Target	Expected Disbursement
EU	€8.03 million ^a (US\$8.99 million, including €2.42 million as fixed tranche)	€2.42 million as fixed tranche
GPE	US\$ 5 million	US\$ 5 million

94. Table 8 below presents the commitment from JFPs for FY 2019/20 conditional on results achieved for SSDP Year Three DLIs and satisfactory performance of SSDP, including meeting the global covenants.

Table 8: Tentative Commitment from JFPs for FY 2019/20

JFPs	Type	SSDP Year 3 commitment
ADB	DLI	\$31 million
European Union	Fixed/DLI	€9.72 million (US\$ 10.88 million)
Finland	Fixed/DLI	€6 million (US\$ 6.7 million)

JFPs	Type	SSDP Year 3 commitment
GPE	DLI	US\$ 10.1 million*
JICA	Fixed	¥ 300 million (US\$ 2.72 million) **
Norway	Fixed	NOK 60 million (US\$ 7 million)
UNICEF	Fixed	US\$ 0.5 million
World Bank	DLI	US \$ 33 million
USAID	DLI	US \$ 0.5 million

* GPE grant (2019-21) is being processed

** FY 2019/20 commitment is subject to the approval of the Government of Japan.

• Exchange rate as of 15 May 2019.

I. FY 2017/2018 Audit Report

95. The audited financial statements for FY 2017/2018 was submitted within due date of nine months from the end of fiscal year. The audit opinion was however qualified as the expenditures reported in the financial statements are not actual expenditures incurred by the LGs but disbursements on conditional grants made by the federal government. The trimester reporting template to be used by the LGs has been approved by FCGO, which will work as harmonized reports meeting requirements of all government agencies and foreign aid projects. The Mission urged to have the reporting template issued to LGs for third trimester of FY 2018/2019 and requested to ensure compliance of LGs on reporting back on their expenditure.

96. The audit observations for FY 2017/2018 have increased both in amount and nature. There is substantial increase particularly on excess payment of teachers' salaries (NPR 123 million compared to NPR 44 million in FY 2016/2017 and in-complete school construction work (NPR 5 billion compared to NPR 4 billion of FY 2016/2017). Other audit observations are non-compliance of guidelines with regard to disbursements on model school master plan (NPR 86.58 million), midday meals (NPR 42.8 million), teaching-learning and incentive grants (NPR 113 million) and scholarships to students (NPR 66 million).

97. As per the follow-up of the audit observations for FY 2016/2017 reported in the audit report of FY 2017/2018, out of the NPR 4164 million questionable expenditures, NPR 17.5 million has been recovered and NPR 818.65 million settled with documentation while the rest remains unsettled. The Government was informed that the JFPs will be requesting for refund of proportionate share of the recovered and unsettled amounts pertaining to FY 2016/2017.

J. Others

Joint Field Visits

98. The Mission was informed by field visits to Province 2 and Karnali Province, the summary report of which is in Annex 7. The visits observed that there is an increased understanding of SSDP at PG and LG levels. Despite this, the existing legal framework is not sufficient to clarify the roles and responsibilities across the three tiers of government. Significant duplications and, in some cases, overlap and conflict of functions, were observed between LGs, PGs and EDCUs. This was particularly in relation to teacher management and professional development, examination management and infrastructure development. Feedback indicated that there is a need to further orient LGs and schools on the use of web-based EMIS, with some schools yet to receive their log-in details and some LGs developing their own EMIS. Efforts to include additional data modules in EMIS and use of data for planning can be supported through further capacity building of LGs and schools. In the schools visited, there was a shortage of teachers, particularly for science. Classroom observations highlighted a need to revisit the PMECs. There is also a need to provide clear

guidance to schools on the use of English as a subject versus English as Medium of Instruction, given the high competition from private schools. Teachers need to be supported to improve their pedagogy, particularly on how to support children with disabilities.

99. Meeting with the Minister of Education, Science and Technology: The Heads of JFPs briefed the Minister on the progress made in the SSDP and discussed the challenges in its implementation. All the heads of agencies reiterated their continued commitment to support school sector reforms in Nepal by investing in a high-quality school education for all Nepali children to make them highly qualified, productive and responsible citizens that can contribute to the much-needed socio-economic transformation of the nation. The major concerns raised during the meeting were: (i) delay in enactment of the Federal Education Act (ii) timely refunding of the JFP's share of ineligible expenditure for the final year of SSRP, FY2015/2016, (iii) delay in achievement of DLI results that have affected planned disbursements, (iv) continued lack of designated staff at all levels for SSDP implementation and (v) establishment of better coordination and cooperation between various levels of government.

100. The honorable minister appreciated the continued support of all JFPs to the SSDP and requested for increased commitment from the JFPs for the school sector. He informed that the Ministry has incorporated the comments received from MOF on the Federal Education bill (focusing on school education and Technical Education and Vocational Training) and forwarded it to the Ministry of Law and Justice. He expressed his commitment to table the Bill in the Federal Parliament during the ongoing budget session. The Minister acknowledged that the government has not been able to fully meet the huge expectations of the people as the government has had to concentrate its energy on creating a system in the changed context of federalism.

101. The Minister informed that a proposal has been forwarded to the cabinet to resolve the shortage of teachers, including resolution of teacher rationalization and redeployment of teachers. The Minister has directed MOEST's senior staff to expedite the work for timely achievement of SSDP results, and to resolve the ineligible expenditures. The government is regularly conducting inter-provincial council meetings to enhance coordination and cooperation among the three tiers of governments, which have emphasized the need to establish a systemic mechanism to receive both physical and financial progress reports.

102. Meetings with MOF, FCGO and MOFAGA: The JFPs met with the Joint Secretary of Ministry of Finance to reflect on the proceedings and the priorities and challenges in moving ahead. The main issues highlighted by the JFPs were: (i) refund of ineligible expenditures from the SSRP period, (ii) timely tabling of Federal School Education Act, (iii) timely reporting of expenditures by LGs on conditional grant using recently approved forms, (iv) provision of adequate and trained staff at all levels, (iii) ensuring achievement of results of SSDP for timely disbursements by the JFPs, and (vi) the financing gap in the education sector as per the MTR review of the MTEF.

103. The Joint Secretary highlighted that the government is rolling out various activities including capacity development of federal, provincial and local governments for improving financial management reporting system. He acknowledged the financing need in the sector and assured that the MOF is working with the MOEST to ensure adequate budget for FY 2019/2020 as planned by the SSDP. Regarding the refund of ineligible expenditures of SSRP (other than those related to school construction), the Joint Secretary agreed to refund the amount on a pro-rata basis to JFPs by 15 July 2019. The Joint Secretary advised the MOEST to develop a clear plan to resolve the audit observations related to school construction in close coordination with the MOF and the MOFAGA.

104. **Planning for Post-SSDP:** The remaining period of the SSDP will be used to strengthen institutional readiness for the planning and implementation of the education sector plan at the PG and LG levels. Simultaneously, preparations for the development of a new education sector plan as a follow-on to the SSDP in July 2021 will be initiated. The draft TOR will be shared with JFPs by 30 September 2019. The TOR will then be further discussed and agreed at the upcoming Joint Review Mission of the SSDP in November 2019.

105. **Technical Assistance:** Technical assistance to the SSDP implementation is coordinated by the Technical Support Unit (TSU). The mobilization and management of the TA is done based on MOEST's Common Framework for Technical Assistance (SSDP TA Framework). The Program Management, Coordination and Technical Support Team (SSDP TA Team) has been mobilized through the ADB-EU co-financing to strengthen the system capacity for policy implementation, program management and monitoring and knowledge management. Likewise, an External Monitoring, Review and Evaluation Team has been mobilized to undertake mid-term evaluation, annual fiduciary reviews and the final external evaluation of the SSDP. Technical assistance to strengthen the Government's capacity for the public financial management of the school education sector has been mobilized through the ADB-Norway co-financed Fiduciary Management Support Team, and the USAID supported Public Financial Management Development Grant (ESPDG) for the adaptation and revision of the SSDP. Based on the understanding that the LEG will initiate planning for a new education sector plan post-SSDP: (i) UNICEF will seek approval from GPE to revise the ESPDG timeline and budget; and (ii) JFPs will identify appropriate assistance to support the development of the new plan.

106. **Observations of LGs:** The meeting was informed by presentations made by the Birendranagar Municipality in Surkhet (Karnali Province) and the Bideha Municipality in Siraha (Province 2). Both presentations reflected on how the municipalities use the SSDP PRF and EMIS data for the development of their municipal education sector plan and budget for the FY 2019/2020. The presentations showed different scenarios in terms of the progress made against the SSDP PRF targets, highlighting the need for disaggregation of these targets to reflect appropriate expected progress by local governments taking into account their context, baseline, institutional capacity and resource envelope. Both the municipalities provided a frank overview of the challenges faced and emphasized the need for appropriate human resources and instruments to utilize data in the planning process. The Mayor of Province 2 municipality further highlighted the challenges in terms of coordination and cooperation within the education sector, due to political differences, as well as across sectors to allow for holistic planning and implementation.

107. **Reflections by Civil Society Organizations (CSO):** Presentations were made by the CSO networks within the LEDPG. The Association of International NGOs (AIN) shared that the 27 members within the AIN-Education Working Group have actively engaged with over 9,600 schools in 451 LGs on strengthening institutional capacity to develop, budget, implement and monitor their education plans. In addition, the National Campaign for Education stated that its network has supported 104 LGs in preparing local education acts and advocated for adequate financing for education at all levels. The Mission appreciated the contributions of CSOs towards ensuring adequate capacity at the local level for implementation of the SSDP and suggested for further mapping of best practices to inform the development of the SSDP toolkits and ESIPs.

K. Key Issues

108. The Mission noted that several issues need to be resolved in order to facilitate the full implementation of the SSDP in the remaining period as planned. These include:

- **Refund of ineligible expenditures from previous program SSRP:** The Government is yet to refund the JFP share of ineligible expenses incurred during the final year of the SSRP, which was also raised in the previous missions, including the Joint Review Mission that was held in November 2018.
- **Audit observations for FY 2017/2018:** There is an urgent need to develop internal control measures in LGs and Schools. The audit observations for FY 2017/2018 have increased both in amount and nature. There is substantial increase particularly on excess payment of teachers' salaries and on uncompleted work. Other audit observations, which were not raised earlier, are on non-compliance of guidelines with regard to disbursements on model school master plan, mid-day meals, teaching learning and incentive grants and scholarships to students.
- **Timely tabling of the Federal Education Act:** Timely promulgation of the Federal Education Act is an urgent priority for the effective functioning of the three-tier governance system including clarity on teacher management and implementation arrangements.
- **Timely programmatic and financial reporting of SSDP:** The changes in implementation arrangement has affected timely submission of the status and flash reports and expenditures, leading to potential delays in JFPs disbursements.
- **Provision of adequate and trained staff at all levels:** Lack of adequate staff due to adjustments in the civil service to align with the federal structure, and the technical capacity of the redeployed staff has hampered the implementation of core SSDP activities.
- **Delayed submission of Year 2 DLI achievement and verification reports:** This has led to delays in disbursement of planned allocations in the amount of US\$ 42 million.
- **Financing gap in the education sector:** Historically, the ASIP/AWPB has not matched the projected annual costs for SSDP, and currently there is a financing gap of US \$136 million for the remaining two years of SSDP.

L. Conclusion and Follow-up Actions:

109. The MTR Mission acknowledged the progress made in the KPIs, PRF, and DLIs indicators towards achieving the SSDP vision to contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation. Despite the immense changes to governance structures resulting from the ongoing implementation of federalism, the Mission found that the SSDP vision, outcomes and objectives remain valid. The Mission noted that, whilst the transition to federalism has provided immense opportunity for improved service delivery, there are significant implementation challenges for the consistent provision of quality school education. SSDP activities related to quality enhancement, such as teacher professional development, pedagogical support, supervision and monitoring, have been disrupted as old structures have been dismantled and new ones are yet to be in place fully. The Mission therefore reiterated the need for strong contingency measures to continue uninterrupted service delivery in the changed context.

110. The Mission has reached the following conclusions and agreed actions:

S.N.	Action	Completed by	Responsibility	Reference Paragraph
1	Submission of revised final draft of the MTR External Evaluation Report.	22 May 2019	MTR Team	6
2	Submission of final of the MTR External Evaluation Report.	30 June 2019	MTR Team	6
3	Uploading of the final MTR Report on the MOEST website	15 July 2019	MOEST	6
4	Submission of achievement and verification reports of remaining Year 2 DLIs	15 June 2019	MOEST/CEHRD	21
5	Confirm revisions to the SSDP PRF, DLIs and Implementation Arrangements	30 June 2019	MOEST/LEDPG	21
6	Send request letter through MOF for revisions in bilateral agreements and JFA	30 July 2019	MOEST	85
7	Share addendum to the Aide memoire reflecting revisions in the KPI, PRF, DLI and implementation arrangements	31 August 2019	JFPs	11, 21 and 83
8	Share revised ASIP/AWPB with the JFPs	30 June 2019	MOEST	88
9	Share draft version of the PIM for FY 2019/2020	5 July 2019	CEHRD	88
10	Share draft TOR for the development of the post-SSDP	30 September 2019	CEHRD	105
11	Finalize SMF and disclose in CEHRD website along with updated EMF.	30 June 2019	CEHRD	81
12	Translation of EMF and SMF in Nepali	31 July 2019	CEHRD	81
13.1	DLI 1 CDC developed NEGRP materials available in the market in the 4 additional districts	30 June 2019	CDC	24
13.2	Teacher and HT training on NEGRP completed	15 July 2019	CEHRD	24
14	DLI 2 Confirmation of schools to be provided with activity-based kits and e-learning resources, including delivery mechanism	15 June 2019	CEHRD	29
15.1	DLI 3 Share achievement report on Time Spent Teaching	15 September 2019	CEHRD	32
15.2	Share the list of 1,000 Basic and 500 Secondary Schools (excluding model schools) that have full complement of Mathematics, Science and English teachers	15 June 2019	CEHRD	33
15.3	Redeploy and rationalize teacher positions as per the revised plan	15 July 2019	CEHRD	35

S.N.	Action	Completed by	Responsibility	Reference Paragraph	
16	DLI 4	Disseminate summary of results of grade 11 and 12 by subject through various means such as uploading to NEB and MOEST websites.	5 June 2019	NEB	40
17	DLI 5	Share the Master Plans for 100 schools, confirming the provision of full-time HT and subject teachers endorsed by the PSC	30 May 2019	CEHRD	45
18	DLI 6	Share with the JFPs the baseline data of OOSC in the additional five districts	15 June 2019	CEHRD	49
19.1	DLI 7	Share IVA Report on Pro-Poor Targeted Scholarship for grade 11 in 15 districts	30 May 2019	CEHRD/CERID	52
19.2		Share achievement report on Pro-Poor Targeted Scholarship for grade 9 and 11 in 25 districts with JFPs	5 August 2019	CEHRD	53
20.1	DLI 8	Share the achievement report on school blocks retrofitted	30 September 2019	CEHRD	57
20.2		Share achievement report on thematic study on CSS	15 September 2019	CEHRD	58
21	DLI 9	Endorsement of Financial Management Action Plan	30 November 2019	MOEST	61
22.1	DLI 10	Share EMIS verification report with JFPs	15 July 2019.	CEHRD/CERID	76
22.2		Share the achievement report on web-based EMIS	15 October 2019	CEHRD	75

Annexes

Core

- Annex 1:** 2019 Combined Mission ToR
- Annex 2:** List of participants during the Mission
- Annex 3:** Mid Term Review TOR
- Annex 4:** Proposed Revisions to the Program Results Framework (Draft)
- Annex 5:** Proposed Revisions to the DLI (Draft)
- Annex 6:** Proposed Revision to the Program Action Plan
- Annex 7:** Field Visit Report

Supplementary

- Presentations Day 1**
- Presentations Day 2**
- Presentations Day 3**
- Presentations of the PRF/DLI review by TWGs**

Annex 1: 2019 Combined Mission ToR

Terms of Reference

Combined Mission (Mid-term Review Mission and 2019 Budget Review Meeting)

School Sector Development Plan

13 – 17 May 2019, Kathmandu, Nepal

I. Introduction

1. The School Sector Development Plan (SSDP; FY2016/17–FY2022/23) is a long-term strategic plan of the Government of Nepal (approved in 2016) aiming to increase participation of all children to a quality school education by focusing on strategic interventions and new reform initiatives to improve the equitable access, quality, efficiency, governance, management and resilience of the education system. The Ministry of Education, Science and Technology (MOEST) is the executing agency and the Centre for Education and Human Resource Development (CEHRD) is the implementing agency of the SSDP under the Sector Wide Approach (SWAp).

2. The SWAp is supported by ten Joint Financing Partners (JFPs)¹, which have committed their funding support through a Joint Financing Arrangement (JFA). In addition to this, the SWAp is supported through other Development Partners, including International/National Non-Governmental Organizations (I/NGOs) that are members of the Local Education Development Partner Group (LEDPG). As provisioned in the JFA, MOEST and JFPs will hold a Mid-term review (MTR) and 2019 Budget review Meeting (BRM) from 13 May 2019 to 17 May 2019. This terms of reference (TOR) has been developed to encompass both missions with Part 1 as the MTR mission and Part 2 as the 2019 BRM. The combining of mission will allow the incorporation of MTR recommendations while planning and budgeting for FY 2019/20. As customary and in the interest of upholding good practices of effective coordination, key agencies supporting SSDP outside the JFA framework will also participate in the joint mission to review and discuss key sector issues.

II. Combined Missions

3. **Part I: MTR Mission.** The MTR mission will discuss key findings, issues and recommendations made by the external MTR review team. It will review the SSDP implementation progress, achieving results related to outcome and outputs. It will also review efficiency and effectiveness in achieving the plan goals and their sustainability. The major objectives of the SSDP MTR Mission are as follows:

- (i) Based on MTR evaluation report, identify, discuss and confirm key issues and findings, and agree on remedial measures to accelerate progress or adjust strategic interventions in areas where results have not been achieved as envisioned in the SSDP to meet its objectives and targets on time.
- (ii) Review and confirm implementation arrangements for SSDP in line with the new federal structure.
- (iii) Endorse changes to be made to SSDP relating to Program Results Framework (PRF), Disbursement Linked Indicators (DLIs), implementation period and program reporting requirements.
- (iv) Review and update the timeline for revision of the SSDP, bilateral agreements of each JFPs, and the JFA.

4. The documents to be presented and discussed are as follows:

¹ Asian Development Bank, European Union, Finland, Global Partnership for Education, JICA, Norway, UNICEF, USAID, REACH and World Bank

- (i) Draft final report of the MTR evaluation.
- (ii) Draft revision of PRF.
- (iii) Draft revision of DLI matrix.

5. **Part II: 2019 BRM.** The 2019 BRM will discuss the proposed budget for 2019/2020, and review implementation progress of 2018/2019 work program and budget. The major objectives of the 2019 BRM are as follows:

- (i) Review draft FY 2019/20 annual work plan and budget and provide necessary recommendations in line with changes agreed as part of the MTR.
- (ii) Review progress towards implementation of year 3 (FY 2018/2019) program, budget, DLIs and KPIs.
- (iii) Assess and confirm the achievement of any Year2 (FY 2017/2018) DLIs not verified in the previous DLI review during 2018 November Joint Review Meeting (JRM) by the JFPs.
- (iv) Review progress on fiduciary, social and environment safeguards including financial management of SSDP including financial monitoring reports and audited financial statement of FY2017/18 and assess progress made in reconciling audit observations for both SSRP and SSDP.

6. The documents to be presented and discussed are as follows:

- (i) Draft ASIP and AWPB of FY2019/2020.
- (ii) DLI achievement and verification reports.
- (iii) Audited financial statement of FY2017/2018.
- (iv) Second Trimester FMR of FY2018/2019.

III. Representation

7. The MOEST will invite the following for the combined mission.

- (i) National Planning Commission (NPC), Ministry of Finance (MOF), Financial Comptroller General's Office (FCGO), Office of the Auditor General (OAG), Ministry of Federal Affairs and General Administration (MOFAGA) and Ministry of Women, Children and Senior Citizen.
- (ii) Representatives from Central Level Agencies of MOEST including National Examination Board (NEB), Teacher Service Commission (TSC), Council for Technical Education and Vocational Training (CTEVT).
- (iii) Representatives from provincial ministries and local governments that oversee education.
- (iv) Representatives from association of local governments.
- (v) Members of the Local Education Group.
- (vi) Representatives from National Natural Resources and Fiscal Commission , the National Language Commission, the National Dalit Commission, National Women Commission, National Inclusion Commission, Adibasi Janjati Commission, Madheshi Commission, Tharu Commision, Muslim Commission, National Federation of Indigenous Nationalities, National Information Commission and Federation of People with Disabilities.
- (vii) Representatives from Confederation of Nepali Teachers, School Management Committees, Nepal National Guardian Association, and Community School National Network.
- (viii) Representatives from academic and research institutions, such as the Kathmandu University School of Education and the Tribhuvan University (TU) Research Centre for Education Innovation and Development.

- (ix) Representatives of the Central Level Program Implementation Unit (CLPIU) National Reconstruction Authority (NRA).

IV. Outputs of the Combined Mission

8. The outcomes of the combined mission will be recorded in an Aide Memoire which will be drafted by the JFPs in accordance with the JFA and endorsed by the MOF. This will be published on the MOEST website.

V. Field Visit

9. Joint field trips will be organized from 5 May to 8 May 2019, week prior to the Combined Mission. Participants in the field visits will include government and members of the LEDPG. The field visit TOR will be developed separately.

VI. The Combined Mission Proceedings

10. The following is the detailed Mission proceedings and agenda

Combined Mission

Date	Activities
30 March 2019	MTR Evaluation Team to share first draft MTR Report
9 April 2019	Comments and feedback from the government and LEDPG on the draft MTR Report
16 April 2019-10 May 2019	Government to share initial draft FY2019/2020 ASIP/AWPB, Audited program report FY 2017/2018 and second trimester FMR FY 2018/2019
25 April 2019	MTR Evaluation Team to share revised draft MTR Report
30 April 2019	Government and LEDPG provide comments to focal point on MTR report
1 May 2019	Finalization of all comments by focal point for submission to MTR team and the government
9-16 April 2019	Working sessions with TWGs
16 April 2019 (1:00 PM– 5:00 PM)	Plenary session where the outcomes of the discussion in TWG sessions is presented
18 April 2019 and 19 April 2019	JFPs separate session to discuss proposed changes to PRF, DLIs, implementation arrangements and reporting requirements
26 April 2019 and 27 April 2019	JFPs and government session to discuss preliminary proposed changes to PRF, DLIs, implementation arrangements and reporting requirements
5– 8 May 2019	Joint field visit to Province 2 and Province 6

Date	Activities
<p>13 May 2019</p> <p>08:00-9:00</p> <p>9:00-11:00</p> <p>11:00-11:15</p> <p>11:15-11:45</p> <p>11:45-12:15</p> <p>2:15-12:45</p> <p>12:45-13:45</p> <p>13:45-15:15</p> <p>15:15-15:45</p> <p>15:45-16:00</p> <p>16:00-16:30</p> <p>17:30</p>	<p>Venue: Hotel Yak and Yeti</p> <p><input type="checkbox"/> Breakfast and Registration</p> <p>Opening Session</p> <p><input type="checkbox"/> Welcome by Mr. Baikuntha Aryal, Joint Secretary, Planning and Monitoring Division</p> <p><input type="checkbox"/> Remarks by DP Focal Point, Mr. Mukhtor Khamudkhanov, ADB</p> <p><input type="checkbox"/> Opening Remarks by Mr. Khagaraj Baral, Secretary, MOEST</p> <p><input type="checkbox"/> Presentation on major findings of the MTR evaluation by the Evaluation Team</p> <p>Tea/Coffee</p> <p><input type="checkbox"/> Presentation on quality aspects of SSDP based on the MTR evaluation by Evaluation Team</p> <p><input type="checkbox"/> Presentation on equity aspects of MTR evaluation by Evaluation Team</p> <p><input type="checkbox"/> Discussion on the presentations made by the Evaluation Team</p> <p>Lunch</p> <p><input type="checkbox"/> Presentation on economic(costing) aspects of SSDP based on the MTR evaluation by Evaluation</p> <p><input type="checkbox"/> Presentation on governance aspects of SSDP based on the MTR evaluation by Evaluation Team</p> <p><input type="checkbox"/> Tea/Coffee</p> <p><input type="checkbox"/> Discussion on presentations made by the Evaluation Team</p> <p><input type="checkbox"/> Joint Reception- Hosted by MOEST & ADB (Hotel Yak and Yeti)</p>
<p>14 May 2019</p> <p>9:30-12:15</p> <p>9:00 - 9.30</p> <p>9:30 – 10:30</p> <p>10:30-11:00</p> <p>11:00-11:30</p>	<p>Venue: MOEST, Singha Durbar</p> <p>Morning Session</p> <p><input type="checkbox"/> Tea/Coffee</p> <p><input type="checkbox"/> Announcement of Aide Memoire team</p> <p><input type="checkbox"/> Discussion on key conclusions and recommendations of MTR and way forward by the Evaluation Team</p> <p><input type="checkbox"/> Sharing of good practices and observations from joint field visits</p>

Date	Activities
11:30 – 12:15	<input type="checkbox"/> Briefing from selected LGs
	<input type="checkbox"/> Discussion and confirmation on draft PRF by DG, CEHRD
12:15-13:00	<input type="checkbox"/> Lunch
13:00-17:00	Afternoon Session
13:00-13:45	<input type="checkbox"/> Discussion and confirmation on draft DLIs by DG, CEHRD
13:45-14:30	<input type="checkbox"/> Discussion on review and confirmation on revised implementation arrangements in line with federalization including discussion on the progress of actions outlined in the Transitional Plan by Joint Secretary, Planning and Monitoring Division, MOEST
14:30-15:15	<input type="checkbox"/> Discussion on timeline for SSDP revision, ongoing loan and grant restructuring and the JFA revisions by DDG CEHRD (Planning and Monitoring Division)
15:15-16:15	<input type="checkbox"/> Presentation and discussion on ASIP/AWPB for FY 2018/19 by Director, Planning and Monitoring Section of CEHRD
16:15-17:00	<input type="checkbox"/> Briefing with the Minister of Education, Science and Technology and JFPs HoMs/HoAs at Minister's chamber
15 May 2019	Venue: CEHRD, Sano Thimi
09:00-9:30	<input type="checkbox"/> Tea/ coffee
9:30-13:00	Morning Session
9:30 -9:45	<input type="checkbox"/> Opening and welcome remarks by CEHRD Director General
9:45-10:30	<input type="checkbox"/> Discussion on Year 3 progress against DLIs and the PRF and confirmation of the Year 2 DLIs including IVA by Director, Planning and Monitoring Section of CEHRD
10:30 -11:30	<input type="checkbox"/> Discussion on Audited Report, FMRs, Draft FMAP, ineligible expenditures by Director, Finance and CEHRD
11:30 – 12:00	<input type="checkbox"/> Discussion on program actions, social and environment safeguards
12:00- 12:30	<input type="checkbox"/> Sharing of INGOs AIN and NCE in the implementation of SSDP and future implementation of their programs based on MTR recommendations
12:30-13:30	<input type="checkbox"/> Lunch
15:00-16:00	Afternoon Session

Date	Activities
15:00-16:00	<input type="checkbox"/> Meeting of JFPs with the MoF Joint Secretary, MOFAGA, FCGO and OAG
16 May 2019	Preparation and circulation of Aide Memoire (JFPs Aide Memoire team) by 13:00 hrs. Feedback to be received by 17:00 hrs.
17 May 2019	
09:00-13:00	<input type="checkbox"/> Separate AM discussions of LEDPG and the government
13:30-14:30	<input type="checkbox"/> Joint meeting of the government and JFP AM team.
14:30-15:00	<input type="checkbox"/> Tea/Coffee
15:00-16:00	Closing of Combined Mission
16:00-16:30	<input type="checkbox"/> Review of the AM jointly
16:30-17:00	<input type="checkbox"/> Wrap-up at MOEST to be chaired by the Secretary with presentation of Key findings and agreed actions of AM. Joint Secretary, Planning and Monitoring Division, MOEST
16:30-17:00	<input type="checkbox"/> Closing remarks by Secretary for MOEST Mr. Khagaraj Baral and DP Co-focal Point Ms. Amy Tohill-Stull

Annex 2: List of participants during the Mission

S.N.	Name	Position/Designation	Organization
1	Mr. Khagaraj Baral	Secretary	MoEST
2	Mr. Baikuntha Aryal	Joint Secretary	MoEST
3	Mr. Kul Bahadur Phadera	Under Secretary	MoEST
4	Mr. Jaya Prasad Acharya	Under Secretary	MoEST
5	Mr. Dil Nath Puri	Under Secretary	MoEST
6	Mr. Yadab Chandra Niraula	Under Secretary	MoEST
7	Mr. Gopal Narayan Shrestha	Section Officer	MoEST
8	Ms. Mina Regmi Poudel	Section Officer	MoEST
9	Mr. Yadav Prasad Acharya	Section Officer	MoEST
10	Dr. Dhruva Raj Regmi	Under Secretary	MoEST
11	Dr. Bhojraj Kafle	Under Secretary	MoEST
12	Mr. Yubaraj Dahal	Section Officer	MoEST
13	Ms. Sunita Maharjan	Computer Operator	MoEST
14	Ms. Freya Perry	Policy Advisor	MoEST/UNICEF
15	Mr. Babu Ram Paudel	Director General	CEHRD
16	Mr. Chudamani Poudel	Deputy Director General	CEHRD
17	Mr. Deepak Sharma	Deputy Director General	CEHRD
18	Mr. Khagendra Dahal	Under Secretary (Finance)	CEHRD
19	Mr. Ghanshyam Aryal	Director	CEHRD
20	Mr. Shankar Bahadur Thapa	Director	CEHRD
21	Mr. Ram Kumar Singh	Director	CEHRD
22	Mr. Prahalad Aryal	Director	CEHRD
23	Mr. Dinesh Ghimire	Director	CEHRD
24	Ms. Parba Sapkota	Director	CEHRD
25	Mr. Uttar Parajuli	Director	ERO
26	Mr. Arjun Dhakal	Section Officer	CEHRD
27	Ms. Padma Sapkota	Section Officer	CEHRD

S.N.	Name	Position/Designation	Organization
28	Mr. Ramchandra Timitshina	Section Officer	CEHRD
29	Mr. Chandra Bdr. Shrestha	Technical Officer	CEHRD
30	Mr. Tek Narayan Pandey	Director General	ERO
31	Ms. Dipshikha Gurung	Consultant	ADB
32	Mr. Mukhtor Khamudkhanov	Country Director	ADB
33	Ms. Smita Gyawali	Sr. Project Officer	ADB
34	Mr. Jaya Upadhyay	Consultant	ADB
35	Mr. Rajan Acharya	Project Analyst	ADB
36	Mr. Janardan Nepal	Consultant	ADB
37	Mr. Pramod Bhatta	Consultant	ADB
38	Mr. Nanda Sharma	Consultant	ADB
39	Ms. Unika Shrestha	Young Professional	ADB
40	Ms. Uzma Hoque	Sr. Social Sector Specialist	ADB
41	Ms. Chhaya Jha	Consultant	ADB
42	Mr. Kamal Raj Devkota	Researcher	CERID/TU
43	Mr. Ian Attfield	Senior Advisor	DFID, UK
44	Ms. Indra Gurung	Special Advisor	Embassy of Finland
45	Ms Zane Pete	Deputy Head	EU
46	Ms. Bandana Thapa	Program Manager	EU
47	Mr. Joan Casanova	Programme Manager	EU
48	Mr. H.E. Mr. Pertti Anttinen	Ambassador	Finland
49	Ms. Kati Bhowe	HOC/Counsellor	Finland
50	Mr. Kentaro Yokota	Senior Representative	JICA
51	Mr. Krishna Lamsal	Program Manager	JICA
52	Ms. Yukiko Okugawa	Education Specialist	JICA/CEHRD
53	Mr. Ram Gaire	Program Manager	NCE Nepal
54	Mr. Jagadish Bhattarai	Team Member	PFM TA Team
55	Ms. Kamla Bisht	Sr. Advisor	Norway

S.N.	Name	Position/Designation	Organization
56	Ms. Edle Hamre	Deputy Head of Mission	Norway
57	Ms. Emile E. Johanson	Intern	Norway
58	Mr. Bhava Nath Dahal	Team Member	PFM TA Team
59	Mr. Jagadish Bhattarai	Team Member	PFM TA Team
60	Mr. Jimi Oostrum	Education Specialist	UNICEF
61	Ms. Marilyn Hoar	Chief Ed.	UNICEF
62	Mr. Purushottam Acharya	Education Specialist	UNICEF
63	Mr. Dipu Shakya	Education Specialist	UNICEF
64	Ms. Lyndsay McLaurin	Education Specialist	UNICEF
65	Ms. Amy Tohill-Stull	Mission Director	USAID
66	Ms. Shannon Taylor	Deputy Director Education	USAID
67	Ms. Jannie Kwok	Ed. Director	USAID
68	Ms. Laura Parrott	Education Specialist	USAID
69	Mr. Uddhav Bhandari	Program Manager	USAID
70	Ms. Jayanti Subba	Program Manager	USAID
71	Mr. Manoj Kumar Sah	Program Policy Officer	WFP
72	Mr. Umesh Chaudhary	Program Policy Officer	WFP
73	Mr. Faris H. Hadad-Zervos	Country Manager	World Bank
74	Ms. Maya Sherpa	Economist	World Bank
75	Mr. Mohan Prasad Aryal	Sr. Edu. Specialist	World Bank
76	Ms. Rashmi KC	Consultant	World Bank
77	Ms. Helen Sherpa	Country Director	World Education
78	Mr. Balaram Timilsina	Chief Education	UNESCO
79	Ms. Anna Karin Malla	Education Expert	UNESCO
80	Mr. Keshab Pani	Chairman	CAN
81	Mr. Deepak Dulal	Program Manager	AIN/GNI
82	Ms. Laxmi Paudyal	Education Advisor	AIN/Save The Children
83	Mr. Suprabhat Bhandari	Chairperson	Nepal Guardian's Federation

S.N.	Name	Position/Designation	Organization
84	Mr. Bechan Das	Mayor	Bideha Municipality, Dhanusha
85	Ms. Mohan Maya Dhakal	Deputy Mayor	Birendranagar Municipality
86	Mr. Deependra BikramThapa	Deputy Team Leader	SSDP TA Facility
87	Mr. Eigil Rasmussen	Team Leader	SSDP TA Facility
88	Mr. Deergha Narayan Shrestha	Co-ordinator	SSDP TA Facility
89	Mr. Sudarshan Shrestha	Consultant	SSDP TA Facility
90	Mr. Sujan Kafle	MTR Team Member	FBC
91	Dr. Damodar Khanal	MTR Team Member	MTR Team Member
92	Mr. Bharat Bilas Pant	MTR Team Member	MTR Team Member
93	Mr. Nelly Dolidze	MTR Team Member	Sofreco
94	Ms. Helene Bessieres	MTR Team Member	Sofreco

Annex 3: Mid Term Review TOR**NEPAL: SCHOOL SECTOR DEVELOPMENT PLAN
MID-TERM REVIEW
TERMS OF REFERENCE****A. Background**

1. The School Sector Development Plan (SSDP; FY2016/17–FY2022/23) is a 7-year strategic plan of the Government of Nepal aimed at increasing the participation of all children to quality school education by focusing on strategic interventions and new reform initiatives to improve equitable access, quality, efficiency, governance, management and resilience of the education system. The Ministry of Education, Science and Technology (MOEST) is the Executing Agency and the Center for Education and Human Resource Development (CEHRD, previously the Department of Education) is the Implementing Agency of the SSDP under the Sector Wide Approach (SWAp). The SWAp is supported by ten Joint Financing Partners (JFPs)¹, which have committed their funding support through a Joint Financing Arrangement (JFA). The JFPs are financing the SSDP through results-based and program-based financing. A set of mutually agreed Disbursement-Linked Indicators (DLIs) and the SSDP program results framework are the basis for triggering JFPs' disbursements to the SSDP. In addition, a number of other development partners, including I/NGOs that are members of the Local Education Development Partner Group (LEDPG) and Consortium of Civil Society Organizations (CSOs) support the SSDP.

2. The institutional arrangements for SSDP implementation have undergone significant change after the promulgation of the federal constitution in 2015. With the new system of Federal Government, the authority for the majority of functions related to basic and secondary education service delivery has been devolved to the local government. As a result, all aspects of SSDP implementation have been fundamentally affected, including those of physical and financial monitoring and reporting arrangements. The nature of overall system risks to the plan has also changed subsequently. Whilst the SSDP design was cognizant of such forthcoming changes, federalism was not incorporated in the program implementation arrangements since the details of such institutional restructuring were not yet known at the time of design and approval of the plan.

3. It is in this context that the mid-term review (MTR) of the SSDP is being conducted. The MTR covers the first 5 years program of the 7-year plan as per the provisions set forth in the JFA and as agreed in the Joint Review Meeting held in November 2018. This Terms of References (TOR) describes the objectives, scope of work and expected outputs and outcomes of the MTR process. It also outlines the overall process and management arrangements of the MTR process that includes (i) the preparation of thematic studies, (ii) conduction of the MTR external evaluation, and (iii) conduction of the Government–LEDPG joint MTR mission of SSDP.

B. Objectives

4. The MTR represents an important opportunity for the MOEST/CEHRD and its LEDPG to objectively assess the progress of SSDP against the objectives and program results framework. It also provides an opportunity to look into operational aspects, such as the implementation arrangements and progress of planned activities, management structures, monitoring and reporting arrangements, as well as to ascertain the capacity of provincial and

¹ The ten JFPs are Asian Development Bank, European Union, Finland, Global Partnership for Education, JICA, Norway, REACH, UNICEF, USAID and the World Bank.

local governments to perform their new responsibilities. The MTR will guide the Government and JFPs to review and restructure the SSDP, their program support, bilateral agreements and the JFA.

5. The overall objective of the MTR is to enhance the prospects of the SSDP in achieving its stated goals and objectives in the changed context of federalism. This will be achieved through a comprehensive review of progress in the key program areas and implementation arrangements that need to be restructured, and identification and agreement on concrete recommendations related to increasing the efficiency and effectiveness of current strategies to improve equity, quality, institutional strengthening and capacity development and program governance, including fiduciary management.

6. The MTR will assess the SSDP progress in: (i) meeting the plan outcomes and results in the areas of equitable access and quality of education as specified in the program results framework; (ii) program budget, expenditure and financing (including updating the fiscal envelope based on current levels of funding commitments, recalculating the plan costs in light of the structural reforms and recent policy changes, and making projections for the remaining years); (iii) use of program funds; (iv) capacity development measures and how they relate to changed implementation structures; and (v) program governance (pertaining to both federal and local level governance). An important focus will be on identification of program areas, including the policy actions and DLI areas that need to be revisited and restructured in the changed context of federalism.

C. Methodology

7. The SSDP MTR process will have three interlinked parts, consisting of (i) thematic studies, (ii) external MTR evaluation report, and (iii) the government-LEDPG joint MTR mission.

8. **Carrying out thematic studies.** These will include studies related to various thematic areas of the SSDP that are currently being/will be carried out/supported by various LEDPGs as identified by and in coordination with the SSDP thematic working groups (TWGs). The leads and co-leads of TWGs will take leadership in coordinating the studies. It is expected that findings of such studies should be available by mid-March 2019. The details are in the Annex 1

9. **External MTR evaluation report.** On the basis of the information from the thematic studies, comprehensive and critical review of the key SSDP and other relevant documents, interactions with all key stakeholders, and field visits to selected sites, the externally hired MTR evaluation team will prepare an SSDP mid-term evaluation report that assesses implementation progress, identifies critical issues that need to be addressed in the changed context, and proposes strategies and time-bound actions to enhance and strengthen SSDP implementation arrangements and performance, including readjustments to the plan as required. In the whole process, the MTR evaluation team will conduct the evaluation in accordance with the Organization for Economic Cooperation and Development's (OECD) Development Assistance Committee (DAC) evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.

10. The MTR external evaluation report will be a critical document for the Government-LEDPG Joint MTR mission of SSDP scheduled for the first two weeks of May 2019. The external evaluation report will be based upon:

- Critical review of SSDP documents including the School Sector Development Plan 2016-2023, annual plans and programs (ASIP/AWPB) and their status reports,

Flash and consolidated reports, financial monitoring reports and audit reports, progress reports of the various central level agencies of MOEST, SSDP Transitional Plan and Roadmap, DLI verification reports, aide memoires of SSDP joint review missions, field visit reports and other relevant documents;

- Audited Financial Statements of the SSDP;
- Review of recent studies related to Nepal's school education, including the report of the National Education Commission, Report of the Committee on Teacher Rationalization, and other relevant reports;
- Review of the thematic studies carried out by the TWGs;
- Field visits to selected provinces, municipalities and schools, representative of the regional diversity of the country and to focus on the strategic issues jointly identified by the JFPs and MOEST/CEHRD at the time of inception of the MTR Evaluation team;
- Consultations and interviews with government officials at federal, provincial and local levels, development partners and teachers' associations, I/NGOs, CSOs involved in the school education, and other stakeholders, including head teachers and teachers, school management committee members and students;
- Mapping of current and emerging structures and accountability practices at the municipal, provincial and federal level and analysis of staffing, including challenges faced by the different levels in the emerging structure;
- Analysis of a sample of municipal education budget execution and EMIS data collection and reporting methodologies/approaches with a special focus on the planning and execution of budget, fund flows to school education, and support for budget execution at the local level;
- Current programmatic and financial progress reporting practices of schools and LGs to provincial and federal entities;
- Consultations and workshops on the preliminary findings, including with local level representatives and beneficiaries.

11. The main output of the MTR evaluation team will be a report that documents the key observations made and substantiates the conclusions and recommendations for improving program efficiency, effectiveness, relevance, and sustainability in each of the focus areas specified in the SSDP program results framework and the DLIs. The report will also include concrete recommendations for program restructuring, accountability measures, implementation roles and responsibilities, and reporting requirement in the changed context of federalism. In addition to the main report, the MTR evaluation team will prepare an executive summary and PowerPoint presentation that includes the key summary of the evaluation report (including the objectives, methods used, observations made, conclusions drawn, and recommendations for improving the efficiency and effectiveness of the SSDP, program restructuring, implementation roles and responsibilities, and accountability measures).

12. The external MTR Evaluation of SSDP will be conducted by Sofreco—mobilized from 13 January 2019.² The composition of the MTR evaluation team is (i) Team Leader /Program Evaluation Specialist–International; (ii) Governance Specialist–International; (iii) Education Economist–International; (iv) Fiduciary Management Specialist –International; (v) Education Evaluation Specialist (quality)–National , (vi) Education Evaluation Specialist (equity)–National, and (vii) financial management specialist–National. The specific methodology for the MTR external evaluation will be developed by Sofreco and agreed during the inception phase (February 2019).

² This firm has been mobilized by ADB through TA 9215, which is jointly funded by EU /ADB financing, to conduct external monitoring, review and evaluation of the SSDP.

13. **Government–LEDPG Joint MTR Mission³.** On the basis of the external MTR Evaluation Report prepared by Sofreco and other relevant documents and information, MOEST/CEHRD and LEDPG will conduct a Joint Review of the SSDP implementation progress, with the aim to sustain progress towards meeting its strategic priorities and results related to outcome and outputs, ensuring plan efficiency and effectiveness and achieving the plan goals. During the review process, the report prepared by the external evaluation team will be reviewed, priority areas of concern discussed, including those related to plan restructuring, and actions that will ensure continued progress and achievement toward SSDP strategic priorities and programs agreed with time-bound corrective measures as required. These adjustments will be summarized in a joint Aide-memoire prepared by the JFPs as per the JFA with the consequent incorporation of these changes in the preparation of upcoming annual plans as well as revised program document as applicable.

14. The Government–LEDPG joint MTR Mission will take place in the second week of May 2019. It will comprise:

- Inception meeting in which all stakeholders including the National Planning Commission, other sectoral ministries, various national commissions, representatives of provincial and local governments, I/NGOs, teacher associations, other stakeholder organizations, and the press will be invited and during which key issues that the review will focus on will be agreed;
- Field visits during which special attention will be paid to the agreed issues of focus;
- Preparation of field visit reports;
- Thematic meetings with MOEST/CEHRD officials, LEDPG representatives, and other stakeholders on focus issues;
- Preparation of a draft joint aide-memoire;
- Presentation of final joint aide memoire during a wrap-up meeting.

15. The Government–LEDPG joint field visits will take place for the first week of May 2019, and the field visit reports are expected to be available by the second week of May 2019. The Government–LEDPG joint MTR mission, including thematic discussions and aide-memoire drafting, will take place in the second week of May 2019. The TOR for the Joint MTR Mission will be separately developed by February 2019 and be subsequently annexed to this MTR TOR.

D. Management of the SSDP MTR Process

16. At the overall level, the SSDP MTR process will be managed by a MTR Joint Review Coordination Committee. The Coordination Committee will be entrusted with the overall responsibility for ensuring a smooth process that will produce relevant and implementable recommendations for the SSDP implementation in the remaining years of the plan. The Coordination Committee consists of representatives from MOEST/CEHRD (including CLAs) and JFPs. The Coordination Committee comprises of 9 representatives nominated by the JFPs and the MOEST. Its primary role is to provide quality assurance for the MTR process and ensure the achievement as outlined in the TOR is met.

E. Timeline

17. The MTR process is divided into several interlinked phases (see Table below). The phases have been designed with a view to ensure that key MTR findings are clearly substantiated, explained and fully understood by all stakeholders; and that the same

³ The Budget Review Meeting of 2019 will be combined with the MTR mission with a dedicated session to review budget of FY2019-2020, confirmation of achievement of remaining year 2 DLIs, and audited program account of FY 2017-2018.

stakeholders are fully involved in the identification of appropriate strategies to address key issues including those related to plan restructuring so as to increase the efficiency and effectiveness of SSDP. The aim of this participatory process is to maximize the chances of MTR recommendations being owned and implemented.

Phase	Deadline
Preparation: <ul style="list-style-type: none"> - Draft and agree on MTR TOR - Identify thematic studies being/need to be conducted, and the JFPs/LEDGPs responsible for such studies - Recruit external MTR evaluation Team (Sofreco) 	31 January 2019 31 January 2019 Done
Thematic Studies: <ul style="list-style-type: none"> - Collect data and information for the identified thematic studies - Analyze data and formulate key initial findings - Prepare and submit Reports to the MTR Coordination committee 	15 March 2019
MTR External Evaluation: <p>Inception</p> <ul style="list-style-type: none"> - Agree on methods, work plan and process to be followed as per the TOR for the firm - Agree on the key issues to be covered and develop tools/key questions to be responded to by interactions with key stakeholders. - Approval of the inception report <p>Data Collection and Analysis</p> <ul style="list-style-type: none"> - Conduct interviews and surveys with key stakeholders including field visits to the selected districts as per the agreed methodology - Carry out review according to terms of reference - Code and analyze data collected from field interviews and interviews with other key stakeholders - Present, explain, substantiate initial key findings based on data to stakeholders and facilitate stakeholder discussion and analysis of key findings - Scan relevant documentation and literature to verify findings or further substantiate them, if possible <p>Report writing</p> <ul style="list-style-type: none"> - Prepare first draft MTR report - Discuss and get initial feedback to the Joint MTR Coordinating Committee Submit Revised final Draft for wider sharing - Present of the Final Draft - Submit of MTR final Report 	15 February 2019 January-March 2019 Third week of March 2019 Third week of April 2019 During the mid-term Joint Review End of May 2019
MTR Government-LEGDP Joint Review: <ul style="list-style-type: none"> - Review MTR external evaluation report and identify key issues to focus on - Inception meeting - Field visits and field visit reports - Discuss key issues - Confirm key findings and agree on remedial action in thematic group meetings - Prepare and agree on draft joint aide memoire - Finalize joint aide memoire 	First and Second week of May 2019

Thematic studies to be conducted to inform MTR

TWG	Key questions/ Objective of Study	Scope of study	Supported By	Approximate Cost	Completion date
Early Childhood and Education Development (ECED)	Study on (i) Effectiveness of ECED and (ii) effects of merger of community based ECED into schools.	To support building an investment case for quality ECED	UNICEF/GPE	15,000	March 2019
Early Grade Reading (EGR)	Sustainability and Scalability of NEGRP	Assesses EGRP's support to build GON capacity to sustain and scale-up evidence-based reading interventions	USAID	TBD	Preliminary findings by late March
Early Grade Reading (EGR)	To identify the resources needed for nationwide introduction of early grade math.	Costing exercise and mapping of available resources and support	UNICEF/JICA	10,000	March 2019
Equity, Access and Inclusive Education	To strengthen the understanding on the impact and opportunities of the targeted interventions to reduce disparities in access	Desk review and case study	UNICEF/GPE	10,000	March 2019
Equity, Access and Inclusive Education	Inclusive Education review of best practices	To support the finalization of the IE master plan through addressing specific knowledge gaps on IE	UNICEF/Norway	10,000	March 2019
Teacher Management and Professional Development	Teacher Management	A desk study to document consistency of recommendations provided by various studies on teacher management, analyze policy implication and suggest practical recommendation.	ADB	TBD	Preliminary finding by March 15
Appropriate Application of ICT in Education	Use of ICT in education	Develop a ICT strategy	UNESCO	TBD	By 15 March 2019
Disaster Recovery, Risk Reduction & School Safety	Establishing a baseline on implementation of CSS in the education sector	Mapping of non-state actor support to CSS against the CSS minimum package	UNICEF	10,000	March 2019

Annex 4: Proposed Revisions to the Program Results Framework (Draft)
SSDP Programme and Results Framework

Commented [unintown2]: Revisions have been proposed to further strengthen the PRF indicators, and in some cases propose additional indicators based on the increased capacity to report against these for the remaining SSDP implementation period. Overall, it is our understanding that the proposed changes will be classified as minor revisions, as they do not change the goal, objectives or outcomes of the SSDP program. It is important to confirm that the current EMIS can be used to report all proposed revisions in the SSDP PRF.

Intervention logic	Verifiable indicators	Sources of verification	Assumptions
<p>Vision: Develop self-sustainable, competitive, innovative and value-oriented citizens for socioeconomic transformation of the nation</p> <p>Goal: To contribute to socioeconomic development and reduce disparities in the country through the continuous development of its human resources capacity.</p> <p>Purpose: To facilitate all citizens to have the opportunity to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the ongoing federalization of the country</p>	<p>Trends in average, median, maximum and minimum living standards</p> <p>Trends in productivity in economic sub-sectors</p> <p>Trends in unemployment rates</p> <p>Literacy and numeracy rates</p> <p>Average years of education per citizen</p> <p>Disparity of SSPP key performance indicators between provinces</p> <p>Annual work plans and budgets</p>	<p>Population census</p> <p>Sample surveys (NLSS, NDHS)</p> <p>Subject specific studies</p> <p>Economic surveys</p> <p>Education management information system</p> <p>Labour force surveys</p>	<p>Children and adults make use of economic activity (productivity) and standard of living</p> <p>Nepal is highly diverse in terms of geography, culture, socioeconomic status, needs and opportunities</p> <p>Federal state restructuring is undertaken during the SSDP implementation</p>

Objective 1: Basic Education (estimated five-year budget USD 3,782 million)

To promote a rights-based approach to ECED/PPE programmes for developing the physical, socio-emotional, cognitive, spiritual, and moral potential of children below five years, and ensure school readiness.

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To ensure universal access to quality basic education for all 4-12-year-old children
 To ensure student readiness for secondary education with required learning competencies
 To promote life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity
 Complement formal education' by providing alternative and flexible modes of education

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
1.1. Improved equitable access to basic education	GER in ECED/PP	81	82.6	84.3	86.0	87.7	89.4	
	E	81.2	82.8	84.5	86.2	87.9	89.7	0.3 (Baseline)
	G	80.9	82.5	84.2	85.9	87.6	89.3	0.4 (Endline)
Needs-based expansion/rationalization of school-based PPE/ECED/PPPE	NER in ECED/PP	Na	na	na				
	E	Na	na	na				
	G	Na	na	na				
Reduced disparities in school readiness	Basic schools meeting 1/5							
	Primary Minimum							
Free textbooks	% meeting 1/5							
	% meeting 2/5							
Revised scholarship schemes (targeting and amount)								
Targeted provision of midday meals								

Commented [302]: Any targets marked in blue indicate that the targets are not reducing a disparity over the five-year period. The two values in the last column show the increase in disparity

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Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL	
Provision of appropriate learning environment for CwDs	Enabling Conditions (PMECs)								
		% meeting 3/5							
		% meeting 4/5							
		% meeting 5/5							
		T	10.6	9.6	8.6	7.6	6.6	5.0	DL 8
		B	10.8	9.3	8.0	6.9	5.9	5.1	
		G	10.4	9.0	7.7	6.7	5.7	4.9	
		T	136.7	134.7	132.7	130.7	128.8	126.9	
		B	129.8	127.9	126.0	124.1	122.3	120.5	
		G	144.3	142.2	140.1	138.0	135.9	133.9	
		T	93.9	100	100	100	100	100	
		B	94	100	100	100	100	100	
	G	93.9	100	100	100	100	100		
	T	96.6	96.9	97.3	97.6	97.9	98.3		
	B	96.9	97.2	97.6	97.9	98.2	98.6	0.6 (baseline)	

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Commitment (IK3): Recommend EMIS team to ensure targets reduce disparity between boys and girls.

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	G	96.3	96.6	97.0	97.3	97.6	97.9	0.7 (endline)
	T	89.4	91.0	92.5	94.0	95.5	97.0	
	B	89.2						
	G	89.6						
	T	135.4	134.8	130	125	120	115	
	B	130.2						
	G	140.8						
	T	120.1	120.1	118.0	115.0	113.5	112.0	
	B	116.3						
	G	124.1						
	T	76.6	79.5	82.4	86.0	88.7	92.0	
	B	75.9	78.7	81.7	84.7	87.9	91.2	1.5 (baseline)
	G	77.4	80.3	83.3	86.4	89.6	93.0	1.8 (endline)
	T	69.6	72.4	75.4	78.5	81.7	85.0	

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Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	B Basic education cycle completion rate	68.8	71.5	74.5	77.6	80.8	84.1	1.7(baseline)
	G Completion rate	70.5	73.4	76.4	79.5	82.8	86.1	2.0(endline)
	No. of Municipalities districts with targeted interventions for reducing disparities in learning outcomes	Municipalities districts with targeted interventions	5	10	10	80	10	DL18
	Reduced disparities in access, participation and learning outcomes across provinces	Equity index formula approved	Equity index computed for 75 districts	Equity index computed for 7 PGs and 753 LGs	National Equity index score 58%	National Equity index score 66%	National Equity index score 78%	
	T No. of children who receive at least one-year ECED/PP E learning	454,757	473,206	492,404	512,381	533,169	554,799	
	B	233,417	242,887	252,741	262,994	273,664	284,767	12,077 (baseline)
	G	221,340	230,320	239,664	249,387	259,505	270,033	14,734 (endline)

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Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
		by age four						
	No. of ECED/PPE centres established	30,448	30,448	30,948	31,448	32,000	32,000	
	T	194,000	204,094	214,712	225,884	237,636	250,000	
	B	96,806	101,843	107,141	112,716	118,580	124,750	388 (baseline)
	G	97,194						500(ending)
	No. of districts with targeted scholarship scheme	NA	Targeted scholarship scheme developed	Scheme impleme nted in 15 districts	Scheme impleme nted in 50 districts	Scheme impleme nted nationwide	Scheme impleme nted nationwide	DLI 9
	T	648,190	653,115	668,077	663,077	668,114	673,190	
	B	323,447	325,904	328,381	330,875	333,389	335,922	1,296 (baseline)

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	midday meal	324,743	327,210	328,696	332,201	334,725	337,258	1,346 (endline)
	No. of integrated schools to model disability-inclusive education and outreach support/services function with resource classes for CwDs	380	380	380	380	380	380	560
Strategies including major interventions								
Establishment of ECED/PPE in basic education schools								
Revised guidelines for the establishment of new and rationalization of existing ECED/PPE centres, together with minimum standards for establishment and operation								
Establishment of early childhood education and development services where school based ECED/PPE is not available								
Development of guidelines and criteria for establishment of community based ECED/PPE and dissemination of orientation materials/packages for local bodies and parents								
Reduction of schools not meeting minimum enabling conditions								
Need and criteria-based (based on regular survey of L.G technical personnel), construction of classroom blocks and WASH facilities								
Timely printing and distribution of textbooks								
Development and implementation of targeted programmes packages to address equity								

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	<p>Development and use of Equity Index to identify most disadvantaged municipalities and provide them with additional block grants to mainstream out-of-school children and to reduce inequities</p> <p>Revised scholarship schemes (targeting and amount)</p> <p>Development of poverty targeting guidelines and provision of block grants through LGs to schools, based on student numbers and poverty levels. Schools to select needy students based on guidelines</p> <p>Support programs and incentives to strengthen access and participation of targeted groups based on disparities in learning outcomes linked to gender, caste/ethnicity, ability and location</p> <p>Targeted provision of mid-day meals</p> <p>Establishment of gender network and focal points at municipality and school level</p> <p>Remedial support to weaker students in basic (grade 6-8) level</p> <p>Provision of appropriate learning environment for children with special needs</p> <p>Establishment of resource classes in integrated schools with facilities for children with disabilities</p> <p>Special schools for disabled, mainly for deaf students, including grants to partner organizations for operation of schools</p> <p>Appropriate use of ICT to provide need based educational materials to children with visual and hearing impairment</p> <p>Training of ECED/PPE personnel and parents on early detection and basic screening of common disabilities among children</p> <p>Provision of grants to establish quality enabling learning environment within traditional schools</p> <p>Grants for operating traditional schools</p> <p>Training for teachers of basic level traditional schools</p>							

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL I
	<p>Ensuring access to quality education in remote and scarcely populated areas</p> <p>Establishment/operation of mobile schools and multi-grade multi-level (MGML) schools</p> <p>Identification and tracking of out of school children to inform targeted programs</p> <p>Establishment of database on out-of-school children as part of EMIS</p> <p>Target identified out-of-school children at school catchment area level during welcome to school campaign for their (re)entry into basic education</p> <p>Provision of non-formal education programmes for bridging and alternative education to out-of-school children</p> <p>Development of diverse non-formal education packages for out-of-school children aged 7-12 (including special packages for CwOs), and working youths, including bridging courses for re-entry into formal education</p> <p>Standard setting and licensing for non-formal education programme operators</p> <p>Professional development training to non-formal education facilitators</p>							
1.2. Improved quality of basic education Review and update norms and operation	% of grade 1 new entrants with ECED/PIPE experience	T 62.4	64.4	66.5	68.6	70.8	73.0	
		B 62.5	64.5	66.6	68.7	70.9	73.2	0.2(base line)
		G 62.3	64.3	66.4	68.5	70.7	72.9	0.3(endline)

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
guidelines for ECED/PPE centres	% of grade 3 students reading grade level text with fluency and comprehension.	T	29.2	31.2	33.2 14.1	35.2	37.2 15.6	
Development and distribution of appropriate learning materials for ECED/PPE children	Math	T	49.0	51.0	52.0	54.0	56.0	
		B						
		G						
Enhanced parental awareness and engagement in ECED/PPE	Student learning achievement scores (%) in grade 5	T	48.5	50.5	54.0	56.5	59.0	
		B						
		G						
Provision of minimum enabling conditions in schools	Nepali	T	46.0	50.5	54.0	56.5	59.0	
		B						
		G						
Implementation of EGRP and community-based EGRA	English	T	50.0	51.5	53.0	54.5	57.0	
		B						
		G						
Increased % of grade 3 students reading grade level text with fluency and comprehension	Math	T	39.0	43.5	48.0	53.5	55.0	
		B						
		G						
	Nepali	T	51.0	54.0	57.0	60.0	62.0	

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
Curriculum revision, including reduction of subjects, and covering ICT, language and soft skills	(%) in grade 8							
	B							
	G							
	English	Science: 41	43.5	46.5	49.0	52.5	55.0	
	T							
Development and distribution of science, maths and language kits for basic (grade 6-8) levels	B							
	G							
Need and criteria-based (based on regular survey of LG technical personnel) construction of classroom blocks and WASH facilities	No. of school ECED/PPE meeting minimum standards	-	1,500	3,200	5,100	6,500	8,000	
	No. of schools implementing CB-EGRA	0	2,600	3,000	3,000	3,000	3,000	
	No. districts in which NEGRP minimum package is defined and implemented				29	38	60	DLI 1
	Integrated curriculum (Grades 1-3) and textbooks	-	-	-	1	-	-	
	No. of basic schools with access to science,	-	Science, maths and language	1,000	3,000	6,000	10,000	DLI 6

Commented [JK4]: updated to match DU targets

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	maths and language kits		learning kits and teacher guides developed for grades 6-8					
	Development and revision of National Curriculum Framework (NCF), National Qualification Framework (NQF) and National Equivalency Framework (NEF)			NCF revision prepared	Revised NCF approved and integrated curriculum for grade 1-3 developed	NQF and NCF reviewed on compatibility NEF approved and implemented	Revised NCF completed	DLI 2
	Strategies including major interventions							
	Development of minimum standards for ECED/PPE							
	Review and update norms and operation guidelines for ECED/PPE centres, including guidelines for preliminary identification of types of disabilities and special needs							
	Provision of qualified and trained ECED/PPE teachers							

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	<p>Revised qualifications for ECED/PPE facilitators/teachers: All new ECED/PPE facilitators/teachers to have at least grade 10 pass qualification</p> <p>Induction and in-service training: Mandatory one-month training for all ECED/PPE facilitators/teachers, including on the development of Nepali and mother tongue language skills</p> <p>Appointment of ECED/PPE facilitators/teachers (as vacancies arise) and assistant facilitators where needed to match the languages of children in the classes</p> <p>Availability of ECED/PPE teaching-learning materials</p> <p>Development and distribution of appropriate learning materials for ECED/PPE children</p> <p>Adequate provision of teachers across basic education schools and subjects</p> <p>Development of new norms for teacher allocation, and teacher deployment and redeployment to be based on revised norms</p> <p>Development of National Curriculum Framework, curricular revisions and textbooks and materials</p> <p>Integrated curriculum and textbooks for early grades</p> <p>curriculum revision, including reduction of subject, and covering ICT, language, and soft skills</p> <p>Textbook revision in line with new NCF and curriculum</p> <p>Development and distribution of science and maths kits for basic (grade 5-8) levels</p> <p>Implementation of the national early grade reading programme in grades 1-3</p> <p>Printing/procurement and distribution of the early grade reading teaching learning materials for students</p> <p>Printing/procurement and distribution of materials to undertake classroom based early grade reading assessments</p>							I

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	<p>Implementation of CB-EGRA</p> <p>Approval and implementation of Strategic Framework for Languages in Education</p> <p>Development of a strategic framework for languages in education, and classification through Flash of each school by type of languages spoken by students upon entry.</p> <p>Materials support to existing multilingual schools</p> <p>Development of professional development packages and qualifications for teachers</p> <p>Development and implementation of National Teacher Competency Framework and National Framework for Teacher Preparation</p> <p>Revised and additional teacher professional development packages that include early grade reading, Nepali as second language, medium of instruction, multi lingual education, interactive English, soft skills, maths and science, classroom-based assessment and remedial support</p> <p>Capacity development for teachers to use technology based curricular materials development</p> <p>Provision of teaching-learning materials to strengthen interactive approach in teaching</p> <p>Targeted programme to improve acquisition of English including use of interactive methods and equipment</p> <p>Development and distribution of subject-wise interactive, digital learning materials (including e-resources, digital libraries and videos)</p> <p>Equipment support for technology based curricular materials development.</p> <p>Assessment and examination reforms</p> <p>Implement grade 3 National Assessment for Reading and Numeracy</p>							<p>—</p>

Annex 4

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Revision Type/DL
	<p>Implement national assessment of student achievements in grade 5, 8 and 10</p> <p>Develop standardized test items for grade 5 and 8 annual exams, standardized LG level examination at end of grade 8</p> <p>Simplification of continuous assessment system</p>							I

<p>Objective 2: Secondary Education (estimated five-year budget USD 1,727 million)</p> <p>To make students ready for the world of work by developing skilled human resources.</p> <p>To focus on access to education without compromising quality.</p> <p>To provide options and accredited learning pathways for students between technical and general secondary education</p> <p>To strengthen institutional links and transition to higher education</p> <p>To prepare students to uphold and fulfil their civic duties.</p> <p>To introduce programmes to enhance employability</p> <p>To produce skilled and semi-skilled human resource capable of earning decent incomes</p> <p>To produce the human resources required to meet the developmental needs</p>
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Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
2.1. Improved access and equity in secondary education	GER in secondary education (9-12)	T	61.5	66.7	72.3	78.4	85.0		
		B	56.8	56.8	72.4	78.5	85.2	0.2	
		G	56.6	61.4	66.6	72.2	78.3	84.9	0.3
	NER in secondary education (9-12)	T	37.7	40.3	43.1	45.1	49.3	53.0	
		B	37.8	40.4	43.2	46.2	49.4	52.9	0.2
		G	37.6	40.2	43.0	46.0	49.2	52.6	0.3

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
Free textbooks (up to grade 12) for targeted students	Survival rate to grade 10 by cohort	T 37.9 B 37 G 38.9	41 41.2 43.3	45 45.9 48.3	50 51.1 53.8	57 57 59.9	65 63.5 66.7	1.9 3.2
	Survival rate to grade 12 by cohort	T 11.5	13	15	18	21	25	
	% students enrolled in science subjects in grade 11 in community schools	T 3.5 B 5 G 2.1	4.3 6.2 2.6	5.3 7.6 3.2	6.6 9.4 3.9	8.1 11.6 8.3	10.0 14.3 6.0	
Upgrading of secondary schools to secondary schools based on mapping and need								
Provision of at least one secondary school in each constituency providing science subject at grade 11								
Need and criteria -based (based on regular survey of LG technical personnel) construction of classroom blocks and WASH facilities								
Strategies including major interventions								
Develop more targeted programme packages to address disparities in access, participation and learning outcomes in secondary education								
Establish schools in line with eligibility criteria as verified through comprehensive mapping against identified demand								
Increase the number of higher value scholarships for poor and marginalized students (residential and non-residential)								
Provide special schools with facilities (residential) to provide access to children with hearing impairment								
Incentive support to poorest students promoted from grade 8 to grade 9 to continue with secondary education.								
Free textbooks (up to grade 12) for targeted students								

Commented [WU5]: How to ensure that the targeted students have received the textbook?
Who are the targeted students?

Commented [unknown9]: Disaggregate by gender
Commented [WU10]: Disaggregate by gender

Commented [WU6]: Clarification required after further discussion

Commented [WU11]: Verify this based on evidence from AEB data

Commented [WU7]: Increased no. of schools providing science education in grades 11-12, one per each LG

Commented [WU8]: ???

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Remedial support to weaker students (including grade 10 exam coaching)							
	Provision of appropriate learning environment for children with special needs							
	Grants for operating open schools							
	Increased access to secondary education through expansion of services							
	Upgrading of secondary schools to secondary schools based on mapping and need							
	Provision of at least one secondary school providing science subject in grade 11 in each constituency							
	Support for under-achieving schools from subject experts' pool, focusing on science, English and maths subjects							
2.2. Improved quality of secondary education	% of students enrolled in technical subjects in grade 9	T 0.7	1.1	1.7	2.5	3.9	6.0	
		B 0.9	1.4	2.1	3.3	5.0	7.7	0.4
		G 0.5	0.8	1.2	1.8	2.8	4.3	3.4
	Number of students enrolled in technical subjects in grades 9-12	T 9,750			72,540			102,600
Reforms in examination and assessment system		B						
		G						
Strengthened TVE subjects in secondary education								
	No of model schools	-	240	290	340	440	540	DLI

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	No. of community schools offering science subjects in grades 11-12	240	240	290	340	440	500	
	No. of schools receiving Science, Maths and English kits for grades 6-8	-		Science, maths & language learning kits and teacher guides developed for grades 6-8	1000	2000	3,000	
	No. of schools with internet facilities							
	No. of schools receiving activity-based kits for mathematics, science and English language for grades 6-8	NA			1,000	2,000	3,000	DLI
	No. schools establishing internet facilities	NA			1,000	1,000	1,000	
	Strategies including major interventions							

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	<p>Reduction of secondary schools not meeting the Minimum Enabling Conditions</p> <p>PCF non-salary grants for book corners and secondary learning material for schools to achieve the MEC (including targeted students)</p> <p>Need and criteria based (based on regular survey of LG technical personnel) construction of classroom blocks and WASH facilities</p> <p>Timely printing and distribution of free textbooks (up to secondary level for targeted groups)</p> <p>Approval of new secondary teacher positions: phased placement of qualified subject teachers (maths, science and English)</p> <p>Strengthening of enabling learning environment for science and maths at secondary level</p> <p>Construction of libraries and science labs</p> <p>Install science maths/English lab and equipment and library books</p> <p>Develop and distribute textbooks and student learning materials including science/maths kits and video films for secondary level (grade 9 and 10)</p> <p>Revised curriculum, textbooks and teacher guides</p> <p>Develop professional development packages and qualifications for teachers</p> <p>Development and implementation of National Teacher Competency Framework and National Framework for Teacher Preparation</p> <p>Induction training for all new teacher recruits</p> <p>Revised and additional teacher professional development packages that include science, maths and English, head teacher leadership and management, ICT, and remedial support</p>							

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Capacity development for teachers to use technology based curricular materials development							
	Transformation of community secondary schools into model schools							
	No of model schools with separate head teachers, full complement of subject teachers, DRR infrastructure, science lab, ICT learning centre, extra curricula activities, remediation, and enhanced teaching-learning processes							
	Strengthened quality and learning outcomes through competency based revision of curriculum and qualifications							
	Revision of curriculum and textbooks in line with NQF/NVQF, Language, ICT, entrepreneurial skills, competency							
	National Qualification (Vocational) Framework developed and implemented							
	Strengthened TVE subjects in secondary schools							
	Revise curriculum and textbooks for TVE subjects and develop teachers guides and reference materials							
	Training for technical and vocational subject (subjects) teachers							
	Review and development policy guidelines on instructional design to foster entrepreneurial skills and on the job training including apprenticeships							
	Provision of ICT infrastructure and teaching-learning materials for pedagogy							
	Development and distribution of subject-wise e-learning resources (including repositories) for students and teachers							
	ICT pedagogy teaching learning materials preparation with focus on science, math and English							
	Development of portals and websites including e-library							
	Support for computer education to secondary deaf schools							
	Teacher training on the use of ICT in teaching-learning							

Annex 4

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Development of online/offline training courses and materials (focusing on Science, Mathematics and English)							

Annex 4

Objective 3. Literacy and Lifelong Learning (estimated five-year budget USD 69 million)

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
3. Increased functional literacy and reading and learning habits cultivated among youths and adults	Literacy rate 6 years+	T 78d			85		87	KPI
		B						
		G						
	Literacy rate 15-24 years	T 88.6e			92		95	KPI
		B						
		G						
	Literacy 15+ years	T 57f			70		75	KPI
		B						
		G						
Strategies including major interventions								
Increase access to continuous education and literacy programmes								
Implement tailored programme packages for working youth and adolescents								
Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes								
Increased quality of literacy and lifelong learning programmes								
Professional development training for literacy and lifelong learning facilitators.								

Commented [J012]: Clarify what the data source is for these surveys

Objective 4. Teacher professional development (estimated five-year budget USD 129 million)
 To enhance teachers' qualifications and professional competencies to better facilitate student learning processes
 The provision of qualified competent teachers
 Ensure teaching-learning days and that teachers' time on task is in line with government directives and guidelines.
 Maintain high morale and motivation for teaching and learning among teachers and students.

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
4.1. Increased provision of qualified and trained teachers	% of trained ECED/PPE teachers	T NA	10	20	30	50	65	Disaggregation by M/F
		M						
		F						
	% of ECED/PPE teachers with required qualification	T 93.7	94.4	95.0	95.7	96.4	97.0	
		M 92.3	92.9	93.6	94.3	94.9	95.6	2.8 (baseline)
		F 95.1	95.8	96.4	97.1	97.8	98.5	2.9 (endline)
	Basic	T NA			3,000/1,500	-6000	9000	DLI 3

Annex 4

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
	No of trained subject teachers for maths, science, and English	M						Disaggregation by M/F	
		F							
		T			1500		3000		4500
		M							
		F							
	No. schools with complete set of subject teachers	Basic (gr. 6-8)	T NA			1,000	2,000	3,000	DLI 2
		Secondary	T NA			500	1,000	1,500	
	Certification training for basic teachers	Basic	T NA	Revised certification training modules for subject teachers in grades 6-8 & 9-12 developed	9,500	10,700 10,200	10,700 20,900	7,400 28,300	
			M NA		6,116	6,888 13,004	6,888 19,892	4,764 24,656	2,723
		F NA		3,384	2,454,8,292	2,454,8,292	1,697 9,989	14,667	
Secondary		T NA		1,500	3,000	4,500	1,500 7,500		

Commented [2014]: Disaggregated by Basic and Secondary. Adjustments need to be made to EMIS to capture this data.

Commented [2013]: Confirm whether this can be tracked through EMIS

Commented [2015]: Confirm whether this can be tracked through EMIS

Annex 4

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
		M NA	1,293	1,293 5,172	2,586 3,879	1,293 5,172	1,293 6,465	1,115
		F NA	178	178 713	357 535	178 713	178 891	5,574
	No. of teachers trained in ICT and e- resources	T NA	0	0	1,000	1,000	1,000	
		M NA	0	0	770	770	770	
		F NA	0	0	230	230	230	
	No. of schools without teacher positions							
	Basic							
	Secondary							
	% female teachers	38.8	40	41	42	43.5	45	
		15.1	16	17	18	19	20	
	Strategies including major interventions:							
	Develop new frameworks for teacher preparation							
	National teacher competency framework and National Framework for Teacher education: all teacher recruitments to be done against these frameworks							
	Direct entry for outstanding graduates from non-education streams							
	Development of professional development packages and qualifications for teachers							

Commented [JKL6]: Double check significant increases in target.

Commented [JKL7]: Removed as it is included in general training curriculum.

Commented [WU18]: Double-standard Indicator?

Annex 4

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
		<p>One-month certification/induction training for all newly recruited/redeployed teachers</p> <p>Revised and additional teacher professional development (TPD) packages for basic school teachers (EGR, Nepali as second language MOI, MTB-MLE, interactive English, ICT, soft skills, maths and science kits, CAS and remediation)</p> <p>Revised TPD for secondary school teachers implemented in various ways (induction, science, maths, English, head teacher leadership & management, ICT)</p> <p>At least two rounds of training for all math, science and English teachers</p> <p>Strengthen capacity for continuous professional development of teachers</p>							
4.2. Strengthened teacher management and accountability	No. of schools with separate fulltime head teacher positions	-	6,165	6,165	6,165	6,165	6,165		
	Teacher rationalization		Rationalization plan for each district & district incentive scheme approved		Teacher rationalization plan aligned with federal structure	Revised teacher rationalization plan implemented	All operationally feasible schools have full set of teachers at basic level		
	No. of districts/LGs in which teacher		Teacher incentives	20 districts	400 LGs	753 LGs	753 LGs		

Annex 4

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	performance incentive scheme is rolled out		scheme approved					
	<p>Strategies including major interventions:</p> <ul style="list-style-type: none"> Revised norms for teacher deployment Development of new norms for teacher allocation by levels and subjects, and teacher deployment and redeployment to be based on revised norm Conversion of excess primary teacher positions into lower secondary positions Creation of new teacher positions at secondary level Phased deployment of subject teachers in maths, science and English subjects Improve teacher attendance and performance Beneficiary/student monitoring of teacher attendance and time-on-task Biannual performance appraisals of all teachers by head teacher against annual contractual agreement 							

Annex 4

Objective 5. Governance and management (estimated five-year budget \$50 million)
Effective and efficient delivery of public education services within the decentralized governance and management structure
Budget allocation for education sector compliant with SSDP budget codes and consistent increase in budget allocation
Effective implementation of the SSDP through the sector wide approach mechanism

Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
5.1. Adequate resources and infrastructure are being efficiently used	% of students receiving full set of text books within first two weeks of academic year at basic level	86.5	89.0	91.0	94.0	98.0	100	
	Strengthened financial management information systems in line with FCGO system (CLAs, RED, ETCs, DEOs)		13	30	30	20	29	
	Number of days from trimester end within that trimester FMR is submitted		45	45	45	45	45	DLI
	No. months OAG Annual Audit Report for previous fiscal year submitted is submitted		9	9	9	9	9	DLI

Commenthead [3019]: No longer deemed relevant

Commenthead [3020]: These are conditions not targets

Annex 4

Reduction of % of audit observations	5.8%	5.7	5.5	5.3	5.1	5%	DUI
implementation of a performance-based school grant management system	Earmarked grants system	Review of existing grants system	Implemented in 25 DEOs	Implemented in 75 LGs	Implemented in 200 LGs	Implemented in ... LGs	DUI
% community schools using their EMIS generated school profile for planning processes with school financing linked to SIP development				50 Web-based EMIS introduced that can generate school profile cards	100 15%	50%	
Number of schools with separate head teacher position	Basic						
	T						
	M						
	F						
Seco ndary	T						
	M						
	F						
% head teachers and SMCs that receive leadership training	Basic	na	30 na	100			
	T						
	M						
	F						
	T						
	M						

Annex 4

capacity development	F								
% of SMCs that have received orientation on their ToR									
No. of LGs that makes the grants released to schools public	na	na	200	300	400				
No. of LGs that have adequately reflected the SSDP in their AWPBs			75	150					
No. districts with performance-based incentive scheme for head teachers and SMCs			40	75					
Strategies including major interventions									
Better alignment of MoE system for SSDP implementation									
Review and development of policy guidelines to develop and implement models of partnership for free secondary education									
Costed Capacity Development Plan prepared and implemented to accommodate federalization at all levels									
Education regulation revised and action plan prepared. CLAs reporting arrangement and budget release mechanism reviewed in line with results-based financing									
Roadmap for restructuring and realignment of MoE in relation to state restructuring and O&M survey completed									

<p>National Examination Board established and functional and that its functions are aligned with existing examining bodies (OCE, HSEB)</p> <p>Strengthen institutional capacity of the ERO to independently review and audit the education system including student assessments</p> <p>SSDP programme support, monitoring and coordination (PSMC) mechanism established within MoE</p> <p>Review and development of policy guidelines to develop accountability and performance audit system to award and regulate secondary schools</p> <p>Strengthened planning and financial management at federal, provincial and municipal levels</p> <p>Implementation of computerized accounting software in MoEST and CLAs</p> <p>Establishment of full-fledged web-based EMIS, including equity index, school profiles and unique student identification numbers</p> <p>Financial management and procurement support ensured</p> <p>Development of Financial Management Action Plan (FMAP)</p> <p>Overall grant management mechanism prepared and implemented at federal, provincial and municipal levels</p> <p>Improve school financing (needs-based and performance-based grant in addition to PCF, etc.)</p> <p>School performance audits, with incentives and support mechanisms in place</p> <p>Fund flow tracking surveys conducted</p> <p>Strengthen financial management and governance at school level</p> <p>Separate head teacher positions created and filled — head teachers to conduct mandatory biannual performance appraisals of all their teachers</p>	
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Annex 4

	<p>Development and dissemination of financial management guidelines and other mechanisms to strengthen financial management at school level</p> <p>Train schools on simplified accounting and reporting format</p>
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Objective 6: Disaster risk reduction and school safety (estimated five-year budget \$1,014 million)									
To ensure all children can access safe enabling learning environments.									
To mainstream comprehensive school safety and disaster risk reduction (DRR) in the education sector by strengthening school level disaster management and resilience among communities									
Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
	Number of new classrooms constructed in disaster-affected areas in line with revised technical standards	Need for 4,400 safe schools to be reconstructed in affected areas (PDRF) & 36,540 classrooms to be retrofitted in non-affected areas	17,000	21,000 38,000	18,000 56,000	12,000 68,000	8,000 76,000	DLI 8	
	Number of schools retrofitted in non-affected areas in line with revised technical standards		80 Guidelines for retrofitting revised in line with new building codes	80 40	80 120	80 120	80 120	DLI 8	
	Number of schools currently meeting DRR criteria for safe learning environments		(i) SDM guidelines approved, (ii) DRR year-wise implementation plan	Implementation Guidelines for LGs and schools to implement CSS minimum	Thematic study on DRR commissioned as part of SSDP mid-term review	Review of SDM CSS Implementation Guidelines	Nationwide assessment of schools against CSS minimum	DLI 8	

Commented [X021]: To be further updated based on commitments from LGs and non-state actors

Annex 4

		approved, (iii) Comprehensive School Safety (CSS) Master plan finalized.	package approved		package completed
	<p>Strategies including major interventions</p> <p>Ensure that all new construction/reconstruction is safe</p> <p>Develop new technical standards for school construction</p> <p>Post-earthquake reconstruction of school buildings with four classrooms</p> <p>Post-earthquake minor maintenance and retrofitting</p> <p>Retrofitting of schools</p> <p>Disaster risk management planning</p> <p>Develop and monitor a standard set of key messages for comprehensive school safety and disaster risk reduction in schools and standard operating procedures for different types of disasters.</p> <p>Preparation of PG/LG emergency preparedness plans</p> <p>Enhance responsiveness of teachers, students, and other school stakeholders towards DRR and emergency preparedness</p> <p>Incorporate DRR/school safety in SIFs and train head teachers and teachers on these subjects</p>				

Objective 7: Monitoring, evaluation and assessment (estimated five-year budget \$33 million)								
To monitor programme inputs, processes, and outputs and evaluate the impact of programmes								
To inform policy making bodies about the status of the education system in general and learning achievements in particular.								
The provision of regular feedback to implementing agencies about the status of programmes and activities								
To ensure that data is accessible for duty bearers and stakeholders to inform planning at all level								
Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Independent verification of EMIS data	-	First round of sample-based independent verification of EMIS completed	Verification of data through corrective actions	Second round of sample-based independent verification of EMIS completed	Annual sector performance report prepared with EMIS data and analysis		DLI
	Increased use of data in local level planning Introduction of school profile cards				District LG and school profile piloted used in social audits	District LGs & schools profile available for all LGs implemented in	District LG and school profile used in social audits for planning process by linking with including school	

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Number of LGs that can access and validate EMIS data	56	65	75	75	75	75	
Implementation of individual student & teacher ID in EMIS	na	Na	na	40	753	753	
<p>Strategies including major interventions</p> <p>EMIS strengthened and supported through the joint EMIS action plan</p> <p>Develop automated production of provincial, LG, school profile cards using web-based EMIS data and prepare tools to support analysis of LG and school profile cards</p> <p>Independent verification of EMIS data and agreed corrective measures implemented</p> <p>Strengthen monitoring and evaluation at all levels</p> <p>Result based monitoring at LG and school levels</p> <p>Monitoring of Time Spent Teaching of teachers</p> <p>Carry out studies /assessment on school performance (impact evaluations and client satisfaction surveys)</p> <p>strengthen a student database with data on disabilities afor students with different learning needs.</p>							

Objective 8: Examination and accreditation (budget included under M&E)								
A credible system of certification of educational qualifications								
Accreditation and acceptance of certification across the country								
Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Implementation of single subject certification in grade 10 exams	Letter grading & single subject certification introduced for grade 10	Implementation of single subject certification in grade 10 exams	Single subject certification policy approved for secondary school exams	Single subject certification policy implemented for secondary school exams	Evaluation of single subject certification		DLI
	Institutionalization of NASA Standardization of board examinations	Education Review Office (ERO) to become fully independent	NASA institutionalized at ERO with ERO granted autonomy	Implementation of agreed corrective actions based on 2014 grade 5 NASA results	Examinations for grade 8 administered with standardized test items	Examinations for grade 8 administered with standardized test items in English Math and Science NASA survey carried out	Examinations for grade 8 (English, Mathematics and Science), 10 (English, Mathematics and Science), and 12 implemented with	DLI

Commented [J022]: added

Annex 4

				<p>for grades 8 and analysis of results for NASA Grade 5 (carried out in 2018) disseminated</p>	<p>standardized test items in at least three subjects</p>
<p>Strategies including major interventions</p> <p>Development and implementation of the grade 3 National Assessment of Reading and Numeracy.</p> <p>Provisions for strengthening examination and assessment in secondary education:</p> <p>As part of curriculum framework, introduce assessment framework for grades 8, 10 and 12</p> <p>Develop standardized test items</p> <p>Comprehensive reform of grade 10 & 12 examinations</p> <p>Carry out NASA in grades 5, 8 and 10 (Introducing NASA in grade 10)</p> <p>Grade 10 exam and other public examination administration support</p> <p>Establishment of NEB, development of high quality test items, improved examination administration, scoring and grading and data analysis, standardized board exams in grades 10, 11 & 12</p>					

Objective 9: Capacity and Institutional Capacity Development (estimated five-year budget \$69 million)								
Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
9.1. Sufficient institutional capacity at all levels to implement the SSDP	Development & implementation of Institutional Capacity and Institutional Development (ICD) plan		CID plan developed	CID plan implemented	Institutional Capacity Assessment (ICA) undertaken	% of LGs with education officers receiving training in planning, budgeting, PFM and procurement.	% of LGs with education officers receiving training in planning, budgeting, PFM and procurement.	
			Na	na	100	500	753	
			Education officer	Finance officer	100	500	753	
	Number of LGs that have adequate human resources to implement education activities.	na	Na	na	100	500	753	
					100	500	753	
					100	500	753	

1 Full-time, dedicated staff against sanctioned positions

<p>Strategies including major interventions.</p> <ul style="list-style-type: none"> Develop a Capacity and Institutional Development (CID) plan with annual targets Undertake institutional analysis and capacity needs assessment Develop a costed capacity development plan that outlines competencies and skills sets of different position and levels in the education sector Develop a common framework for technical assistance and direct funding to support priority areas identified in the CID plan Develop a transition plan for the transition from the current national educational management system to a new system in line with the new constitution. Create technical structures at provincial and local levels and develop the capacity of these structures to carry out their technical functions (e.g., curriculum development, teacher management and development, examination and certification and monitoring standards). Strengthen capacity at the school level Provide education managers at all levels of the education sector with regular professional development opportunities Establish peer support and mentor/coaching schemes (Community of Practices-COP). Develop guidelines for streamlining the curriculum, teacher management, assessment and relevant standard setting functions. Develop human resources at Federal, provincial and municipal levels to carry out technical functions including on curriculum and materials development and for implementing teacher training in science and maths. Develop training programmes and support materials for improving school-based assessment of students. Train school heads and SMC chairpersons on improving their schools. Strengthen institutional capacity on inclusive education at all levels: Train technical personnel on managing inclusive education and delivering special needs education. 	
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<p>Provide professional development to NEB staff to implement state-of-the-art improvements in examination design, administration and scoring.</p> <p>Carry out GIS based school mapping (updating and data analyse).</p> <p>Develop an overall plan and timeline for assimilating ICT in schooling to improve teaching and learning.</p> <p>Introduce interactive classes and online modules, digital teaching-learning materials, such as digital libraries and videos for English, science and maths for basic (grade 6-8) levels.</p> <p>Equip schools with ICT packages (internet, e-library, digital learning materials).</p> <p>Introduce ICT based learning including videos on difficult science, maths and spoken English concepts and on science experiments for grades 9-12. Establish ICT enabled interactive learning and computer literacy labs.</p> <p>Establish at least one model schools equipped with ICT facilities in every constituency.</p> <p>Roll out web-based EMIS and school profiles in all municipalities to track out-of-school children.</p> <p>Mobilize and coordinate technical assistance to enable partnerships between the Centre for Education and Human Resource Development (CEHRD) and the Curriculum Development Centre (CDC) with provincial/municipal Education Training Centres (ETCs) and model schools with external professional experts and institutions for strengthening science and maths teaching.</p>	
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<p>Objective 10: Finance</p> <p>Generate adequate financial resources for education development.</p> <p>Provide adequate resources to support educational policy directions</p> <p>To manage available resources effectively</p>

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To improve the efficiency and effectiveness of aid available for SSDP implementation								
Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
10.1. Sufficient and predictable budget allocated to implement the SSDP	Education sector budget as % of national budget	12.04%			15%		17%	
	% of growth in real terms of budget allocation for education sector compared to previous year		Increase from previous year	Increase from previous year	Increase from previous year	Increase from previous year	Increase from previous year	DLI

Commented [unknown23]: National budget means budget allocated through conditional grant equalization grant, complementary grant and special grant

Annex 5: Proposed Revisions to the DLI (Draft)

Joint protocol template for SSDP Disbursement Linked		
Indicator	DLI 1; Reading proficiencies and habits strengthened in early grades	
Targets and disbursement timeline		
Baseline	National baseline (RTI, 2014)	
% of grade 3 students reading grade level text (Nepali) with fluency and comprehension.	Fluency (45+ cwrpm)	T 24.3
		B 22.8
		G 25.7
	Comprehension (80%)	T 13.3
		B 11.8
		G 14.6
	Fluency + Comprehension	T 12.8
		B 11.3
		G 14.1

Commented [unlabeled1]: Ensure all joint DLI protocols are fully updated so it allows the government and DLI partners to review these prior to the revision of their respective bilateral agreements in terms of having a complete overview of disbursement rules, descriptions of achievement and means of verification, and where these are different

•Understanding what the implications are for DLIs that are unlikely to be met in case there is an agreement to not extend the SSDP programme beyond 2021

Commented [unlabeled2]: Existing budget heads as well as SSDP sub budget heads under budget head for PCs (701-707) and LGs (starting from 801) are included as SSDP budget heads

Commented [unlabeled3]: Federal School Education Act needs to be enacted.

Timeline	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Results prior to November 2016		(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Achievement date	March 15 th , 2017	July 15 th , 2017	July 15 th , 2018	July 15 th , 2019	July 15 th , 2020	July 15 th , 2021
Verification/ reporting date	October 2017	October 2017	October 2018	October 2019	October 2020	October 2021
Disbursement date	2018 1 st Quarter	2019 1 st Quarter	2020 1 st Quarter	2020 1 st Quarter	2021 1 st Quarter	2022 1 st Quarter
Target	1.1 Classroom based Early Grade Reading Assessment carried out in 2,600 schools (EU/GPE DLI 2 Euro 2.59/ US\$ 3 million)	1.2 Classroom based Early Grade Reading Assessment carried out in 3,000 community schools (EU/GPE DLI 2 Euro 2 /US\$ 3 million)	1.3 NEGR program minimum package is rolled out in 20 fully covered districts/reaching all community schools (EU Euro 2 million, GPE US\$ 1 million, USAID \$ 0.5 million)	1.4 NEGR program minimum package is rolled out in 29 districts (all LGs)/reaching at least 80 percent community schools ¹ (EU Euro 2 million GPE US\$ 1.9 million; USAID \$2.0 million)	1.5a NEGR program minimum package is rolled out in 38 districts (all LGs) reaching at least 80 percent of community schools ² (EU Euro 1.5 million GPE US\$1.9 million; USAID US\$ 3.0 million)	

Commented [uncommented]: Take into consideration for academic year and financial year while implementing activities related to the minimum package.
Need to discuss how best the indicator on number of meetings to be held can be verified.

¹ Provided that all LGs under DLI 1.3 have continued to implement the NEGRP minimum package in at least 80 percent of schools
² Provided that all LGs under DLI 1.3 and DLI 1.4 have continued to implement the NEGRP minimum package in at least 80 percent of schools

Annex 5

	1.5b Increase of 2.8 percentage points over baseline of 3rd graders reading grade level text with fluency and comprehension (EU Euro 0.5 million).					<p>Commented [unknown5]: Recommend aligning with PRP and using only one source of data i.e. ERO & NARL</p>
Allocated Amount (in million US\$/Euro)	Total US\$ 16.06/ Euro 15.06 million	US\$ 5.32 million Euro 4.99 million	US\$ 3.15 million Euro 5.28 million	US\$ 4.34 million Euro 2.67 million	US\$ 14.46 million Euro 11.25 million	<p>Commented [JK6]: Review total on contributions.</p>
Disbursement rule	<ul style="list-style-type: none"> • 1.1 (i) percent of achievement of target (i.e. 2,600 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% achievement to be eligible for disbursement (scalable) • 1.2: (i) percent of achievement of target (i.e. 3,000 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% of the target achieved to be eligible for disbursement (scalable). • 1.3 100 percent of community schools in each of the selected 20 districts = 100% of target) on or before specified achievement date equal to the % of total allocated amount to be disbursed. Minimum of 51% achievement to be eligible for disbursement. Scalable proportionate disbursement applicable for achievement between 51 percent and 100 percent of total number of districts that demonstrate 100 percent of community schools in each of the selected 29 districts (Year 4) and 38 districts (Year 5) districts = 100% of target) on or before specified achievement date equal to the % of total allocated amount to be disbursed. Minimum of 51% achievement to be eligible for disbursement. Scalable proportionate disbursement applicable for achievement between 51 percent and 100 percent of total number of districts that demonstrate 80 percent of schools within the district implementing the NEGRP minimum package. • 1.1: (i) DLI Verification Agent reviews DOE's report on achievement of DLIs and MIS; (ii) DLI Verification Agent conducts sample survey of schools that includes interviews with teachers and parents, review of school-level assessment records, report cards, and records of results. 					
DLI verification process						

<p>Definition and description of achievement</p>	<ul style="list-style-type: none"> 1.2: (i) DLI Verification Agent reviews DOE's report on achievement of DLIs and MIS; (ii) DLI Verification Agent conducts sample survey of schools that includes interviews with teachers and parents, review of school-level assessment records, report cards, and records of results 1.3, 1.4 and 1.5a: The MOEST/CEHRD will hire an independent verification agent (IVA) to review CEHRD's report on achievement of DLIs and MIS; and IVA conducts sample survey of schools that includes interviews with teachers and parents, review of school-level assessment records, report cards, and records of results and meetings held. Based on the NEGRP minimum package, under component 5a) two bi-monthly meetings should have been completed by July, four meetings completed by November and six meetings by February when verification takes place. For the final year, two meetings by July will be verified to be eligible for disbursement 1.5b: IVA will verify the increase of reading outcomes in the 16 districts selected as NEGRP cohort I and II.
<p>Indicator</p>	<ul style="list-style-type: none"> 1.1: 2,600 community schools have undertaken classroom based early grade reading assessment in grade 2 & 3 and the results of these assessments have been shared with parents through individual student report cards or aggregate findings in group meetings with parents. Assessments have been undertaken as prescribed by the approved classroom based early grade reading assessment guidelines and in presence of teachers and parents' representatives. 1.2: 3,000 community schools have undertaken classroom based early grade reading assessments in grade 2 & 3 and the results of these assessments have been shared with parents through individual student report cards or aggregate findings in group meetings with parents. Assessments have been undertaken as prescribed by the approved classroom based early grade reading assessment guidelines and in presence of teachers and parents' representatives. 1.3-5: all community schools (20 districts) have implemented the approved NEGRP package in the appropriate grades and frequency, supported by the prescribed number and type of teachers and staff. 1.4-5: 80 percent of all community schools in selected districts (29 districts in 1.4 and 38 districts in 1.5 have implemented the approved NEGRP minimum package in the appropriate grades and frequency, supported by the prescribed number and type of teachers and staff. 1.1 & 1.2: Clear reference to the appropriate figures in the EMIS Flash report, with "appropriate figures" meaning number of community schools where the full round of assessment + sharing has been completed. In Years 2 and 3, the Flash report must show the total number of schools where two rounds of assessment + sharing have been completed (one in July-August and second in February-March) The approved package is understood to be the minimum package approved by the NEGRP Steering Committee (latest version with elaboration dated January 10, 2019),
<p>DLI 2; Curriculum</p>	

Commented [Unknown7]: Consider revising to align with the PRF EKO will find national y representative data on reading fluency and comprehension.

Targets and disbursement timeline						
Baseline	Curriculum is yet to be fully integrated across different grades/ levels; issues with number of subjects and relevance. Need for supplementary materials for mathematics, science and English language teaching and learning and for development of activity based kits to be developed.					
Timeline	Period 0	Period 1 (July 15, 2016 – July 14, 2017)	Period 2 (July 15, 2017 – July 14, 2018)	Period 3 (July 15, 2018 – July 14, 2019)	Period 4 (July 15, 2019 – July 14, 2020)	Period 5 (July 15, 2020 – July 14, 2021)
Achievement data			2.1a: July, 2018 2.1b: Nov 2017	2.2: Nov 2018	2.3: July 2020	2.4a: July, 2021 2.4b: Nov 2020
Verification/ reporting data			2.1a: 2.1b: Nov 2017	2.2: Nov 2018	2.3:	2.4a: 2.4b: Nov 2020
Disbursement data			2.1a: 2.1b: Jan 2018	2.2: Jan 2019	2.3:	2.4a: 2.4b: Jan 2021
Target			2.1a Revised NCF approved (WB DLI 3.1 US\$ 8 million)		2.3 Revision of curriculum for grades 9-12 approved (WB DLI 3.2 US\$ 8 million).	2.4a Grade 9 new curriculum implemented (WB DLI 3.3 US\$ 8 million)

Comments (unknowns): CDC has a plan to revise curriculum for grade 1 and 11 and not for grades 9-12. It is unclear how curriculum will be revised to include diverse learning needs of students. There is a need for thorough discussion including taking views of experts.

Revision of 9-12 curriculum cannot be completed within July 2020, may require additional one year for this revision

This DLI may not be achieved within the given timeframe, including common understanding of diversification, and requires further good discussions for both years 4 and 5

Annex 5

<p>Allocated Amount (in million US\$)</p>	<p>Total US\$ 35.3/ Euro 33.13 million</p>		<p>2.1b A package of activity based for math science and English language developed for grade 6-8 (ADB DLI 3 US\$ 6 million).</p>	<p>2.2 1,000 basic schools provided with activity based kits for mathematics, science, and English language (ADB DLI 3 US\$ 3.3 million)</p>	<p>2.4b 3,000 schools provided with activity based kits for mathematics, science and English language, benefiting 60,000 students of which 50% are girls (ADB DLI 3 US\$ 2 million).</p>
<p>Disbursement rule</p>	<p>US\$ 14 million Euro 13.14 million</p>	<p>US\$ 3.3 million Euro 3.10 million</p>	<p>US\$ 8 million Euro 7.5 million</p>	<p>US\$ 10 million Euro 9.39 million</p>	
<p>Disbursement rule</p>	<ul style="list-style-type: none"> • 2.1a: US\$ 8 million if the DLR is achieved, US\$ 0 otherwise • 2.1b: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; a package of activity based for math science and English language developed for grade 6-8. (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; US\$ 6 million if the DLR is achieved, US\$ 0 otherwise • 2.2: Partial achievement of the DLI is by the number of schools. Total disbursement divided by 1,000 schools in Year 3 (2018). • 2.3: US\$ 8 million if the DLR is achieved, US\$ 0 otherwise. • 2.4a: US\$ 8 million if the DLR is achieved, US\$ 0 otherwise. • 2.4b: Determination of Financing Amount to be disbursed against achieved and verified DLR value; Partial achievement of the DLI is by the number of schools. Total disbursement divided by 2,000 additional schools over Year 3 targets in Year 5 (2020). 				

DLI verification process	<ul style="list-style-type: none"> • 2.1a: (i) Data source/ agency CDC, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DIPs review IVA's report which includes supporting documents and interviews with parties, as necessary • 2.1b: PCS will submit a report with description of the kits. Independent, third party verification of adequacy of the packages will be conducted by the JFPs. • 2.2: PCS will submit a report that includes the list of schools to which the mathematics, science and English language kits for grades 6–8 have been provided and the number of students (girls and boys) benefiting. Independent, third party verification of the report will be conducted by the JFPs. • 2.3: (i) Data source/ agency CDC, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DIPs review IVA's report which includes supporting documents and interviews with parties, as necessary • 2.4a: (i) Data source/ agency CDC/DOE, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DIPs review IVA's report which includes supporting documents and interviews with parties, as necessary. The report should include details on: a. production and distribution of textbooks for Grade 9 science and mathematics textbooks according to the revised curriculum; b. reporting on number of students enrolled for mathematics and science subjects of different difficulty levels; c. reporting on number of students enrolled for each optional subject. • PCS will submit a report that includes the list of schools to which the mathematics, science and English language kits for grades 6–8 have been provided and the number of students (girls and boys) benefiting. Independent, third party verification of the report will be conducted by the JFPs.
Definition and description of achievement	<ul style="list-style-type: none"> • 2.1a: Approved NCF will have all aspects of curriculum and textbook revision, teacher preparation, reduction in number of compulsory subjects and implementation arrangements. • 2.1b: The package of activity-based kits for mathematics, science and English language is a standardized package of resource materials for grades 6–8, based on the national curriculum, drawing on regional and international good practice. This DLI is achieved when independent verification confirms that the package of kits is acceptable, based on a review of the packages on a sample basis. • 2.2: Basic schools refer to the same schools that benefit from one subject teacher for each of mathematics, science and English as per DLI 2. DOE and national resource group will provide detailed specifications for the standardized package of mathematics, science and English language kits to DEOs and schools. DEOs will provide grants to schools and schools will purchase the kits from the market. This DLI is achieved when an independent, third party verifies, on a sample basis, that the kits are available in the schools. • 2.3: Revised curriculum for Grades 9–10 will have agreed elements of diverse learning needs of students of Grades 9–10 among others. • 2.4a: This DLR is considered achieved when (a) the CDC issues instruction for implementation of new Grade 9 curriculum and distributes textbooks for the same including textbooks for mathematics and science of different levels of difficulty, and (b) the implementation report provides detail information regarding implementation including number of schools offering mathematics and science subjects of each difficulty level. • 2.4b: Basic schools refer to the same schools that benefit from one subject teacher for each of mathematics, science and English as per DLI 2. DOE and national resource group will provide detailed specifications for the standardized package of mathematics, science and English language kits to DEOs and schools. DEOs will provide grants to schools and schools will

	purchase the kits from the market. This DLI is achieved when an independent, third party verifies, on a sample basis, that the kits are available in the schools. The number of schools is cumulative over the years.					
Indicator	DLI 3: Teacher professional development and management					
Targets and disbursement timeline						
Baseline	Systematic school-wise deployment of subject teachers for mathematics, science and English inadequate. Lack of mandatory subject-wise training for mathematics, science and English subject teachers. Policy in place to absorb existing surplus of primary teachers, to meet shortage of lower-secondary teachers. Limited teacher accountability (low levels of time-on-task, incentives). Provision of full complement of math, English and science subject teachers is a new initiative and new subject-wise training modules for teachers are to be developed.					
Timeline	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
	Results prior to November 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Achievement date		3.1a: March 2017 3.1b: April 30, 2017	3.2: July 2019	3.3a: Nov 2018 3.3b: Nov 2018 3.3c: July 2020	3.4a: Nov 2019 3.4b: July 2021	3.5a: Nov 2020 3.5b: Nov 2020 3.5c: July 2021
Verification reporting date		3.1a: March 2017 3.1b:	3.2	3.3a: Nov 2018 3.3b: Nov 2018 3.3c:	3.4a: Nov 2019 3.4b:	3.5a: Nov 2020 3.5b: Nov 2020 3.5c:
Disbursement date		3.1a: April 2017 3.1b:	3.2	3.3a: Jan 2019 3.3b: Jan 2019 3.3c:	3.4a: April 2020 3.4b:	3.5a: Jan 2021 3.5b: Jan 2021 3.5c:

Annex 5

<p>Target</p>	<p>3.1a Teacher Rationalization and Deployment Plan, particularly to ensure the availability of subject teachers in basic and secondary schools approved (ADB DLI 2 US\$ 3 million).</p> <p>3.1b Revised policy and guidelines on reallocation of teachers based on status and norms of teacher deployment, and policy and guidelines aimed at improving teacher time-spent-teaching (TST) approved (WB DLI 6.1 US\$ 9 million).</p>	<p>3.2 enhancing monitoring system operational in 15% of all community</p>	<p>3.3a 1,000 basic and secondary schools have full complement of mathematics/ science and English subject teachers (ADB DLI 2(ii) US\$ 4 million).</p> <p>3.3b 4,500 subject teachers for science/ mathematics and English trained in new subject-wise training from schools that have full complement of teachers in these subjects. These teachers should also be from schools that have received activity-based kits (ADB DLI 2(ii) US\$ 3 million).</p> <p>3.3c Number of teachers to be redeployed reduced</p>	<p>3.4a 2,000 basic secondary schools have full complement of mathematics/ science and English subject teachers (ADB DLI 2 US\$ 3 million).</p> <p>3.4b enhancing monitoring system operational in 80% of all community schools (WB DLI 6.4 US\$ 9).</p>	<p>3.5a 3,000 basic secondary schools have full complement of science/ math and English subject teachers (ADB DLI 2(ii) US\$ 2 million).</p> <p>3.5b 13,500 subject teachers for science, mathematics and English trained in new subject wise training (ADB DLI 2(ii) US\$ 2 million).</p> <p>3.5c Number of teachers to be redeployed reduced by 60% of the baseline (WB DLI 6.5 US\$ 9 million).</p>
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Commented [unknown9]: Make the DLI scalable. Minimum achievement 50 percent

Verification protocol and reporting will be changed accordingly.

need to have a clear monitoring and reporting mechanism to track TST, possibly through LCOs, revisit year 4 and 5 targets

Annex 5

Commented [unknown10]: Scalable - Minimum 50 percent
Commented [unknown11]:
 Need each school for teachers. Surplus and deficit.
 Baseline needs to be reconfirmed and added in the verification protocol. Baseline can be confirmed as per the 2017 plan.

			schools (WB DLI 6.2/ US\$ 9)	by 25% of the baseline (WB DLI 6.3 US\$ 9).		
Allocated Amount (in million US\$)	Total US\$ 39.89/ Euro 37.26 million	US\$ 8 million Euro 7.51 million	US\$ 5.25 million Euro 4.93 million	US\$ 7.71 million Euro 7.24 million	US\$ 8.85 million Euro 8.31 million	US\$ 9.88 million Euro 9.27 million
Disbursement rule	<ul style="list-style-type: none"> 3.1a: 3.1b: US\$4.5 million if either (i) revised policy and guideline on teacher deployment is approved, or (ii) if policy and guidelines aimed at improving teacher time-spent-teaching approved; US\$9 million if both (i) and (ii) are achieved, 0 if neither (i) nor (ii) is achieved 3.2: US\$ 9 million if the DLR is achieved, US\$0 otherwise. 3.3a: Total disbursement divided by 1,500 schools for Year 3 (2018). 3.3b: Partial achievement of the DLI is by the number of teachers. Total disbursement divided by 4,500 teachers for Year 3 (2018). 3.3c: US\$ 9 million if the DLR is achieved, US\$0 otherwise. 3.4a: Total disbursement divided by 1,500 additional schools over Year 3 targets for Year 4 (2019). 3.4b: US\$ 9 million if the DLR is achieved, US\$ 0 otherwise 3.5a: (i) Total disbursement divided by 1,500 additional schools over Year 3 and Year 4 cumulative targets for Year 5 (2020). 3.5b: Partial achievement of the DLI is by the number of teachers. Total disbursement divided by 9,000 additional teachers over Year 3 targets for Year 5 (2020). 3.5c: US\$ 6 million for 40% reduction in number of teachers to be redeployed of the baseline; and thereafter US\$ 1.5 million for additional 10 percentage points increase, up to a maximum of US\$ 9 million. 					
DLI verification process	<ul style="list-style-type: none"> 3.1a: (i) Data source/agency; MOE, (ii) verification agency; JFPs, (iii) procedure; MOE and JFPs will discuss the draft Teacher Rationalization and Deployment Plan. PCS will submit to the JFPs a copy of the approved Teacher Rationalization and Deployment Plan. The JFPs will jointly verify the submitted documents. 3.1b: (i) Data source/agency; MOE, (ii) verification entity; IVA commissioned by MOE, (iii) process; World Bank/DPs review IVA's report and supporting documents which includes interview with parties as necessary 3.2: (i) Data source/agency; MOE, (ii) verification entity; IVA commissioned by MOE, (iii) process; World Bank/DPs review IVA's report and supporting documents which includes interview with parties, as necessary 					

	<ul style="list-style-type: none"> • 3.3a: PCS will submit a report to the JFPs, providing the list of basic schools and secondary schools that have placed the full complement of mathematics, science and English subject teachers. Independent, third party verification of the report will be conducted by the JFPs. • 3.3b: PCS will submit a report to JFPs on the total numbers of mathematics, science and English subject teachers in basic and secondary schools that have received the new subject-wise training for the relevant subject. • 3.3c: (i) Data source/ agency: MOE, (ii) verification entity: IVA commissioned by MOE, (iii) process: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, as necessary • PCS will submit a report to the JFPs, providing the list of basic schools and secondary schools that have placed the full complement of mathematics, science and English subject teachers. Independent, third party verification of the report will be conducted by the JFPs. • 3.4b: (i) Data source/ agency: MOE, (ii) verification entity: IVA commissioned by MOE, (iii) process: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, as necessary • 3.5a: PCS will submit a report to the JFPs, providing the list of basic schools and secondary schools that have placed the full complement of mathematics, science and English subject teachers. Independent, third party verification of the report will be conducted by the JFPs. • 3.5b: PCS will submit a report to JFPs on the total numbers of mathematics, science and English subject teachers in basic and secondary schools that have received the new subject-wise training for the relevant subject. • 3.5c: (i) Data source/ agency: MOE, (ii) verification entity: IVA commissioned by MOE, (iii) process: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, as necessary
<p>Definition and description of achievement</p>	<ul style="list-style-type: none"> • 3.1a: Basic school offers grades 1–8, and secondary school offers grades 1–10 or 1–12. Subject teachers for mathematics, science and English have the teacher license and are recruited into approved positions to teach specific subjects. The Teacher Rationalization and Deployment Plan will include: (i) a phased plan for all basic and secondary schools to have at least one mathematics teacher, one science teacher and one English teacher per school to teach both basic (grades 1-8) and secondary (grades 9–12) levels; (ii) a time-bound plan to rationalize excess teacher positions in lower grades and shortage in higher grades; (iii) annual targets for rationalization and deployment; and (iv) annual targets for deployment of additional subject teachers for secondary levels. This DLI is achieved when the JFPs and MOE have jointly agreed on the Teacher Rationalization and Deployment Plan and it is approved by the MOE • 3.1b: Definition of redeployment: Number of teachers will be considered redeployed if teachers from schools with excess teachers (total and/or by subject) are redeployed to schools with teacher shortfall (total and/or by subject) based on the approved revised Guidelines on reallocation of teachers. Definition of TST: Teacher time spent on teaching (to be described³ defined in the Policy and guidelines) will include basic elements of TST monitoring system, which includes monitoring indicators, instruments, mechanism and reporting system.⁴ This DLR is achieved when the redeployment plan based on revised policy/guidelines on reallocation of teachers (including district-wise, subject-wise, level-wise, and school-wise teacher and student status; guidelines on reallocation of teachers based on status and norms of teacher deployment

³ Indicators include 1. number of school opening and teaching-learning days, captured from school records, 2. teacher attendance rate from teacher attendance register; 3. grade-wise and subject-wise class occurrence rate, from teacher TST register/log sheet in each classroom, 4. grade-wise and subject-wise average class duration rate, from teacher TST register/log sheet in each classroom. Instruments include 1. Teachers attendance registers; 2. Teacher TST register/log book in each classroom, 3. Compute summary reports on monthly basis. The TST monitoring mechanism will include teachers, HT, students, SMC/JTA. Reporting mechanism: the report will be compiled and reported by HT to SMC on monthly basis and to RP/DEO on trimester basis.

<p>and costed plan of action to complete redeployment) is approved and disseminated to all stakeholders. The Policy and guidelines will be considered "approved" if the definition of the TST, suggested interventions for improvements, and monitoring systems are reviewed/recommended by an independent education expert, and the document is duly approved and disseminated by MOE.</p> <ul style="list-style-type: none"> • 3.2: TST enhancing monitoring system will be considered operational when the individual community schools will implement the system consistent with the approved Policy and Guidelines (monitoring forms obtained, records kept and information reported to higher authority). This DLR will be considered achieved if TST enhancing monitoring system is operational in at least 15% of all community schools. • 3.3a: Full complement of subject teachers means that a school will have at least one mathematics teacher, one science teacher and one English teacher each. Each of these teachers may teach both the basic and secondary levels in the same school. The 500 secondary schools exclude the model schools. This DLI is achieved when the MOE report confirming achievement of the DLI target is verified on a sample basis by an independent, third party recruited by the JFPs. A school will be counted for the DLI only when it has at least one teacher for each of mathematics, science and English subjects. Partial achievement of the DLI is by the number of schools meeting the DLI. • 3.3b: Trained subject teachers refer to the mathematics, science and English subject teachers who have received the new one-month, subject-wise training implemented by the NCED. Specific training, which may be certification based, will be developed for each of the subjects (mathematics, science and English) and will cover teachers in grades 6-8, and grades 9-10 or 9-12. The number of trained subject teachers is cumulative over the years. This DLI is achieved when the MOE report confirming achievement of the targets has been reviewed and agreed by the JFPs. • 3.3c: This DLR is achieved when at least 25% (of the baseline) of the excess teachers are redeployed as per the approved guideline. • 3.4a: Full complement of subject teachers means that a school will have at least one mathematics teacher, one science teacher and one English teacher each. Each of these teachers may teach both the basic and secondary levels in the same school. The 500 secondary schools exclude the model schools. The number of schools is cumulative over the years. This DLI is achieved when the MOE report confirming achievement of the DLI target is verified on a sample basis by an independent, third party recruited by the JFPs. A school will be counted for the DLI only when it has at least one teacher for each of mathematics, science and English subjects. Partial achievement of the DLI is by the number of schools meeting the DLI. Total disbursement divided by 1,500 schools for Year 3 (2018), total disbursement divided by 1,500 additional schools over Year 3 targets for Year 4 (2019), and total disbursement divided by 1,500 additional schools over Year 3 and Year 4 cumulative targets for Year 5 (2020). • 3.4b: TST enhancing monitoring system will be considered operational when the individual community schools will implement the system (monitoring forms obtained, records kept and information reported to higher authority) consistent with the approved Policy and Guidelines. This DLR will be considered achieved if TST enhancing monitoring system is operational in at least 80% of all community schools. • 3.5a: Full complement of subject teachers means that a school will have at least one mathematics teacher, one science teacher and one English teacher each. Each of these teachers may teach both the basic and secondary levels in the same school. The 500 secondary schools exclude the model schools. The number of schools is cumulative over the years. This DLI is achieved when the MOE report confirming achievement of the DLI target is verified on a sample basis by an independent, third party recruited by the JFPs. A school will be counted for the DLI only when it has at least one teacher for each of mathematics, science and English subjects. Partial achievement of the DLI is by the number of schools meeting the 	
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	<p>DLI. Total disbursement divided by 1,500 schools for Year 3 (2018), total disbursement divided by 1,500 additional schools over Year 3 targets for Year 4 (2019), and total disbursement divided by 1,500 additional schools over Year 3 and Year 4 cumulative targets for Year 5 (2020).</p> <ul style="list-style-type: none"> 3.5b: Trained subject teachers refer to the mathematics, science and English subject teachers who have received the new one-month, subject-wise training implemented by the NCED. Specific training, which may be certification based, will be developed for each of the subjects (mathematics, science and English) and will cover teachers in grades 6–8, and grades 9–10 or 9–12. The number of trained subject teachers is cumulative over the years. This DLI is achieved when the MOE report confirming achievement of the targets has been reviewed and agreed by the JFPs. 3.5c: This DLR is considered achieved if at least 60% (of the baseline) of excess teachers are redeployed as per the approved guideline. 					
Indicator	DLI 4: Assessment and examination					
Targets and disbursement timeline						
Baseline	Examinations are not adequately standardized across districts and from year to year. New institutional set up for streamlining and improving examinations included in the Eight Amendment to the Education Act 2016. Test items for annual public examinations at the end of grade 8 and 10 to be standardized, letter grading and single subject certification introduced for grade 10.					
Timeline	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Achievement date	Results prior to Nov 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Verification/ reporting date	4.1a: March 2017	4.1a: March 2017	4.2a: July 2018	4.3a: July 2019	4.4a: July 2021	4.4a: July 2021
Disbursement date	4.1b: March 2017	4.1b: March 2017	4.2b: July 2017	4.3b: Nov 2018	4.4b: Nov 2020	4.4b: Nov 2020
	4.1a:	4.1a:	4.2a:	4.3a:	4.4a:	4.4a:
	4.1b:	4.1b:	4.2b:	4.3b:	4.4b:	4.4b:
	4.1b: April 2017	4.1b: April 2017	4.2b:	4.3b: Jan 2019	4.4b: Jan 2021	4.4b: Jan 2021

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Target	<p>4.1a SLC issued to candidates as per Single subject certification policy (GPE DLI 1 US\$ 3 million)</p>	<p>4.2a Single subject certification policy approved for higher secondary school exams (GPE DLI 1 US\$ 3 million)</p>	<p>4.3a Single subject certification policy for Grades 11 and 12 implemented (xx student beneficiaries) (WB DLI 4.2 US\$ 6 million)</p>	<p>4.4a ERO has analyzed reported grade 10 examination of NEB results for Mathematics, Science, and English and NASA results for the previous year in actionable form (WB DLI 4.3/F US\$ 6/ Euro 1.25 million)</p>	<p>4.4b All eligible grade 10 students (at least 45.0% girls) sit for standardized and improved annual examination(Mathematics, Science, and English)(ADB DLI 4 US\$ 2 million)</p>
	<p>4.1b National Examination Board made operational (ADB DLI 4 US\$ 3 million; Finland Euro 0.55 million)</p>	<p>4.2b Analysis of results for nationally representative and competency based NASA grade 8 (carried out in Feb-March 2017) disseminated by August 2017 with specific time bound action plan for relevant agencies (WB DLI 4.1/F US\$ 6/ Euro 1 million).</p>	<p>4.3b all eligible grade 8 students (at least 50.0% girls) sit for standardized and improved annual examination (ADB DLI 4/F US\$ 2/ Euro 1.2 million)</p>		

Commented [unknown15]:
 Verification protocol will be changed. MOEST will allocate budget for analyzing results of standardized examination and share the report by September 2021.

Commented [unknown12]: What are we going to do with this target?

Commented [unknown13]: JFPs also have an option to add linked result in Year 4. For example, the year 4 result can be approval of grade eight examination framework

Commented [unknown14]: Metropolitan and Sub-metropolitan cities.
 Mathematics, English and Science subjects

Allocated Amount (in million US\$)	Total US\$ 32.84/ Euro 30.82 million	US\$ 6 million Euro 5.63 million	US\$ 9.25 million Euro 8.67 million	US\$ 8.71 million Euro 8.18 million	US\$ 8.68 million Euro 8.34 million
Disbursement rule	<ul style="list-style-type: none"> 4.1a: US\$ 3 million if the DLR is achieved, US\$0 otherwise 4.1b: US\$ 4 million if the DLR is achieved, US\$0 otherwise 4.2a: US\$ 3 million if the DLR is achieved, US\$0 otherwise 4.2b: US\$ 6 million if the DLR is achieved, US\$0 otherwise 4.3a: US\$ 6 million if the DLR is achieved, US\$0 otherwise 4.4a: US\$ 6 million if the DLR is achieved, US\$0 otherwise. 				
DLI verification process	<ul style="list-style-type: none"> 4.1a: LEG (or the World Bank in the absence of LEG) reviews DOE's report on achievement of DLIs and SLC mark sheets distributed to students 4.1b: (i) Data source/agency: MOE/NEB. (ii) verification agency: JFPs. (iii) procedure: PCS will submit a copy of the government notification on the establishment of NEB with details of staffing and budget. 4.2a: LEG (or the World Bank in the absence of LEG) reviews the official document showing that the single subject certification policy for higher secondary school examinations has been approved. 4.2b: (i) Data source/ agency: ERO. (ii) verification entity: IVA commissioned by MOE. (iii) procedure: World Bank/DPs review IVA's report which includes assessing whether the action plans are relevant, actionable and time-bound. 4.3a: (i) Data source/ agency: NEB/CDC. (ii) verification entity: IVA commissioned by MOE. (iii) procedure: World Bank/DPs review IVA's report, including mark sheets distributed to Grades 11 and 12 students 4.3b: PCS will provide an attestation letter certifying that all eligible students from grades 8 (disaggregated by gender) have undergone the annual examinations conducted using the standardized and improved test items, together with copies of examination question papers. The JFPs will jointly verify. 4.4a: (i) Data source/ agency: NEB/CDC. (ii) verification entity: IVA commissioned by MOE. (iii) procedure: World Bank/DPs review IVA's report which verifies that at least 5 of the actions are reflected in next year's program. 4.4b: PCS will provide an attestation letter certifying that all eligible students from grades 10 (disaggregated by gender) have undergone the annual examinations conducted using the standardized and improved test items, together with copies of examination question papers. The JFPs will jointly verify. 				
Definition and description of achievement	<ul style="list-style-type: none"> 4.1a: SLC issued as per single-subject certification policy 4.1b: National Examination Board Operational refers to a notification by government of the establishment of NEB, appointment of a Head, and allocation of a budget. This DLI is achieved when the government notification is agreed by the JFPs. 4.2a: Single-subject certification policy is approved for higher secondary school examinations 4.2b: This DLR is considered achieved when (a) a report on the analysis of NASA findings and implications for different agencies to take necessary action for reform is prepared, (b) information indicated in point (a) above is disseminated in the MOE and ERO websites, and (c) a plan of action for implementation is prepared and resources provided. 				

	<ul style="list-style-type: none"> 4.3a: This DLR is considered achieved when Implementation Progress report including the number of student beneficiaries, mark sheet copies of Grades 11 and 12 examinations, and summary of results by subject is prepared and disseminated. 4.3b: Grade 8 examination is conducted at the district level by the DEO. Eligible students are those who have registered for the examinations and have the required attendance rate to sit for the final examinations. Standardized and improved examination will use improved test items that include an appropriate mix of cognitive domains, which are standardized to ensure comparability across districts/regions and over time. The test items will reduce emphasis on rote learning by students and increase emphasis on knowledge and skills. This DLI is achieved when MOE confirms that all eligible grade 8 students (of which 50.0% are girls) have participated in the annual district examinations conducted nationwide for grades 8 by using the newly developed standardized and improved test items. 4.4a: This DLR is achieved when (a) ERO prepares reports in actionable form on the analysis of Grade 10 standardized examination of NEB and the analysis of NASA with finding and recommendations for different agencies, (b) MOE and ERO disseminate both reports in the MOE, ERO and NEB websites; and (c) MOE and ERO prepare a plan of action for at least top five actions/recommendation and allocate resources for implementation in the following year's budget Definition of Actionable Form: actionable form means that the data are analyzed, tailored and disseminated to relevant stakeholders in a form that is useful to them in deciding what actions can be taken to improve the quality of education 4.4b: Grade 10 examination is conducted at the national level by the NEB. Eligible students are those who have registered for the examinations and have the required attendance rate to sit for the final examinations. Standardized and improved examination will use improved test items that include an appropriate mix of cognitive domains, which are standardized to ensure comparability across districts/regions and over time. The test items will reduce emphasis on rote learning by students and increase emphasis on knowledge and skills. This DLI is achieved when MOE confirms that all eligible grade 10 students (of which 50.0% are girls) have participated in the annual national examinations conducted nationwide for grade 10 by using the newly developed standardized and improved test items. 												
Indicator	DLI 5: Model schools												
Targets and disbursement timelines													
Baseline	Piloting of model schools is a new initiative.												
Timeline	<table border="1"> <thead> <tr> <th>Period 0</th> <th>Period 1</th> <th>Period 2</th> <th>Period 3</th> <th>Period 4</th> <th>Period 5</th> </tr> </thead> <tbody> <tr> <td>Results prior to November 2016</td> <td>(July 15, 2016 – July 14, 2017)</td> <td>(July 15, 2017 – July 14, 2018)</td> <td>(July 15, 2018 – July 14, 2019)</td> <td>(July 15, 2019 – July 14, 2020)</td> <td>(July 15, 2020 – July 14, 2021)</td> </tr> </tbody> </table>	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Results prior to November 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Period 0	Period 1	Period 2	Period 3	Period 4	Period 5								
Results prior to November 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)								

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Achievement data	Nov 2016	5.1: March 2017	5.2: Nov 2017	5.3a: Nov 2018 5.3b: Nov 2018	5.4: Nov 2019	5.5: Nov 2020
Verification/ reporting date	Nov 2016	5.1: March 2017	5.2: Nov 2017	5.3a: Nov 2018 5.3b: Nov 2018	5.4: Nov 2019	5.5: Nov 2020
Disbursement date	Jan 2017	5.1: April 2017	5.2: Jan 2018	5.3a: Jan 2019 5.3b: Jan 2019	5.4: Jan 2020	5.5: Jan 2021
Target	Eligibility and selection criteria for model schools developed.	5.1 Guidelines for establishment and operation of model schools approved by MOE (ADB DLI 5 US\$ 3 million).	5.2 Implementation of approved school-specific multi-year quality improvement plans in 100 model schools initiated (ADB DLI 5 US\$ 6 million).	5.3a Implementation of approved school-specific multi-year quality improvement plans in additional 100 model schools initiated (ADB DLI 5 US\$ 5 million). 5.3b The 100 schools selected in 2017 provided with science and ICT labs, libraries, e-resources and mathematics, science and English language kits (ADB DLI 5 US\$ 4 million).	5.4 The 100 schools selected in 2018 provided with science and ICT labs, libraries, e-resources and mathematics, science and English language kits (ADB DLI 5 US\$ 3 million).	

Commented [unknown16]: The achievement has been delayed. The result can be combined with the result for period 3.

Commented [unknown17]: The achievement has been delayed. The result can be combined with the result for period 4.

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	<p>Allocated Amount (in million US\$)</p> <p>Total US\$ 271 Euro 25.43 million</p>	<p>US\$ 8 (5+3) million Euro 7.51 million</p>	<p>US\$ 5 million Euro 5.63 million</p>	<p>US\$ 9 million Euro 8.45 million</p>	<p>US\$ 3 million Euro 2.82 million</p>	<p>US\$ 2 million Euro 1.88 million</p>	<p>5.5 At least 200 secondary schools upgraded to model schools, benefitting 40,000 students of which at least 50.0% are girls (ADB DLI 5 US\$ 2 million).</p>
<p>Disbursement rule</p>	<ul style="list-style-type: none"> • Prior results: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; Eligibility and selection criteria for model schools developed. (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; \$ 3 million if the DLR is achieved, \$0 otherwise • 5.1: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; Guidelines for establishment and operation of model schools approved. (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; \$ 6 million if the DLR is achieved, \$0 otherwise • 5.2: Determination of Financing Amount to be disbursed against achieved and verified DLR value; Total disbursement divided by 100 model schools for Year 2 (2017) with a maximum of USD\$ 6 million. • 5.3a: Determination of Financing Amount to be disbursed against achieved and verified DLR value; Total disbursement divided by the additional 100 model schools for Year 3 (2018) with a maximum of USD\$ 5 million. • 5.3b: Total DLI divided by 100 model schools for Year 3 (2018), with a maximum of USD\$ 4 million. • 5.4: Total DLI divided by 100 model schools for Year 4 (2019), with a maximum of USD\$ 3 million. • 5.5: Total disbursement divided by 200 model schools, with a maximum of USD\$ 2 million. 						
<p>DLI verification process</p>	<ul style="list-style-type: none"> • Prior results: PCS will submit a copy of the eligibility and selection criteria for model schools to the JFPs, which will be jointly verified by the JFPs. • 5.1: PCS will submit a copy of the approved guidelines for the establishment and operation of model schools to the JFPs. The JFPs will jointly verify the guidelines. • 5.2: PCS will submit multi-year quality improvement plans and confirmation of teacher positioning to the JFPs, which will be jointly verified. 						

	<ul style="list-style-type: none"> • 5.3a: PCS will submit multi-year quality improvement plans and confirmation of teacher positioning to the JFPs, which will be jointly verified. • 5.3b: PCS will submit a report on the provision of ICT laboratories, libraries, e-resources, science laboratories, and mathematics, science and English language kits and an implementation progress report. Independent, third party verification of the report will be conducted by JFPs. • 5.4: PCS will submit a report on the provision of ICT laboratories, libraries, e-resources, science laboratories, and mathematics, science and English language kits and an implementation progress report. Independent, third party verification of the report will be conducted by JFPs. • 5.5: PCS will submit a completion report of model schools implementation to JFPs. Independent, third party verification of the report will be conducted by JFPs.
<p>Definition and description of achievement</p>	<ul style="list-style-type: none"> • Prior results: Eligibility and selection criteria include details on how schools can apply to be a model school and how schools are selected for upgrade to model schools. This DLJ is achieved when the JFPs jointly agree on the eligibility and selection criteria for model schools developed by the MOE. • 5.1: Guidelines for establishment and operation of model schools will include (i) key features such as separate head teacher and subject teachers; disaster resilient infrastructure; ICT laboratory; science laboratory; library; e-resources; mathematics, science and English language kits (see DLJ 3); water and sanitation facilities; (ii) procedures for governance; and (iii) intensive support to school-based quality improvement. This DLJ is achieved when JFPs review and agree on the guidelines. • 5.2: Approved school-specific multi-year quality improvement plan will include needs assessment and comprehensive planning for upgrade to a model school, including construction or retrofitting of buildings, water and sanitation facilities, science laboratory, library, ICT laboratory, e-resources and playground. The DLJ is achieved when MOE submits the school-specific plans, with detailed costs and 5-year implementation plan, and confirms deployment of head teachers (one full-time head teacher per school) and subject teachers (one subject teacher for each of mathematics, science and English subjects to teach both basic and secondary levels), and the JFPs review and agree. Partial achievement of the DLJ is by the number of model schools. • 5.3a: Approved school-specific multi-year quality improvement plan will include needs assessment and comprehensive planning for upgrade to a model school, including construction or retrofitting of buildings, water and sanitation facilities, science laboratory, library, ICT laboratory, e-resources and playground. The DLJ is achieved when MOE submits the school-specific plans, with detailed costs and 5-year implementation plan, and confirms deployment of head teachers (one full-time head teacher per school) and subject teachers (one subject teacher for each of mathematics, science and English subjects to teach both basic and secondary levels), and the JFPs review and agree. Partial achievement of the DLJ is by the number of model schools. • 5.3b: The 100 schools selected in 2017 will be provided with ICT laboratories; libraries; e-resources; science laboratories; and mathematics, science and English language kits, in accordance with the specifications in the Guidelines for the establishment and operation of model schools and with the detailed school-specific quality improvement plans. This DLJ is achieved when the MOE report is submitted and an independent, third party verification confirms those ICT laboratories; libraries; e-resources; science laboratories; and mathematics, science and English language kits have been provided to the 100 schools selected in 2017. Partial achievement of the DLJ is by the number of model schools. • 5.4: The 100 schools selected in 2018 will be provided with ICT laboratories; libraries; e-resources; science laboratories; and mathematics, science and English language kits, in accordance with the specifications in the Guidelines for the

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Timeline	Period 1 (July 15, 2016 – July 14, 2017)	Period 2 (July 15, 2017 – July 14, 2018)	Period 3 (July 15, 2018 – July 14, 2019)	Period 4 (July 15, 2019 – July 14, 2020)	Period 5 (July 15, 2020 – July 14, 2021)			
Achievement date	July 15 th , 2017	July 15 th , 2018	July 15 th , 2019	July 15 th , 2020	July 15 th , 2021			
Verifications/ reporting date	November 2017	November 2018	November 2019	November 2020	November 2021			
Disbursement date	2018 1 st Quarter	2019 1 st Quarter	2020 1 st Quarter	2021 1 st Quarter	2022 1 st Quarter			
Target	6.1a Targeted interventions implemented in the 5 most disadvantaged Districts (according to the Equity Index) (GPE DLI 3(i) US\$ 0.7 million)	6.2a Targeted interventions implemented in the 10 most disadvantaged Districts (according to the Equity Index) (GPE DLI 3(i) US\$ 0.7 million)						

<p>Allocated Amount (in million US\$/Euro)</p>	<p>26.19/ 24.57</p>	<p>6.1b 20% reduction in the aggregate number of OOSC in the 5 most disadvantaged districts (according to the Equity Index) (GPE DLI 3(i))EU /F US\$ 2.2/ Euro 2.39 million, Euro 0.55 million)</p>	<p>6.2b 20% reduction in the aggregate number of OOSC in the 10 most disadvantaged districts (according to the Equity Index) (GPE DLI 3(i))EU/F US\$ 2.2/ Euro 2/1 million)</p>	<p>6.3 30% reduction in the aggregate number of OOSC in the 15 most disadvantaged districts (according to the Equity Index) (EU/F Euro 2 Euro 1.2 million).</p>	<p>6.4 250,000 cumulative number of OOSC brought to schools or Learning Centers (LCs) (EUWB DLI 2.4/F Euro / US\$ 6/ Euro 2 million Euro 1.25 million).</p>	<p>6.5 OOSC in basic education age reduced to 5% (reduced by 5.6 percent from a baseline of 10.6 percent) in the relevant age group (EU/Euro 2/million, GPE US \$).</p>	<p>US\$ 3.02 million Euro 2.83 million</p>
<p>Disbursement rule</p>	<ul style="list-style-type: none"> 6.1a: (i) DOE has developed the Equity Index; (ii) Periods 1-2: non-scalable for targeted interventions implemented; 6.1b: (i) DOE has collected the baseline data on number of OOSC in the five districts classified as "most disadvantaged" in accordance with the Equity Index; (ii) (a) percent of achievement of target (i.e. 20% reduction = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (b) minimum of 51% of the target achieved to be eligible for disbursement (scalable). 6.2b: (i) DOE has collected the baseline data on number of OOSC in the additional five districts, i.e. number 6-10 on the equity index classified as "most disadvantaged" in accordance with the Equity Index; (ii) (a) percent of achievement of target (i.e. 20% reduction = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (b) minimum of 51% of the target achieved to be eligible for disbursement (scalable). 						

Commented [unknown18]: Describe in verification protocol how the result can be documented and verified. One of the suggestions was to use population projection of CBS to get the figure on total population of children aged 7-12 years. BMIS will be able to provide the number of children aged 7-12 years enrolled in schools. The difference of these two numbers is the number of out of school children. The obtained result should be then subtracted from the baseline figure of more than 500,000 out of school children.

	<ul style="list-style-type: none"> 6.3: (i) DOE has collected the baseline data on number of OOSC in the additional five districts, i.e. number 11-15 on the equity index classified as "most disadvantaged" in accordance with the Equity Index; (ii) (a) percent of achievement of target (i.e. 20% reduction = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (b) minimum of 51% of the target achieved to be eligible for disbursement (scalable). 6.4: Minimum value to be achieved to trigger disbursements is 150,000 OOSC brought to schools/learning centres and maximum value to be achieved to trigger disbursement is 250,000 OOSC brought to schools/learning centres. Determination of Financing Amount to be disbursed against achieved and verified value; €1,000,000 for 150,000 OOSC, €1,500,000 for 200,000 OOSC and €2,000,000 for 250,000 OOSC brought to schools/learning centres. (for WB – the disbursement rule is) US\$4 million for 150,000 OOSC brought to schools or LC; and thereafter US\$1 million per 50,000 additional OOSC brought to schools or LC, with a maximum of US\$ 6 million 6.5 missing
<p>DLI verification process</p>	<ul style="list-style-type: none"> 6.1a: LEG (or the World Bank in the absence of LEG) reviews DOE's report(s) on achievement of DLI detailing the Equity Index; revised intervention plans for OOSC; and the official document showing that the Equity Index has been approved by the Recipient 6.1b: DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records 6.2a: LEG (or the World Bank in the absence of LEG) reviews DOE's report(s) on achievement of DLI detailing revised intervention plans for OOSC and dataset listing OOSC brought into basic education 6.2b: DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records. 6.3: DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records. 6.4: (For WB the verification process is) (i) Data source/agency MOE/DOE, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary 6.5 ??
<p>Definition and description of achievement</p>	<ul style="list-style-type: none"> 6.1a: Targeted interventions developed through ESIP and reflected in ASIP/AWPB 2016/17 for 5 most disadvantaged districts. Government approved report(s) detailing the equity index, including objective, methodology, computed district-level index values, district rankings, and selected districts based on this ranking. Revised intervention plans for bringing OOSC into basic schooling. Official document showing that the equity index has been approved by GON. 6.1b: A brief summarizing the total number of OOSC brought into basic schooling in each of the 5 selected intervention districts. Former OOSC enrolled either in flexible learning centers or regular schools can be included in this list. A dataset listing the

	<p>names and profiles of the out of school children brought into basic schooling, including the flexible learning centers or formal schools in which they are enrolled.</p> <ul style="list-style-type: none"> • 6.2a: Targeted interventions developed through EISP and reflected in ASIP/AWPB 2017/18 for 10 most disadvantaged districts... Revised intervention plans for bringing OOSC into basic schooling. • 6.2b: A brief summarizing the total number of OOSC brought into basic schooling in each of the 10 selected intervention districts. Former OOSC enrolled either in flexible learning centers or regular schools can be included in this list. A dataset listing the names and profiles of the out of school children brought into basic schooling, including the flexible learning centers or formal schools in which they are enrolled. • 6.3: A brief summarizing the total number of OOSC brought into basic schooling in each of the 15 selected intervention districts. Former OOSC enrolled either in flexible learning centers or regular schools can be included in this list. A dataset listing the names and profiles of the out of school children brought into basic schooling, including the flexible learning centers or formal schools in which they are enrolled. • 6.4: OOSC are defined as 7-12 years old children who are out of school for at least 6 months. This program covers OOSC brought to schools or LCs on or after the 2017 academic session with detail information by each school and LCs. Bringing all children aged 5-6 to schools and retaining them in schools is critical to reducing out of school in the medium/long term, however this enrollment cannot be counted toward providing second-chance education. This DLI is achieved when implementation progress report includes (a) list of schools and LCs by district covered under the program, (b) list of OOSC enrolled by school/LC, and (c) disbursement of grants to eligible schools/LCs and scholarship to enrolled students. • 6.5: Percentage of the number of out of school children within the age of 7-12 years old equals or is less than 5% of the total number of children aged 7-12 within all 75 districts in Nepal 												
Indicator	DLI 7; Equitable access to education and secondary math and science												
Targets and disbursement timeline													
Baseline	<ul style="list-style-type: none"> • large number of scholarship schemes, and not pro-poor targeted • Poverty household database available in 25 districts. • ... retention rate for students from poor households and girl students. • Gender parity index in enrollment in secondary in 10 districts is well below national average GER for secondary education in 2015. Girls-56.6 & Boys-56.8. 												
Timeline	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Period 0 Results prior to</th> <th style="width: 15%;">Period 1</th> <th style="width: 15%;">Period 2</th> <th style="width: 15%;">Period 3</th> <th style="width: 15%;">Period 4</th> <th style="width: 15%;">Period 5</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Period 0 Results prior to	Period 1	Period 2	Period 3	Period 4	Period 5						
Period 0 Results prior to	Period 1	Period 2	Period 3	Period 4	Period 5								

Annex 5

	November 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Achievement date		7.1: April 30, 2017	7.2: July 2019	7.3: July 2020	7.4: Nov 2019	7.5a: Nov 2020 7.5b: July 2021
Verification/ reporting date		7.1: March 2017	7.2: Nov 2017		7.4: Nov 2019	7.5a: Nov 2020 7.5b:
Disbursement date		7.1: April 2017	7.2: Jan 2018		7.4: April 2020	7.5a: Jan 2021 7.5b:
Target		7.1 (i) Pro-poor targeted scholarship (PPTS) and pro-science scholarship (PSS) schemes approved (ii) that includes targeted interventions for increasing girls' participation in science subjects in grades 11 and 12. (WB DLI 2.1/ADB DLI 1 US\$ 6/3 million)	7.2 (i) PPTS in grades 9 and 11 and PSS in grade 11 implemented in 25 districts and (ii) in 15 of these districts with targeted interventions for increasing girls' participation in science subject in grades 11 and 12. (WB DLI 2.2/ADB DLI 1 US\$ 6/7 million)	7.3 PPTS in grades 9, 10, 11 and 12 and PSS in grades 11 and 12 implemented in 50 additional districts (WB DLI 2.3 US\$ 6 million)	7.4 5.0% increase in GER for secondary education over the baseline (girls 61.6 and boys 61.8) (ADB DLI 1 US\$ 4 million)	7.5a 7.0% increase in GER for secondary education over baseline (girls 63.6 boys 63.8) (ADB DLI 1 US\$ 4 million) 7.5b Retention rate of poor students to grade 12 community schools is 60% (WB DLI 2.5 US\$ 6 million)

Commented [entknovent20]: need to change the layout for distribution of scholarships

Allocated Amount (in million US\$)	Total US\$ 41/ Euro 38.4\$ million	US\$ 8 million Euro 7.51 million	US\$ 13 million Euro 12.20 million	US\$ 6 million Euro 5.63 million	US\$ 4 million Euro 3.75 million	US\$ 10 million Euro 9.39 million
Disbursement rule	<ul style="list-style-type: none"> • 7.1(i): US\$6 million if the DLR is achieved, \$0 otherwise • 7.1(ii): (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; a revised pro-poor scholarship scheme developed that includes targeted interventions for increasing girls' participation in science subjects in grades 11 and 12, (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; \$6 million if the DLR is achieved, \$0 otherwise • 7.2(i): US\$6 million if the DLR is achieved, \$0 otherwise • 7.3: US\$6 million if the DLR is achieved, \$0 otherwise • 7.4: partial disbursement is by the percentage point increase in GER over the baseline. Disbursement will be proportional to the percentage point increase in GER up to a maximum of USD\$ 4 million. • 7.5a: partial disbursement is by the percentage point increase in GER over the baseline. Disbursement will be proportional to the percentage point increase in GER up to a maximum of USD\$ 4 million. • 7.5b: US\$4 million for 50% of retention rate of poor students, and thereafter US\$1 million per additional 5 percentage point increase in retention rate of poor students, with a maximum up to US\$6 million 					
DLI verification process	<ul style="list-style-type: none"> • 7.1(i): (i) Data source/agency MOE/DOE, (ii) verification entity, IVA commissioned by MOE, (iii) process; World Bank/DPs review the IVA's report which includes supporting documents and interviews with parties as necessary. • 7.1(ii): PCS will submit to the JFPs a copy of the approved revised pro-poor scheme. The JFPs will jointly verify the submitted documents. • 7.2(i): (i) Data source/agency MOE/DOE, (ii) verification entity IVA commissioned by MOE, (iii) process; World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary. • 7.2(ii): PCS will submit a report on the implementation of the revised scholarship scheme in 15 districts, including details on student beneficiaries and their participation by grade in schooling. Independent, third party verification of the report will be conducted by the JFPs • 7.3: (i) Data source/agency MOE/DOE, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary • 7.4: PCS will submit a report using EMIS data on the achievement of the GER for girls and boys • 7.5a: PCS will submit a report using EMIS data on the achievement of the GER for girls and boys. • 7.5b: (i) Data source/ agency DOE Flash reports, (ii) verification entity IVA commissioned by MOE, (iii) World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary 					

Definition and description of achievement	<ul style="list-style-type: none"> • 7.1(i): Definition of PPTS: PPTS is poverty targeted scholarship for secondary-level students selected based on PMT procedure or poverty cards issued by MOCPA. Definition of PSS: PSS is pro-poor scholarship for students opting for science subjects at Grades 11 and 12. The amount will be higher than for pro-poor-only students. Students selected for the scholarship can choose which school to attend, regardless of school-type and geographic location. Definition of voucher system: Voucher system will have following features (a) voucher is issued by DOE detailed information about the eligible student and scholarship amount and disbursement procedure, (b) eligibility of schools which are eligible to accept and cash the voucher, and (c) provision of school choice and areas of restrictions. This DLR is considered achieved when (a) the current secondary scholarship program is revised with an ISG, satisfactory to the World Bank, to include provision of pro-poor (Grades 9, 10, 11 and 12) and pro-science (Grades 11 and 12) scholarships, including provision for voucher system; (b) ISG which includes beneficiary selection method, coverage, scholarship amount, disbursement method, verification method, and consequences for false reporting, is approved by MOE, (c) pro-poor student selection procedure will be based on PMT or similar procedure, and (d) implementation arrangement for the selection and distribution of scholarship is well defined in the manual. • 7.1(ii): The definition of the revised pro-poor scholarship scheme is targeted at the poor and includes higher financial subsidy to reflect the real cost of schooling to the disadvantaged. It will rationalize the large number of existing discrete scholarship schemes. The revised pro-poor scholarship scheme will also include the provision for scholarships for girls to study science subjects in grades 11 and 12. • 7.2(i): PPTS is considered implemented if (a) the implementation progress report submitted by implementing units specifies the number of beneficiaries by gender and poverty quintile, and total amounts disbursed to students, (b) the program covers at least 80% of all community schools in the selected 25 districts (with regard to application purposes where students in Grades 8 and 10 are eligible to apply for scholarship benefits in the following academic year in Grades 9 and 11), and (c) scholarship is disbursed only to students meeting the following conditions: (i) remain unmarried until finishing school (ii) meet at least 80% attendance rate during the relevant period, and (iii) Achieved at least grade 'C' on average (to be defined) or passed, previous year's final exam. PSS is considered implemented if (a) the implementation progress report submitted by implementing units specifies the number of beneficiaries by subject, gender and poverty quintile, and total amounts disbursed to students, (b) the program covers at least 90% of all community schools running at least Grade 10 for the application process, in the selected 25 districts, and (c) scholarship is disbursed only to students meeting the following conditions: (i) remain unmarried until finishing school (ii) meet at least 80% attendance rate during the relevant period; and (iii) Achieved at least grade 'C' on average (to be defined), or passed, previous year's final exam. • 7.2(ii): The DLI is achieved when JFPs review and agree on the revised pro-poor scheme guidelines. The revised pro-poor scholarship scheme is implemented in 15 districts, targeting the poor, girls and boys, with the objective of increasing retention and completion rates for basic and secondary grades among poor students. This DLI is achieved when the MOE report confirming achievement of the DLI target is verified on a sample basis by an independent, third party recruited by the JFPs. Partial achievement is by the number of districts implementing the pro-poor scholarship scheme and the girls' science scholarship scheme. Total disbursement divided by 15 districts for Year 2 (2017). • 7.3: The PPTS program needs to cover all community schools running Grade 8, for the application process, and Grade 9 and above for scholarship distribution, in additional 50 districts. The same provisions on reporting format, coverage and eligibility conditions stated in Year 2 above are applicable.
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	<ul style="list-style-type: none"> 7.4: The GER in secondary education (grades 9–12) for girls and boys will be 5% higher than the 2015 baseline, and reach 61.6% for girls and 61.8% for boys by Year 4 (2019). The DLI is achieved when EMIS data provides evidence of increase in GER as above for girls and boys in Year 4. 7.5a: The GER in secondary education (grades 9–12) for girls and boys will be 7.0% higher than the 2015 baseline, and reach 63.6% for girls and 63.8% for boys by Year 5 (2020). The DLI is achieved when EMIS data provides evidence of increase in GER as above for girls and boys in Year 5. 7.5b: Definition of Grade 12 retention rate of poor students in community schools: It refers to the proportion of Grade 9 PPTS beneficiary students in year 2 (from community schools in the 25 districts where PPTS scheme was implemented in year 2, who entered Grade 9 in Year 2) reaching Grade 12 in Year 5. This DLR is achieved when PPTS implementation report for year 5 shows 60% Grade 12 retention rate of poor students in community schools 										
Indicator	DLI 8: Provision of adequate DRR resilient safe school facilities at all levels										
Targets and disbursement timeline											
Baseline	<ul style="list-style-type: none"> A 2010 estimate from NSET is that 60% of all classrooms do not meet the revised comprehensive school safety standards in terms of safe infrastructure. Currently 211 schools officially recorded as retrofitted: <ul style="list-style-type: none"> 160 schools have been retrofitted with ADB and Australia funding, supervised by MoE engineers. 21 schools across different districts by various agencies with support by NSET. Additional 30 schools (15 inside the Kathmandu valley and 15 in other districts) retrofitted by Ministry and Department of Education 										
Timeline	<table border="1"> <thead> <tr> <th>Period 1</th> <th>Period 2</th> <th>Period 3</th> <th>Period 4</th> <th>Period 5</th> </tr> </thead> <tbody> <tr> <td>(July 15, 2016 – July 14, 2017)</td> <td>(July 15, 2017 – July 14, 2018)</td> <td>(July 15, 2018 – July 14, 2019)</td> <td>(July 15, 2019 – July 14, 2020)</td> <td>(July 15, 2020 – July 14, 2021)</td> </tr> </tbody> </table>	Period 1	Period 2	Period 3	Period 4	Period 5	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Period 1	Period 2	Period 3	Period 4	Period 5							
(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)							
Achievement date	July 15 th , 2017										
Verification/ reporting date	November 2017										
Disbursement date	2018 1 st Quarter										
Target	2021 1 st Quarter										

Allocated Amount in million US\$/Euro	13.97 /	13.12	8.1a School guidelines for DRR Standards for school construction, retrofitting and School Disaster Management (SDM) approved (EU Euro 1 million)	8.2 40 school blocks retrofitted in non-earthquake affected districts (EU Euro 2.78 million)	8.3a A further 120 school blocks retrofitted in non-earthquake affected districts (EU Euro 2.7 million)	8.3b DRR to be included as a priority area and thematic study for informing the SSDP MTR and review of School guidelines for DRR Standards for school construction, retrofitting and SDM, based on SSDP MTR recommendation (EU Euro 0.08 million)	8.4a A further 120 school blocks retrofitted in non-earthquake affected districts (EU Euro 2.7 million)	8.4b establishment of public database with all planned/ongoing/completed reconstruction and retrofitting of safe schools (EU Euro 0.08 million)	8.5 A further 120 school blocks retrofitted in non-earthquake affected districts (to total 400 schools) (EU Euro 2.78 million)	US\$ 2.13 million Euro 2 million	US\$ 2.96 million Euro 2.78 million	US\$ 2.96 million Euro 2.78 million	US\$ 2.96 million Euro 2.78 million	US\$ 2.96 million Euro 2.78 million
	13.97 / 13.12		8.1b Comprehensive school safety master plan, approved (EU Euro 1 million)											
Disbursement rule	<ul style="list-style-type: none"> 8.1a: Target is met if school guidelines have been approved by Ministry of Education and endorsed by the Local Education Group. 8.1b Target is met if DRR/CSS master plan and implementation plan have been approved by Ministry of Education, verified by independent verification agent and endorsed by the LEG (€1 million) 8.2 and 8.5: 100 school blocks retrofitted on or before the achievement date= 100% of target. The amount disbursed is dependent on target performance as follows: 0-39% = zero disbursement, 40-59% = €1,112,000 disbursement, 60-89% = €1,668,000 disbursement, 90-100% = €2,780,000 disbursement 8.3a and 8.4a: 100 additional school blocks retrofitted a year on or before the achievement date= 100% of target. The amount disbursed is dependent on target performance as follows: 0-39% = zero disbursement, 40-59% = €1,080,000 disbursement, 60-89% = €1,620,000 disbursement, 90-100% = €2,700,000 disbursement. 													

	<ul style="list-style-type: none"> 8.3b: Target is met if Terms of Reference of DRR/CSS background study is included in approved SSDP Mid Term Review and final report and recommendations have been presented at the SSDP MTR and verified by independent verification agent. If met €80,000 to be disbursed 8.4b: Target is met if Database is operational and managed by MOE/DOE EMIS sections, as verified by independent verification agent. If met €80,000 to be disbursed.
<p>DLI verification process</p>	<ul style="list-style-type: none"> Period 1: (i) Data source/agency: MOE (ii) Verification agency: VA, (iii) procedure: School guidelines for DRR Standards for school construction, retrofitting and School Disaster Management approved by Ministry of Education and endorsed by LEG. DRR/CSS master plan and implementation plan approved by Ministry of Education, verified by IVA and endorsed by LEG. Period 2: (i) Data source/agency: Government approved report(s); ASIP/AWPB; DLI Report; independent verification agent (IVA) report; JRM and/or BRM aide memoires etc. (ii) Verification agency: IVA/JFPs, (iii) procedure: Review of MOE/DOE DLI achievement report by IVA and DLI verification report shared Joint Financing Partners on behalf of Local Education Group prior to the JRM and request revisions if necessary. Period 3: (i) Data source/agency: Government approved report(s); ASIP/AWPB; DLI Report; independent verification agent (IVA) report; JRM and/or BRM aide memoires etc. (ii) Verification agency: IVA/JFPs, (iii) procedure: Local Education Group will review DOE's report(s) on achievement of DLI. Review of IVA verification report by Joint Financing Partners on behalf of Local Education Group and request revisions if necessary, after which the joint DLI verification report produced by MoE/DoE for JRM (and/or BRM) will certify the extent to which the DLI target has been achieved. Terms of Reference of DRR/CSS background study to be included in approved SSDP Mid Term Review and final report and recommendations to have been presented at the SSDP MTR and verified by IVA. Period 4: (i) Data source/agency: Government approved report(s); ASIP/AWPB; DLI Report; independent verification agent (IVA) report; JRM and/or BRM aide memoires etc. (ii) Verification agency: IVA/JFPs, (iii) procedure: Local Education Group will review DOE's report(s) on achievement of DLI. Review of IVA verification report by Joint Financing Partners on behalf of Local Education Group and request revisions if necessary, after which the joint DLI verification report produced by MoE/DoE for JRM (and/or BRM) will certify the extent to which the DLI target has been achieved. Evidence that Database is operational and managed by MOE/DOE EMIS sections, as verified by IVA. Period 5: (i) Data source/agency: Government approved report(s); ASIP/AWPB; DLI Report; independent verification agent (IVA) report; JRM and/or BRM aide memoires etc. (ii) Verification agency: IVA/JFPs, (iii) procedure: Local Education Group will review DOE's report(s) on achievement of DLI. Review of IVA verification report by Joint Financing Partners on behalf of Local Education Group and request revisions if necessary, after which the joint DLI verification report produced by MoE/DoE for JRM (and/or BRM) will certify the extent to which the DLI target has been achieved.
<p>Definition and description of achievement</p>	<ul style="list-style-type: none"> 8.2-5: the number of safe school blocks established through retrofitting, on approved locations equals or exceeds the targets that are included in the DRR/CSS implementation plan within the periods defined in the plan; for these targets to be met. 8.1a: The approval of school guidelines for DRR Standards for school construction, retrofitting and School Disaster Management.

	<ul style="list-style-type: none"> 8.1b: The approval of a plan that includes including phase-wise implementation plan with yearly targets on reconstruction and retrofitting approved, based on the revision and approval of the visionary strategy for increasing disaster resilience schools 8.2, 8.3a, 8.4a, and 8.5: the number of safe school blocks established through retrofitting, on approved locations equals or succeed the targets that are included in the DRR/CSS implementation plan within the periods defined in the plan for these targets to be met. 8.3b: DRR/CSS background study report presented and endorsed during the SSDP MTR and agreed actions based on the report's recommendations reflected in the SSDP MTR Aide Memoire. 8.4b: School guidelines for DRR Standards for school construction, retrofitting and School Disaster Management revised based as agreed during the SSDP MTR based on the recommendations of the DRR/CSS background study. 					
Indicator	DLI 9: Improved governance and strengthened fiduciary management of the school sector.					
Targets and disbursement timeline						
Baseline						
Timeline	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
	Results prior to November 2016	(July 15, 2016 – July 14, 2017)	(July 15, 2017 – July 14, 2018)	(July 15, 2018 – July 14, 2019)	(July 15, 2019 – July 14, 2020)	(July 15, 2020 – July 14, 2021)
Achievement deadline	Nov 2016	9.1a: March 2017 9.1b: April 2017 9.1c: March 2017 9.1d: April 2017 9.1e: March 2017	9.a: July 2018 9.2b: Nov 2017 9.2c: Nov 2017 9.2d: July 2019 9.2e: July 2018	9.3a: Nov 2018 9.3b: Nov 2018 9.3c: July 2019	9.4a: Nov 2019 9.4b: Nov 2019 9.4c: June 2021	9.5a: Nov 2020 & July 2021 9.5b: Nov 2020 9.5c: July 2021
Verification	Nov 2016	9.1a: March 2017	9.a:	9.3a: Nov 2018	9.4a: Nov 2019	9.5a: Nov 2020

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reporting date	9.1b:	9.2b: Nov 2017	9.3b: Nov 2018	9.4b: Nov 2019	9.5b: Nov 2020
	9.1c: March 2017	9.2c: Nov 2017		9.4c:	9.5c:
	9.1d: June 2017	9.2d:			
	9.1e:	9.2e:			
Disbursement date	9.1a: April 2017	9.2a: Jan 2018	9.3a: Jan 2019	9.4a: Jan 2020	9.5a: Jan 2021
	9.1b:	9.2b: Jan 2018	9.3b: Jan 2019	9.4b: Jan 2020	9.5b: Jan 2021
	9.1c: April 2017	9.2c: Jan 2018		9.4c:	9.5c:
	9.1d:	9.2d:			
	9.1e:	9.2e:			
Target	(i) Eight Amendment to the Education Act passed by Parliament	9.1a SSDP Management Plan approved by the SSDP Steering Committee (ADB DLI 6(i) US\$ 1.5 million)	9.3a Computerized Government Accounting System (CGAS) implemented in all 75 DEOs with training (ADB DLI 6(i) US\$ 3 million)	9.4a Training imparted to 2,000 secondary schools in procurement procedures (ADB DLI 6(ii) US\$ 1.5 million)	9.5a Percentage of reoccurring audit observations of SSDP no more than (i) 5.0% of total SSDP expenditures and (ii) 4% of total non-salary grants to schools (WB DLI 1.6/ADB DLI 6(i) US\$ 6/1 million)
	(ii) SSDP implementation arrangements with FM procurement and safeguard	9.1b Enhanced Fiduciary system in place (WB DLI 1.1 US\$ 6 million)	9.2a Grant Management System (GMS) operational (WB DLI 1.2 US\$ 6 million)	9.4b Revised needs-based school grant system implemented in all 75 DEOs (ADB DLI 6(i) US\$ 1.5 million)	9.5c xx LGs disburse Performance based grants to atleast 80 percent of schools

Commented [unknown25]: -Move target to Year 4 (planning, monitoring and reporting of conditional grants with safeguards)

Commented [unknown27]: Needs discussion. LGs and PGs are using SUTRA. Lesson with FCGO for computerized accounting and reporting system implemented in all 753 LGs. Consider revising this indicator. Till the computerized accounting and reporting system is fully functional, approval of FMR from FCGO and establishment of consolidation mechanism through DTCC

Commented [unknown28]: Addition: Year 4 target

Grant Management System (GMS) operational at LGs

Commented [unknown22]: Status on Federal Education Act?

Commented [unknown30]: is in decreasing trend in SSDP school expenditure under LG

Commented [unknown23]: Reconfirm enhanced fiduciary system in place in the changed context.

Annex 5

units in place	for procurement of works, goods and services as per PPA and PPR (ADB DLI 6(i)) US\$ 1.5 million)	based school grant system approved by MoE (ADB DLI 6(i)) US\$ 2 million)	9.3c Satisfactory completion of Capacity strengthening AWPB on key Program support facility (PSF) activities (WB DLI 1.5 US\$ 6 million)	9.4c Number of unaided schools receiving grant reaches 500 (WB DLI 5.3 US\$ 8 million)	meeting minimum accountability requirements implemented (WB DLI 5.4 US\$ 8 million)
9.1d Revised grant manual approved for community schools, including manual for block grants to eligible unaided (permitted) community schools, performance grants to unaided schools eligible for block grants and community schools meeting basic accountability requirements and pro-science enhanced grants (WB DLI 5.1 US\$ 8 million)	9.2d xx LGs disburse Performance based grants to atleast 80 percent of schools meeting minimum accountability requirements thro (WB DLI 5.2 US\$ 8 million)	9.2e Satisfactory completion of Capacity strengthening AWPB on key Program support facility (PSF) activities (WB DLI 1.3 US\$ 6 million)	9.1e 500 schools receive school-based FM capacity strengthening support (GPEREACH DLI 5 US\$ 2 million)		

Commented [unknown29]: FY 2018/19-100
FY 2019/20-300
FY 2020/21-500

Commented [unknown24]: Need to revise grant manual

Commented [unknown26]: Consider scalability of DLI

Proposed Changes	
<p>(ii) SSDP implementation on arrangement has changed due to transition to federal set up.</p> <p>Proposed changes required:</p> <p>i) Clarity on revised implementation on arrangement (move out from transitional arrangement)</p> <p>ii) Steering committees to make more inclusive of representation from MOFAGA,</p>	<p>9.1a) There is a need to develop fresh SSDP FMAP considering the changed implementation arrangement. Identification of risks in the changed context is necessary through fiduciary assessment/MTR</p> <p>9.1c) might need updating based on procurement regulations of provincial and local level governments, if school sector procurement is envisaged by them. Until then, no changes required</p> <p>9.2c) Need to revisit the school grant system. (shift to Y4)</p> <p>Implementation of performance-based grant depends upon design of new LG conditional grant for education. Similarly, it is unclear how local government will allocate funds received under equalization grant from federal government to schools.</p> <p>9.2b) Trainings to 1000 schools on procurement has been completed. (no change to this indicator, but needs continuity)</p> <p>9.3a) CGAS is no more relevant for provincial level and local level governments. CGAS is already implemented in central level agencies. Till computerized accounting system at LGs are fully operational, financial information shall be collected through DTCCOs using standard template and consolidated at</p> <p>9.3b) Till LGs are not involved in procurement for School Sector, it is irrelevant and need to change this indicator to increase training to Schools (2000), including model schools. Continuity of ii) of Y2</p> <p>9.3a) CGAS is no more relevant for provincial level and local level governments. CGAS is already implemented in central level agencies. Till computerized accounting system at LGs are fully operational, financial information shall be collected through DTCCOs using standard template and consolidated at</p> <p>9.4b) Shift to Y5, may be on a pilot basis to 150 PG.</p> <p>9.4a) No need to change this result but increase the number (3000), including model schools and clarity needed on how trainings will be conducted? Who will conduct training? What would be roles of local level governments? Or use of EDCU. My opinion is to give some budget to LG for GMC operation/ supervision and imparting Procurement trainings.</p> <p>9.5a) There is a need to revise how it can be done and separate central level with LGs/School.</p> <p>There are new auditees in the federal context. There are three levels of government. MOEST/CEHRD will not have direct control over it. This can be one of the criteria for performance based grant and GMC is made responsible for ensuring settlement of Audit irregularities but with involvement of MOFAGA. Maintain same for central level.</p> <p>9.5b) Till LGs are not involved in procurement for School Sector, it is</p>

Annex 5

<p>Allocated Amount (in million US\$)</p>	<p>FCGO, OAG, PG/LG as well. Trimester meetings. ii) Making FMT active. Bi-monthly meetings iii) Making PFM TWG active. Monthly meetings</p>			<p>CEHRD. Thus, change to approval of FMRs from FCGO and establishment of consolidation mechanism (Y3) and providing support to 77 DTCOs for FM trainings (Y4).</p>		<p>irrelevant and need to change this indicator to increase training to Schools on procurement to additional 1000.</p>
<p>Disbursement rule</p>	<p>Total US\$ 79.5/ Euro 74.64 million</p>	<p>US\$ 17.5 million Euro 16.43 million</p>	<p>US\$ 24 million Euro 22.53 million</p>	<p>US\$ 5 million Euro 4.70 million</p>	<p>US\$ 17 million Euro 15.96 million</p>	<p>US\$ 16 million Euro 15.02 million</p>
	<ul style="list-style-type: none"> • Prior result (i): (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; Eight Amendment to the Education Act passed by Parliament; (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; \$5 million if the DLR is achieved, \$0 otherwise • Prior result (ii): (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; SSDP implementation arrangements with FM procurement and safeguard units in place; (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; USD\$5 million if the DLR is achieved, USD\$0 otherwise • 9.1a: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements. FMAP approved by the SSDP SC, (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; USD\$ 1.5 million if the DLR is achieved, USD\$ 0 otherwise • 9.1b: US\$6 million if the DLR is achieved, \$0 otherwise • 9.1c: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; Manual developed with well-defined procedures for procurement of works, goods and services as per PPA and PPR, (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value; \$ 1.5 million if the DLR is achieved, \$0 otherwise. 					

	<ul style="list-style-type: none"> • 9.1d: US\$ 8 million if the DLR is achieved, \$0 otherwise. • 9.1e: (i) percent of achievement of target (i.e. 500 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% achievement to be eligible for disbursement (scalable) • 9.2a: US\$6 million if the DLR is achieved, \$0 otherwise • 9.2d: US\$ 8 million if the DLR is achieved, \$0 otherwise. • 9.2e: US\$6 million if the DLR is achieved, \$0 otherwise • 9.3a: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; CGAS implemented in all 75 DEOs with training. (ii) Minimum/Maximum DLR value to be achieved against achieved and verified DLR value; \$ 3 million if the DLR is achieved, \$0 otherwise. • 9.3c: US\$ 6 million if the DLR is achieved, \$0 otherwise • 9.4b: Partial achievement of the DL is by the number of districts where the revised school grant system is implemented. Total disbursement divided by 75 districts with a maximum of USD\$ 1.5 million. • 9.4c: (i) Minimum/Maximum DLR value to be achieved to trigger disbursements; Number of unaided schools receiving block grant reaches (at least) 500. (ii) Determination of Financing Amount to be disbursed against achieved and verified DLR value, \$ 8 million if the DLR is achieved, \$0 otherwise. • 9.5a(ii): US\$ 4 million for audit observations decreased to 5% of total non-salary grants to schools; and thereafter US\$ 1 million per additional 0.5percentage point decrease in audit observations, with maximum up to US\$ 6 million • 9.5c: (US\$ 5 million for 6,000 schools implementing the performance-based grants, and thereafter US\$ 1 million per additional 500 schools implementing performance-based grants, with a maximum up to US\$ 8 million
<p>DLI verification process</p>	<ul style="list-style-type: none"> • Prior result (i): PCS will submit a copy, in English, of the Eighth Amendment to the Education Act (2016) passed by the Parliament. • Prior result (ii): PCS will submit details of the SSDP implementation arrangements jointly agreed with the JFPs. • 9.1a: PCS will submit a copy of the FMAP approved by the SC to the JFPs. • 9.1b: (i) Data source/agency: MOE/DOE report endorsed by inter-ministerial SSDP SC, (ii) verification agency: IVA commissioned by MOE. (iii) procedure; JFPs review IVA report on achievement of DLR which will be based on endorsement made by SSDP SC along with any other necessary interviews or desk reviews or field visits. • 9.1c: PCS will submit a copy of the Manual for school for procurement of works, goods and services to the JFPs. The JFPs will jointly verify. • 9.1d: (i) Data source/agency: DOE, (ii) verification agency: IVA commissioned by MOE, (iii) procedure; PCS will submit a copy of the (i) revised needs- and performance-based school grant system, and (ii) updated manuals and guidelines for procurement of goods and services to the IVA. The JFPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary • 9.1e: (i) DLI Verification Agent reviews DOE's report on achievement of DLIs and EMIS, (ii) DLI Verification Agent (third party) conducts sample survey of schools that includes interviews with teachers and review of school-level financial record-keeping

<ul style="list-style-type: none"> • 9.2a: (i) Data source/agency MOE/DOE report endorsed by inter-ministerial SSDP SC (ii) verification agency IVA commissioned by MOE, (iii) World Bank/DPs review IVA report on achievement of DLR which will be based on endorsement made by SSDP SC along with any other necessary interviews or desk reviews or field visits. • 9.2b: PCS will submit a copy of the list of 1,000 secondary schools provided with training based on the manual to the JFPs. The JFPs will jointly verify. • 9.2d: (i) Data source/agency EMIS, (ii) verification agency, IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary • 9.2e: (i) Data source/agency MOE/DOE report endorsed by inter-ministerial SSDP SC, (ii) verification agency IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA report on achievement of DLR which will be based on endorsement made by SSDP SC along with any other necessary interviews or desk reviews or field visits. • 9.3a: PCS will submit a report confirming implementation of CGAS with training in all 75 DEOs. Independent verification will be conducted by JFPs. • 9.3b: PCS will submit a report confirming implementation of e-GP with training for national competitive bidding in the DEOs as per targets. Independent verification will be conducted and endorsed by JFPs. • 9.3c: (i) Data source/agency MOE/DOE report endorsed by inter-ministerial SSDP SC, (ii) verification agency IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA report on achievement of DLR which will be based on endorsement made by SSDP SC along with any other necessary interviews or desk reviews or field visits • 9.4a: PCS will submit a copy of the list of an additional 1,000 secondary schools provided with training based on the manual to the JFPs. The JFPs will jointly verify. • 9.4b: PCS will submit to JFPs a letter certifying that the new school grant system has been implemented in all 75 DEOs. Independent, third party verification will be conducted by JFPs. • 9.4c: (i) Data source/agency EMIS, (ii) verification agency IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary • 9.5a(i): PCS will submit to the JFPs a letter indicating audit observations on SSDP for FY2018, together with a copy of OAG audit report for FY2018. JFPs will jointly verify. • 9.5a(ii): (i) Data source/agency OAG, (ii) verification agency IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA's report on achievement of DLR which includes OAG findings, findings based on interviews with head teachers in selected sampled schools. • 9.5b: PCS will submit a report confirming implementation of e-GP with training for national competitive bidding in the DEOs as per targets. Independent verification will be conducted and endorsed by JFPs. • 9.5c: (i) Data source/agency EMIS, (ii) verification agency IVA commissioned by MOE, (iii) procedure: World Bank/DPs review IVA's report and supporting documents which includes interview with parties, visit to schools on random sample basis as necessary 	<ul style="list-style-type: none"> • Prior result (i): SSDP implementation arrangements refer to dedicated staff and technical expertise in MOE, DOE, CLA and DEO for SSDP, in areas such as program management and monitoring, financial and procurement management, safeguard compliance and technical support to components jointly agreed between MOE and JFPs, and as reflected in the PID.
<p>Definition and</p>	

description of achievement	
	<ul style="list-style-type: none"> • Prior result (ii): This DLI is achieved when the JFPs (i) jointly verify that the Eighth Amendment to the Education Act (2016) has been passed by the Parliament and published in the Nepal Gazette, and (ii) jointly agree that adequate SSDP implementation arrangements are in place. • 9.1a: SSDP FMAP is jointly developed by MOE and JFPs and includes measures to continuously improve fiduciary management of SSDP such as (i) plan for ensuring adequate staff in each DEO for FM, engineering and procurement functions with capacity development; (ii) plan for annual fiduciary reviews; (iii) plan for rollout of CGAS; and (iv) plan for rollout of e-GP system of PPMO for national competitive bidding at DOE and DEO levels. This DLI is achieved when the JFPs verify and agree on the approved FMAP. • 9.1b: This DLI is considered achieved when the following conditions are met: (a) Steering Committee(SC), at the recommendation of the MOF Joint Secretary chaired Budget and Finance Committee approves the implementation plan for use of CGAS by all education cost centers; (b) Approval of FMAP by the SSDP Steering Committee and Budget and Finance Committee headed by Joint Secretary of MOF, including timeline of completion of activities; and (c) FM unit in DOE with adequate number of dedicated fiduciary staff (as estimated by DOE) and at least 1 FM consultant is in place. • 9.1c: Manual refers to school procurement guidelines outlining procurement procedures with emphasis on public advertisements of contract opportunities and awards, and thresholds for works, goods, and services, in accordance with the PPA and PPR. This DLI is achieved when the JFPs verify, and agree with MOE on the manual for school for procurement of works, goods and services. • 9.1d: Definition of unaided schools: Community schools which do not have and agree not to have in future government teacher positions or deputed government teachers are eligible to receive formula-based block grants adequate for normal operation of schools. Definition of Block Grants: Grants to unaided schools, provided upon compliance with basic accountability requirements, which includes Social audit, EMIS, TST monitoring, functional SMC and PTA, and so on. Definition of Performance Grants: Performance grants are grants provided to eligible community schools (unaided schools receiving block grants and other community schools) meeting basic accountability requirements (Social audit, EMIS, TST monitoring, functional SMC and PTA, and so on), and performance indicators (among others, may include student attendance rate, retention rate, TST, textbooks availability, separate toilet for girls, attainments in standardized school-based assessments, adoption of school rules, issuance of student report cards, and so on) in addition to needs-based grants. Definition of Pro-science enhanced grants: It is additional grants provided to community schools for offering science streams in Grades 11–12. This DLI is achieved when the revised grants manual for community schools including guidelines for (a) block grants to eligible unaided (permitted) community schools, (b) performance grants to unaided schools eligible for block grants and community schools meeting basic accountability requirements, and (c) pro-science enhanced grants to eligible schools are approved by the MOE, disseminated to schools, and disclosed publicly. Grants manual specifies the enhanced amount and eligibility of schools for the grants including offering science subjects, and number of students enrolled in Grades 11 and 12 in science subjects (as per the guidelines). • 9.2a: GMS will be considered operational when (a) GMU led by a coordinator is established in each DEO office and school focal person is assigned by all eligible schools as per approved grants operation manual, (b) all grants are disbursed based on ACF prepared by GMU, ensuring compliance with eligibility criteria, (c) a system of compliance verification of eligibility criteria and utilization of funds by schools is in place, and (d) a system of disbursement reconciliation and refunds of funds

- from those schools not meeting the eligibility criteria or utilization guidelines is introduced (this reconciliation is based on administrative data generated from GMS and not from OAG report).
- 9.2b: This DLI is achieved when the JFPs verify the number of 1,000 secondary schools that have received the training based on the manual as described under 9.1c.
- 9.2d: This DLR is considered achieved when the implementation progress report generated from GMS (a) shows that the performance grants scheme is implemented in at least 3,000 community schools, and (b) includes disbursement information confirming that 3,000 schools meeting accountability criteria received performance grants.
- 9.2e: Critical PSF areas include those supporting the achievement of all 1–6 DLIs. AWPB for PSF means establishment and operationalization of TSU, and at least \$3 million annual allocation. Satisfactory means the above two plus at least 80% of allocated PSF budget (based on the actual contract value) spent.
- 9.3a: CGAS refers to unified web-based computerized accounting system of FCGO. This DLI is achieved when the independent, third party verification confirms that the CGAS has been implemented in all 75 DEOs.
- 9.3b: e-GP refers to online procurement system of the PPMO. This DLI is achieved when the independent, third party verification confirms that the e-GP with training has been implemented in the DEOs as per the targets of 35 in Year 3 (2018).
- 9.3c: Critical PSF areas include those supporting the achievement of all 1–6 DLIs. AWPB for PSF means establishment and operationalization of TSU, and at least \$3 million annual allocation. Satisfactory means the above two plus at least 80% of allocated PSF budget (based on the actual contract value) spent.
- 9.4a: This DLI is achieved when the JFPs verify the number of 1,000 secondary schools, in addition to the ones verified for DLR 9.2b, that have received the training based on the manual as described under 9.1c.
- 9.4b: The revised needs- and performance-based school grant system will redefine the guidelines, norms and procedures for the flow of grants to schools to better address critical school-specific needs and to strengthen performance of schools. This will be based on the review of the existing school grants system. This DLI is achieved when the independent, third party verification confirms that the needs- and performance-based school grant system has been implemented in all 75 DEOs.
- 9.4c: This DLR is considered achieved when the implementation progress report generated from GMS (a) shows that 500 eligible unaided schools received Block grant and (b) includes disbursement information confirming that these schools meeting accountability criteria received block grants
- 9.5a(i): Recurring audit observations for SSDP refer to observations made by OAG in its annual audit report that is repeated more than one year. The DLI is achieved when the JFPs jointly verify that the percentage of audit observations for FY2018 is no more than 5.0% of the total SSDP expenditures for FY2018.
- 9.5a(ii): This DLR will be considered achieved if the percentage of ineligible expenses of total non-salary grants released to schools in FY2018-19 as shown in annual audit report by OAG is 4% or less.
- 9.5b: e-GP refers to online procurement system of the PPMO. This DLI is achieved when the independent, third party verification confirms that the e-GP with training has been implemented in the DEOs as per the targets of 75 in Year 5 (2020).
- 9.5c: This DLR is considered achieved when the implementation progress report generated from GMS (a) shows that at least 7500 (cumulative) eligible schools received performance grant, and (b) includes disbursement information confirming that these schools meeting accountability criteria received performance grants.

DLI 10: Education Management and Information System					
Targets and disbursement timeline					
Indicator	DLI 10: Education Management and Information System				
Baseline	<ul style="list-style-type: none"> Self-reported EMIS system does not have an independent verification system Web-based School profile exists but limited utilization at School level 				
Timeline	Period 0 (July 15, 2016 – July 14, 2017)	Period 1 (July 15, 2017 – July 14, 2018)	Period 2 (July 15, 2018 – July 14, 2019)	Period 3 (July 15, 2019 – July 14, 2020)	Period 4 (July 15, 2020 – July 14, 2021)
Achievement deadline	10.1:	10.2: Nov 2017	10.3a: Nov 2018 & June 2019 10.3b: July 2019	10.4a: Nov 2019 10.4b: Nov 2019	10.5: Nov 2020
Verification/ reporting date	10.1:	10.2: Nov 2017	10.3a: Nov 2018 10.3b:	10.4a: Nov 2019 10.4b: Nov 2019	10.5: Nov 2020
Disbursement date	10.1:	10.2: Jan 2018	10.3a: Jan 2019 10.3b:	10.4a: Jan 2020 10.4b: Jan 2020	10.5: Jan 2021
Target	10.1 Verification survey completed by an independent firm and agreed corrective actions implemented	10.2 First round of sample-based independent verification of EMIS completed (ADB DLI 7 US\$ 3 million)	10.3a Web-based EMIS, with disaggregated data for gender and social groups operational all LGs in schools (ADB DLI 7, US 2 million)	10.4a Annual sector performance report prepared with web-based EMIS data (ADB DLI 7 US\$ 3).	10.5 LG, and school profiles from EMIS used in school social audits in all LGs (ADB DLI 7 US\$ 2 million)

Commented [unknown31]: There is need to assess the system to determine whether the result has been achieved or not.

Commented [unknown33]: These results need to be discussed based on discussion in EMIS group on (i) what type of data to collect (ii) what type of data to share and (iii) what would be the protocol on data usage

Commented [unknown34]: May be LGs can use the data for planning and budgeting. Have linkage with GPE target related to ASIP/AYPB

Commented [unknown32]: May be shift to year 4

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		(GPE/REACH DLI 4 US\$ 2 million)		10.3b 4 percentage points improvement in teacher and student data compared to discrepancy in sample verification survey carried out in year one, or 95% accuracy in the sample verification survey carried out in year three (WB DLI 1.4 US\$ 6 million)	10.4b Second round of sample-based independent verification of EMIS completed with at least 95% accuracy of student and teacher data (ADB DLI 7(II) US\$ 3.25 million)	
Allocated Amount (in million US\$)	Total 26.26/ 24.66	US\$ 2 million Euro 1.88 million	US\$ 3 million Euro 2.82 million	US\$ 13 million Euro 12.21 million	US\$ 6.25 million Euro 5.87 million	US\$ 2 million Euro 1.88 million
Disbursement rule	<ul style="list-style-type: none"> 10.1: EMIS Verification survey completed and agreed corrective actions implemented (non-scalable) 10.3b US\$4 million for 2 percentage points improvement, and thereafter US\$1 million per additional percentage point; or US\$6 million if 95% or more accuracy in self-reported data, with a maximum up to \$6 million 10.1: LEG (or the World Bank in the absence of LEG) reviews DOE's report on achievement of DLI that includes survey firm's EMIS verification report (based on survey of representative sample of schools funded by SSRP) and DOE's implementation of agreed corrective actions from the report's recommendation 10.2: PCS will submit to the JFPs a report on the sample-based independent verification of EMIS. 10.3a: PCS will submit a letter to the JFPs providing evidence that a web-based EMIS with disaggregated data for gender and social groups is operational and that it is publicly accessible 10.3b: (i) DOE Flash data plus Survey data, (ii) IVA commissioned by MOE, (iii) World Bank/DPs review IVA report on achievement of DLR that includes survey firm's EMIS verification report (based on survey of representative sample of schools) 					
DLI verification process						

Definition and description of achievement	<ul style="list-style-type: none"> • 10.4a: PCS will submit a copy of the annual sector performance report to the JFPs, together with an attestation letter stating that the report has been prepared with web-based EMIS data. Independent, third party verification of EMIS will confirm this. • 10.4b: PCS will submit to the JFPs a report on the sample-based independent verification of EMIS, which shows at least 95.0% accuracy of student and teacher data. • 10.5: PCS will submit to the JFPs a report that will include data on the use of district and school profiles in school social audits. • 10.2: Sample-based independent verification refers to a third-party validation of school-wise EMIS data, based on a random sample of no less than 5.0% of the total number of public schools in the country. This DLI is achieved when the final report of the sample-based independent verification of the EMIS data is made publicly available. • 10.3a: Web-based EMIS refers to a system in which data uploaded on web-based user by schools and LGs where there is inadequate facilities. Operational means EMIS data utilizes web-based entry of all school level information. This DLI is achieved when JFPs jointly verify that a web-based EMIS is operational. • 10.3b: This DLR will be considered achieved if the second round of EMIS sample verification is conducted with a representative sample of all schools in year 3 by an independent agency and discrepancy calculated from verification of self-reported EMIS data is reduced by 4 percentage points relative to first round of verification or 95% accuracy in self-reported data if in case accuracy is equal or higher than 95%. (student enrollment, total, female and dalit, and teachers) • 10.4a: Annual sector performance report (information presented in merged/unified/combined (Flash I and Flash II) Flash Report, Consolidated Report and Status Report) is the analytical report of education sector performance and achievement of SSDP program results based on EMIS data analysis. This DLI is achieved when MOEST makes an annual sector performance report prepared with web-based EMIS data publicly available. • 10.4b: Sample-based independent verification refers to a third-party validation of school-wise EMIS data, based on a random sample of no less than 5.0% of the total number of schools in the country. This DLI is achieved when the final report of the sample-based independent verification of the EMIS data, showing at least 95.0% accuracy of data on the number of students and teachers, is made publicly available. • 10.5: School profile refers to an EMIS-generated report of the school, which includes information on school details, students, teachers, STR, internal efficiency, with comparative information on other schools in the LG and beyond. Social audit refers to the annual audit of the school's financial and educational performance conducted by the PTA and disseminated at the school level. This DLI is achieved when JFPs jointly verify the report submitted by the PCS.
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Annex 6: Proposed Revision to the Program Action Plan

Actions	Responsible Agency	Time Frame for Implementation	Status
Area 1: Program Technical Aspects			
1.1. Revise education regulations as per approved education act and SSDP plan and program.	MOEST	October 2016	SSDP plan and program approved. Federal education bill will be tabled in the parliament during the budget session.
1.2. Recruit Program Management Support and Technical Team for SSDP implementation (individual and firm as per the need).	MOEST	October 2016	Program Management Support and Technical Team has been recruited.
1.3. Commonly agreed TA framework for externally-funded TA.	Development Partners	October 2016	TA framework will be revised in the changed context of federalism.
1.4. Implementation initiated of approved teacher rationalization and redeployment action plan and progress updated on an annual basis.	MOEST	December 2016 and November of each year	Updated teacher rationalization and redeployment plan has been shared with JFPs In progress.
1.5. New 1-month training package including Mathematics, English and Science teacher training and revised training guidelines developed and approved.	NCEDCEHRD	November 2017	In progress/completed
1.5. Effective transfer of Higher Secondary Education Board EMIS data into DOE EMIS data following	MOEST and DOECEHRD	April 2017	

Commented [unknown1]: Need clarity on which level of government is responsible for redeployment of teachers.

Actions	Responsible Agency	Time Frame for Implementation	Status
enactment of education act.			
1.7. Generate sex, caste and ethnicity disaggregated teacher related data on (i) subject wise teachers per type of school and level of education; (ii) tenure status; and, (iii) training received through <u>NCED-ETCs</u> under SSDP.	DOECEHRD	Annually	
1.8. Development of item bank of standardized test items for grade 8(<u>English, Mathematics and Science</u>) and 10 (<u>English, Mathematics and Science</u>) examinations by NEB.	MOESI	2018 and 2019 respectively	Timeline needs to be revised
1.9. Strengthen and institutionalize ERO as per Education Act for National Assessment of Student Achievement.	MOEST	2016 onwards	In progress
1.10. Ensure timely National Assessment of Student Achievement by ERO in accordance with SSDP program plan.	MOESI	2016 onwards	Completed for grade eight in 2017. Ongoing for grade ten.
1.11. A comprehensive package of science, math and English language kits including science laboratory materials defined for distribution for Basic Schools (6-8) and secondary schools ensuring equitable accessibility of girls (50%) and boys.	DOECEHRD	July 2017	Ongoing

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Actions	Responsible Agency	Time Frame for Implementation	Status
1.12. List of secondary schools shortlisted for model school to be made available to expanded model school committee under the MOE secretary and list of 100 schools selected to be made public.	DOE <u>CEHRD</u>	January 2017	Achieved
1.13. External Design and Survey firm hired to prepare costed plan for 200 selected model schools	DOE <u>CEHRD</u>	March 2017	Achieved
1.14. A national repository of ICT materials for teaching and learning developed and an effective and efficient delivery mechanism at schools for ICT, e-learning resources and other materials established.	CDC and <u>NGEDCEHRD</u>	2018	In Progress
1.15. Develop a package for innovative teaching and learning incorporating activity-based and experimentation, GESI sensitive pedagogy for model schools.	CDC and <u>NGEDCEHRD</u>	2018	In progress Most e-learning materials included in the activity-based kits provide gender-balanced lessons, and attempts to reverse the gender stereotypes in content and images. The digital materials show men working in kitchen, girls and boys both playing games such as football, and women in

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Actions	Responsible Agency	Time Frame for Implementation	Status
			professional roles such as doctors and engineers.
1.16. Necessary service procured (individually or firm) for making web-based EMIS.	DOECEHRD	2017	Completed
1.17. Review and revise data collection formats of flash system to meet SSDP data reporting requirements and results framework including disaggregated (sex, caste, ethnicity) student and teacher (as per specialization) data	DOECEHRD	2016	
1.18. Strengthen EMIS section with provision of adequate and trained human resource.	DOECEHRD	2016-2017	
Area 2: Financial Management			
2.1. Implementation of approved joint FMAP initiated, reviewed and updated annually	MOEST	October 2016 and annually	Achieved. Due to federation of the country there is a need to draft new FMAP.
2.2. Simplified school level accounting and financial reports included during the amendment of Education Regulation.	MOEST	October 2016	Will be addressed while preparing Education Regulation for Federal Education Act.
2.3. Improved preparation of the ASIP and AWPB with linkage to program results framework and results	MOEST and DOECEHRD	From 2017 onwards	In progress.

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Actions	Responsible Agency	Time Frame for Implementation	Status
based financing			
2.4 Annual independent Fiduciary Review (including procurement review on a sample basis)	Development Partners	Annual	AFR has been initiated. The report will be available by July 2019
Area 3: Procurement			
3.1 Develop supervision manuals for inspection, supervision and quality control for civil works and goods purchased at the school level.	DOE/CEHRD	November 2017	Achieved.
3.2 Capacity building of DOE and DEOLG staff to enhance their procurement, oversight and technical capacity for program implementation and supervision.	DOE/CEHRD	Ongoing starting from 2017	This has changed due to federalization given that functions have been delegated to local governments.
3.3 Compliance of disclosure procedures of procurement activities at school and DEO as per PPA and PPR procedure. The social and financial audit at school level will record the compliance	SMC and DEOLG	Ongoing with annual reporting	This indicator needs revision due to the changed context.
3.4 Conduct annual independent Technical Audit for quality assurance of school construction in SSDP. This action shall be included in the joint FMAP.	Development Partners	July 2017 and annual	Needs to be discussed
3.5 Preparation of annual procurement plan in line with annual budget and work plan	DOE, DEO/CEHRD, LG and SMC	Annually by September	In progress

Commented [unknown2]: Need to rethink in the changed context

Actions	Responsible Agency	Time Frame for Implementation	Status
at <u>DOE</u> , <u>CEHRD</u> , <u>DEO</u> LG and School level following PPA and PPR guidelines			
3.6 Supervision consultants recruited supervision and monitoring of model school construction.	DOE	March 2017	Under discussion
Area 4: Gender and Social Inclusion			
4.1 Revised pro-poor scholarship scheme includes targets for girls enrolled in science subjects in grades 11 and 12, including tracking and monitoring science scholarships for girls.	<u>DOE</u> , <u>CEHRD</u>	2018	Pro-poor scholarship scheme revised.
4.2 Timely (within 1 month of start of school academic year) distribution and monitoring of targeted support to all girls enrolled in science stream in secondary education as per defined guidelines. The targeted support includes high value scholarships, text books, and residential facilities (for those who need it).	<u>DOE</u> , <u>CEHRD</u>	Annual after 2018	Sample based monitoring was completed by CEHRD and SFAFDB
4.3 Strictly enforce the Teacher Service Commission reservation quota of 45% reserved seats (33% for women, 27% Janajatis, 9% Dalits, 5% disabled and 4% from remote locations) in the recruitment of teachers in approved vacant positions.	<u>MOEST</u>	During new recruitment in approved positions	In Progress Teacher Service Commission is in the process of recruiting teachers in approved vacant positions. Once the final list is published, MOEST

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Actions	Responsible Agency	Time Frame for Implementation	Status
			will be able to provide information on the percentage of women, janjatis, dalits and disabled selected.
4.4 Increase share of the total female teachers to 20% through TSC reservation.	MOEST	Annual reporting through EMIS	Exam was conducted to hire permanent teachers. The status on this indicator will be provided after the publication of result.
4.5 New subject-wise teacher training program guideline to ensure priority for 30% female teachers and 10% from other social groups. Head teacher training will ensure attention to female head teachers.	NCED and <u>DOECEHRD</u>	2017	<p>Subject-wise teacher training program is ongoing. The training will be completed by 15 July 2019. MOEST will be able to share the percentage of female teachers and teachers from other social groups trained only after 15 July 2019.</p> <p>It has been very difficult to appoint head teacher due to absence of federal education act. MOEST is tabling the federal education act in</p>

Actions	Responsible Agency	Time Frame for Implementation	Status
			the upcoming budget session of the parliament. Once the legal basis for appointment of head teacher is sorted out attempts will be made to train maximum number of female head teachers.
4.6 Teacher training in new ICT and e-learning resources for classroom teaching benefit 30% female teachers out of the total 2,000 teachers.	DOECEHRD	2017-2021	Teacher training in new ICT and e-learning resources has not yet started. However, the budget has been allocated for the current Fiscal Year. The activity is expected to be completed by 15 July 2019.
4.7 Model school guidelines to include provisions for supporting girls, particularly from disadvantaged communities and remote locations for their increased access through availability of residential facilities.	DOECEHRD	2017-2021	Guidelines prepared. Implementation will commence from FY 2019/20.
4.8 Ensure social audits comply fully with the revised grant management guideline and corrective measures	DOECEHRD, SMCs	2018 and annually	In progress Social audits comply with the revised grant management

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Actions	Responsible Agency	Time Frame for Implementation	Status
implemented by the schools.			guidelines. However, there is no reporting mechanism from LGs to central level to document the evidence.
4.9 Include GESI in all the training modules developed by DOE CEHRD for MOEST, DOE, DEOs/LGs, SMCs and PTAs.	DOE-CEHRD and GESs	2018	Achieved
4.10 Review TOR of GESs of DOE-CEHRD and incorporate linkages to planning and monitoring division of DOE-CEHRD for effective GESI mainstreaming and coordination in line with SSDP reforms, particularly secondary education. The input of GESI expert consultant could be sought.	MOE, DOE, Development Partners	October 2016	Achieved. CEHRD has assigned GESI focal person (Ms. Manuja Baral). Based on the recommendation by the GESI focal person, the budget is reflected in ASIP/AWPB This is continuous activity.
Area 5: Social and Environment Safeguards			
5.1 Update, approve and implement social and environment safeguard screening, management, and monitoring tools (EMF, LAF for voluntary and willing seller and buyer procedures, IPF, and ADB's prohibited investment activities list- Appendix 5 of	MOEST, DOE CEHRD and Development partners	2016-2021	EMF has been approved and disclosed on CEHRD website.

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Actions	Responsible Agency	Time Frame for Implementation	Status
<p>SPS¹⁾</p> <p>5.2 Designate Planning and Monitoring Division for environment and social safeguard monitoring as per SSDP implementation arrangement and assign social and environment safeguard officer at DOE CEHRD and social and environment safeguards focal person at DEOLG.</p>	<p>MOEST and DOECEHRD</p>	<p>November 2016</p>	<p>To be discussed</p>
<p>5.3 Conduct orientation and training for relevant officials at DOE, DEO CEHRD, LGs and school level based on approved EMF, IPF and LAF for voluntary and willing seller and buyer procedures.</p>	<p>MOEST, DOECEHRD, DEO LGs and SMCs</p>	<p>2016–2021</p>	<p>Achieved</p>
<p>5.4 Annual monitoring and reporting of the implementation of social and environment safeguard with progress assessment in the joint annual review by Development Partners.</p>	<p>MOEST, DOE CEHRD and DEOLG</p>	<p>2016–2021</p>	<p>Achieved</p>

ASIP= Annual Strategic Implementation Plan, AWPB= Annual Work Program and Budget, CDC = Curriculum Development Center, DEO = District Education Office, LG= Local Government, DLI = disbursement-linked indicator, DOE = Department of Education, CEHRD=Center for Education and Human Resource Development, EMIS = Education Management Information System, EMF= Environment Management Framework, ERO = Education Review Office, FCGO = Financial Comptroller General's Office, FMAP = fiduciary management action plan, GES = Gender Equity Section, GESI = Gender Equity and Social Inclusion, ICT = information and communication

¹⁾ADB 2009. *Safeguard Policy Statement. Manila*

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technology, IP= Indigenous People, IPF=Indigenous Peoples Framework, LAF= Land Acquisition Framework, MOEST = Ministry of Education, Science and Technology-NCED =National Center for Educational Development, NEB = National Education Board, OAG = Office of the Auditor General, PSSA= Program Safeguard Systems Assessment, PPA= Public Procurement Act, PPR= Public Procurement Regulation, PTA = Parent Teacher Association, SMC = School Management Committee, SPS= Safeguard Policy Statement, SSDP = School Sector Development Plan, SSRP = School Sector Reform Program, TA = technical assistance, TOR = terms of reference, TSC = Teacher Service Commission.

Annex 7: Field Visit Report

Mid Term Review / Budget Review Meeting May 2019 Field Trip Report

*Karnali - Province Six, Surkhet and Dailekh
Province Two, Dhanusha and Siraha
5th – 8th May 2019*

Participants:

Karnali Province: Mina Regmi Poudel (MOEST), Ramchandra Timalsina (CEHRD), Anjali Amatya (ADB), Jayakrishna Upadhyay (ADB), Smita Gyawali (ADB), Laxmi Paudel (Save the Children/AIN Education Working Group), Indra Gurung (Finland), Yukiko Okugawa (JICA), Kamla Bisht (Norway), Ingrid Buli (Norway), Freya Perry (MOEST/UNICEF), Purushottam Acharya (UNICEF), Indra Raj Panta (UNICEF), Shannon Tayler (USAID), Umesh Chaudhary (WFP), Maya Sherpa (World Bank).

Province 2: Yubaraj Dahal (MOEST), Padma Sapkota (CEHRD), Rajan Acharya (ADB), Bimal Babu Khatri (ADB), Deergha Narayan Shrestha (British Council), Deependra Bikram Thapa (British Council), Eigil Rasmussen (British Council), Sudarshan Shrestha (British Council), Ian Attfield (DFID), Joan Casanova (European Union), Kati Bhose (Finland), Krishna Lamsal (JICA), Rashmi KC (World Bank), Seema Acharya (World Education/AIN Education Working Group), Dipu Shakya (UNICEF), Bimala Manandhar (UNICEF), Laura Parrott (USAID).

Key stakeholders interacted with:

Karnali Province:

- Karnali Social Development Ministry: Secretary, Joint Secretary of Education Planning and Research division, PEDD;
- Janajyoti Ma.Vi, Barahatal Rural Municipality: Head Teacher, SMC Chairperson;
- Barahatal Rural Municipality: Chairman, Deputy Chairman, Chief Administrative Officer;
- Jana Ma.Vi, Birendranagar Municipality: Head Teacher, SMC chairperson, PTA Chairperson, Assistant Head Teacher;
- Chhabi Ni. Ma. Vi, Birendranagar Municipality: Head Teacher, Assistant Head Teacher, teachers, PTA representative, 3 SMC members, SMC Chair;
- Birendranagar Municipality: Deputy Mayor, Head of Education Unit, Head of Planning, Chief Administrative Officer, Board member, Chairperson of Ward 6;
- Karnali Education Training Centre;
- EDCU, Surkhet;
- DTCCO, Surkhet / Karnali PTCO;
- Bheri Ganga municipality, Chhinchu;
- Basanta Ma.Vi Kimugaun, Narayan Municipality: Head Teacher, SMC chairperson, teachers;
- Narayan Municipality: Mayor/Deputy Mayor, Chief Administrative Officer;
- Gurans Rural Municipality: Chairman/Deputy Chairman, Chief Administrative Officer Chairperson; of Ward, elected representative, previous RP working in Education Unit;
- Shree Laxmi Ma.Vi. Ratikhola, Gurans Rural Municipality: Head Teacher, SMC chairperson, teachers;

- Nepal Rastriya Basic School, Gurans Rural Municipality: Head Teacher, SMC chairperson;
- Dailekh EDCU;

Province 2:

- Ministry of Social Development: Acting Secretary, Director, Education Officer, Provincial Education Development Directorate Chief, Chief of Education Training Center, Account Officer;
- DTCO/PTCO;
- EDCU Dhanusha: Chief;
- EDCU Siraha: Chief, School supervisors;
- Laxmiya Rural Municipality: Chairperson, Vice-chairperson, Executive Officer, Ward Chair, Resource Person;
- Bideha Municipality: Mayor, Chief Administrative Officer, Education Unit representative;
- Siraha Municipality: Assistant Accountant, Planning Officer, Sub-engineer, Admin Officer;
- Naraha Rural Municipality: Deputy Mayor, Education Unit Head, Chief Administrative Officer;
- Shree Secondary School, Bhaluwai: Headteacher, Teacher, Admin Officer, ECD teacher;
- Shree Bajra Mohan Jhabbar Ram Janta Secondary School, Madar, Siraha: Head teacher, teachers, SMC chairperson/Ward Chairperson;
- Bilat Sah Secondary school, Sinurjoda, Laxminiya Rural Municipality: Acting Headteacher, teachers, ECD teacher;
- Shree Laxminiya Secondary School, Dhanusha: Headteacher, teachers (including ECD) and Resource Person from the Rural Municipality;
- Shree Adharbhut Bidyalaya Panbari-5: Head Teacher, ECD teacher and Office Assistant/Teacher;
- Janata Secondary School, Giddah Belapati: Headteacher, teachers, SMC member;
- Banbali Barchhana Secondary school: Headteacher, SMC chair.

Objectives:

1. To inform the Mid Term Review of the School Sector Development Plan (SSDP) (2016-2023) and verify information analyzed in the draft MTR external evaluation report.
2. To strengthen understandings of the federal roll out (a) grant management systems at local and provincial governments; (b) current mechanisms for monitoring, evaluation, reporting and accountability, and (c) efforts taken by local governments to enhance equitable access to quality education.
3. To provide anecdotal evidence on progress against the common DLI matrix.

Methodology and scope of visit:

Prior to the undertaking of the main Mid Term Review and Budget Review Mission, joint field visits took place from 05 May 2019 to 08 May 2019. During this period, one team visited Dhanusha and Siraha districts of Province Two whilst the other team visited Surkhet and Dailekh districts of Karnali (Province Six). The joint visit teams were led by representatives of the MOEST and CEHRD and engaged with stakeholders in the selected areas including government representatives at provincial and local level as well as head teachers, teachers, SMC and PTA members at the school level.

The observations gathered through the field visit are understood to strengthen the understanding of the issues and topics discussed and reviewed during the MTR Mission sessions as per the

scope reflected in the SSDP JFA. As such, they are understood to be anecdotal and not representative for the overall performance and progress made under the SSDP.

The Terms of References for the Field visits is attached as Annex 1. Due to a nation-wide bandh called on Monday 6th May 2019, the ToR schedule was slightly adapted in the Karnali Province, allowing additional visits to the Provincial Education Training Centre (ETC), Provincial Treasury Control Office (PTCO), District Treasury Control Office (DTCO), Education District Coordination Unit (EDCU) and Bheri Ganga municipality, Chhinchu with the planned itinerary for Monday 6th shifting to shorter visits on Tuesday 7th. Only one school visit did not take place as planned because of these changes. A suggested questionnaire was prepared and used as a guideline for questions.

Overall observations and findings:

1. Status of federal transition

In the interactions with key stakeholders in the field visits, there was mixed progress observed since the November 2018 Joint Review Meeting in terms of making operational new Local Governments and mobilizing education governance structures to adequately support schools and teachers to improve the quality and equity of education. Whilst there was an increased understanding of some functions and key mechanisms, the resounding message was that the existing legal framework was not sufficient to clarify the exact roles and responsibilities across the three tiers of government. Although guidelines have been provided by MOEST to ensure the implementation of the SSDP, it was noted by the EDCU in Dhanusa that in some instances LGs were only following guidelines provided by MOFAGA, and resisting other guidelines provided by other Ministries.

Tensions were observed between the schools, local governments (LGs), provincial governments (PGs) and EDCUs. In Karnali Province, for example, all LGs expressed that the EDCU and the PG were encroaching on their constitutional mandate to manage the school sector, particularly relating to issues of teacher management, infrastructure development and EMIS management. This was similarly observed by the EDCU who noted that the previous functions of the DEO had been transferred to the local governments, leaving the EDCU with a minimal role, without budget, limited to administrative support for Grade 10, 11 and 12 exams and the performance appraisals and management of teachers. It was further emphasized that this was extremely difficult to manage since the dissolution of resource centers and this gap of RPs was being felt by LGs and PGs as well as EDCUs. Moreover, whilst the Provincial Ministry for Social Development, Karnali, acknowledged that their constitutional mandate had a stronger focus on higher education, they expressed that they wanted to "support" LGs at the school level, in school construction and examination standardization for Grade 8 (which is mandated at the local level) as well as Grade 10. However, the lack of consultation, communication and coordination between the three tiers had resulted in duplication and countering activities. For example, the PG were building new school buildings in areas where LGs were undertaking efforts to merge schools, undermining the sector plans and needs identified by the LGs.

This confusion between the various governance levels was also perceived by the schools, some of whom shared that it was no longer clear who they should consult for answers regarding issues such as teacher recruitment and redeployment. Still, some schools claimed that their situation had improved under the new federal as they were closer to the LG and the LGs could provide more tailored support since they had fewer schools in their catchment area than the previous

DEOs. Nonetheless, these reports seemed negligible and, in Province 2, were reported to be motivated by the political connections of SMC members.

Overall, the field visits further underscored the immediate need for the Federal Education Act to clarify responsibilities and elaborate how each level should collaborate with one another. Indeed, LGs had also expressed the lack of guidance from the federal government, particularly relating to the formulating of education related acts/guidelines and policies for the new federal context.

A consistent message from all stakeholders met in Province Two and all but one institution in Karnali Province was the absence of human resources in the education sector at Provincial, Municipality and School levels. In many instances across both Provinces, just one person dedicated to education had been appointed and in several cases no education dedicated person had been appointed in the local government. Whilst a small number of local government stakeholders interviewed in Karnali Province had recently taken up their posts as part of the ongoing civil service adjustment, progress in filling stations was observed to be even slower in Province 2. In some cases, LGs were taking initiatives to resolve the staffing crisis, but these were largely unsustainable and impacted on other areas of education provision. This was exemplified by one rural municipality in Karnali who had hired a previous Resource Person, taking them out of the classroom and paying them via their teacher salary.

The consequence of this lack of adequate human resources and delay of staff adjustment was that local governments were unable to process the many administration demands, resulting in significant delays to other technical support, monitoring and evaluation. This was particularly highlighted in relation to teacher salaries, with all schools visited across both provinces reporting that receipt of their salaries was taking over four to five months. For example, one LG in Siraha stated that they were unable to pay teachers because they didn't have an Account Officer to sign the payment; in fact, they only had one quarter of the education positions filled within their municipality with 54 community schools to monitor. Similarly, notable delays in the provision of textbooks and scholarships in parts of Siraha were reported due to limited staff.

In addition to further efforts to recruit and timely deployment of more education focused staff, it appears that further guidance relating to the distribution of salary and scholarship needs to be elaborated in forthcoming SSDP Programme Implementation Manual (PIM) since this money is allocated to LGs from the beginning of the fiscal year but disbursement is being delayed.

2. Financial management and grant management system (GMS)

Overall, there was a good level of clarity among LGs on the use of conditional grants and the fund flow mechanism. They were familiar with the PIM and knew the ten SSDP priority budget heads. Nevertheless, a more detailed and nuanced understanding of the SSDP budgeting was lacking. For instance, in Province 2, one LG was unaware of the 500NPR per child fund for ECED, while at least two schools visited claimed that they are not receiving such budget title. At the same time, it was noted in Dailekh that there was a need for further flexibility within the conditional grant system, providing the LGs with some discretionary powers to utilize the funds as per the needs of their community. The example given was that whilst seven lakh Nepali rupees would be allocated under the conditional grant for two toilet blocks in two schools, the need might be to focus on the maintenance of multiple toilet blocks or building just one toilet block across multiple schools. It was also highlighted that conditional grants were not sufficient since they were calculated on the number of permanent residents and did not take into consideration migrant populations, which, in Karnali province, saw the total population increase three-fold during some parts of the calendar year.

Despite the awareness of the conditional grants, there were some issues with funds not being released to schools in a timely manner. In addition to the delays to teacher salary and scholarships as mentioned above, model school grants were held back by local governments in both Karnali and Province 2. The reasons for this were not entirely clear, with different explanations given by the schools (e.g. local government wanting control, local government using the money for teacher salaries) and the local governments (e.g. uncertain if the plan had been approved by the federal government, wanting to monitor correct implementation of the grant and provide the grant in installments).

The field visits observed that SUTRA is not functioning well. Whilst some local governments have received training, they are experiencing difficulties with the online system since the internet connection is poor and they are unable to enter the information online. Subsequently, they are using a simple excel spreadsheet and requested that an offline version be developed. A similar issue is occurring with the internet-based CGAS, resulting in just ten out of 60 federal units using CGAS in Surkhet. It was noted that in more rural areas it would be extremely unlikely that LGs are able to use either SUTRA. In addition, it was noted that some LGs were using LMBIS.

Since SUTRA is used at the local government level only, it is not directly linked to the DTCO system of the Treasure Single Account (TSA), which is also used by MOF and FCGO. The LGs report to DTCOs on the expenditure made under conditional grant before requesting the release for next tranche. However, the information is not disaggregated by sectors. The LGs report one expenditure for all conditional grant under single heading. However, the Statement of Expenses that was shared showed how much money was spend on SSDP through loan and grant from Development Partners. As such, there are significant challenges relating to the reporting of LG expenditure. It appears that LGs haven't been given a format for reporting. Whilst there is a statement of expenditure (SOE) format at the federal level, this has not been adapted for the local level. Additionally, although the DTCO are requesting LGs for reports, they lack the mandate to do so and are currently calling on personal connections to compile the data reporting required. This is not a systematic and sustainable approach.

Additionally, the DTCOs reported that there is some lack of clarity on the Appropriation Act regarding to the third/final trimester installment of funds. Although this is not a major issue, it is unclear as to whether all unspent funds should be released to LGs or not, and guidance from the federal level has been sought on this point by DTCOs.

In order to support LGs to increase the burn rate of their budget, the DTCO is conducting a few, demand-based trainings. As well as supporting capacity development of LGs on an ad hoc basis, DTCOs are supporting those LGs who request support on accounting and/or independent audits. This seems like a positive initiative and one which could be scaled up to further increase the capacity of LGs.

In addition to the DTCO, the field team visited Karnali PTCO whose role is similar to FCGO for the Province. They disburse funds to Education Training Center and Provincial Education Development Directorate. They record expenditures made by these entities in CGAS. Whilst well-staffed its mandate was yet to be completely clarified and there were significant potential overlaps with the DTCO which may lead to duplication in work and further tensions between local, provincial and federal levels of government.

3. Monitoring, evaluation, reporting and accountability

Overall, a lack of human resources meant LGs were overburdened with administrative work and there was limited time to conduct monitoring and evaluation activities. Nevertheless, a number of LGs understood this to be one of their main responsibilities and had adopted various strategies. For instance, in Bheriganga Urban municipality, Karnali, where all LG positions were filled, the LG had formed a seven-member monitoring committee for education, chaired by the Deputy Mayor. They stated that they felt this was important to replace one of the key functions of RPs. This is a good initiative and the committee had a calendar for monitoring. Still, it is unclear on the education expertise held within the committee and whether they can adequately replace the RPs, whose remit was not only to monitor teachers but to provide pedagogy specific feedback. Other strategies employed by LGs initiated in both Province 2 and Karnali included installing CCTV cameras in classrooms and introducing biometric e-attendance for teachers. Whilst this had increased pressure on teachers to be more accountable, LGs, as a political body, were seen to lack understanding of what quality education is in many cases, as discussed further below (section 5).

A number of important findings and observations were made regarding the introduction of the new IEMIS system. At the provincial level, stakeholders were clear on IEMIS and stated that this would serve as their main M&E tool. Similarly, EDCUs were aware of IEMIS and reported that they were supporting schools and LGs to collect the data. In contrast, understandings and awareness of IEMIS varied greatly between LGs and schools. Many LGs and schools within their municipality had not received training, their log in details or password. LGs and schools complained that they didn't have access to school report cards or other data that would allow them to compare how their schools and municipality were performing in comparison to others. One rural municipality in Dailekh shared that EMIS did not provide comprehensive data and as such they had developed their own system that captured extensive school wise data from the number of classrooms and exact number of toilets to student information. They reported that this data set was much more up to date and useful for their planning purposes. This fundamental desire to use detailed data to plan is encouraging and shows that wider access permissions within IEMIS are needed. It also demonstrates that significant training and communication is needed to foster an ownership of IEMIS to avoid multiple data sets being developed across municipalities.

Under the new IEMIS, schools, LGs and EDCUs confirmed that the reporting frequency had decreased. Previously, forms were provided for Flash I and Flash II but now a single consolidated form was provided to schools for data entry once a year. This raises concerns about the accuracy of data and delays the compilation process. Whilst it may continue to capture enrollment rates, accurate attendance rates will be difficult to capture in this format. Clarity on how this is to be managed and the guidance that has been given to schools on how often to upload their data is needed from the federal government.

In addition, some concerns regarding the quality of EMIS data were observed in Province 2. Anecdotal evidence suggests that a number of unregistered private schools in Province 2 were not submitting EMIS data, although LGs were taking proactive measures to ensure this data is captured moving forward. Furthermore, spot checks that compared EMIS data to the number of children indicated that reported data may have been inflated. In one school, it was calculated that based on the attendance during the school visit compared to the reported EMIS data, just 20% of students were present in the ECD center and just 57% of Grade 8 students were present. The reason provided for the extremely low attendance was not satisfactory, flagging concerns that the student numbers may have been overstated in EMIS. This is an issue for further investigation. Finally, many schools had not received their log in details and passwords to IEMIS. Even amongst those that had received their log in details, many were continuing to capture data in hard copies and provide this to EDCUs and/or LGs due to slow internet or lack of computers in their schools.

This may present some delay to the real-time reporting but does not necessarily impact on the quality of the data.

4. Teacher management and professional development

Under the new federal structure, there needs to be further clarity on which institutional body is responsible for the hiring, induction, transfer, deployment and continuous professional development of teachers. The mandate for the management of teachers and their professional development was unclear and highly debated amongst most stakeholders engaged with during this field visit.

Notably, LGs maintained that it was their constitutional mandate to manage education, including teachers, and argued that teacher rationalization needs to be fostered locally. However, LGs expressed that their authority was undermined by the presence of the EDCU. Whilst LGs provided teacher salaries, teachers were accountable to the EDCU who provided their pensions and conducted their performance appraisals. In both provinces, it was argued by LGs that if teacher management was transferred to them there would be greater accountability and teachers would be further motivated to improve their pedagogy.

PGs similarly raised concerns about teacher management and professional development, noting that the delay of the Federal Education Act made it difficult for them to further develop their own policies. In Gurans Rural Municipality in Dailekh, the lack of legal provision had not actually delayed one LG from resolving their shortage of teachers and they had proceeded to hire ten ECED facilitators and teachers from their equalization grant. It was unclear from the discussion as to whether this had been approved by the federal government and whether these teachers met the federal level standards and guidelines. Similarly, numerous LGs were facilitating teacher transfer through the merger of schools although it appeared that the EDCU was continuing to play a role within this, particularly where school mergers were happening across wards. In Province 2, serious concerns were raised about the vastly inequitable distribution of teachers across urban and rural areas, with reports that politically favored teachers were able to secure their placement in urban schools.

In both provinces, the teachers engaged with on this issue were highly concerned about the possible change in their management. Namely, that this would impact on their possible career progression and were worried that this would leave their career path further unclear. For ECED facilitators, career progression is already limited.

The system for professional development and training of teachers in both provinces was uncertain. Again, this fore fronted the need for legal clarity in the forthcoming Federal Education Act. The Karnali Provincial Education Training Center (ETC) explained that they had received no communication from CERHD and had not been asked to provide any reports on their activities, though they would be happy to do so. Currently, the ETC was providing physical progress reports to the Provincial Ministry of Social Development and financial progress reports to the PTCO. The ETC shared that they were unable to properly plan because they did not have the mandate to call teachers to training and no direct link to LGs. Although they were coordinating with some EDCUs, they too could not select teachers for training as the previous DEOs had the mandate to. Likewise, in Province 2 the PG raised that it was hard to coordinate trainings and whilst the EDCU claimed that they had informed teachers about professional development opportunities, teachers themselves reported that they hadn't received any invitation for training from ETC after the federalization. The teachers also claimed that the nominations for trainings/orientations, if any, were politically biased.

Moreover, the ETC explained that there had been significant delays to receipt of the budget which was released only in February. This meant that they would be unable to reach their quota of 1000 teachers to be trained for the year, though they had managed to conduct trainings with 300 teachers during this time. Additional challenges to conducting teacher training included lack of infrastructure (no training hall in their main provincial building and no confirmed training centre branches in municipalities) and a severe shortage of experienced staff. Finally, the ETC expressed reservations regarding the content of training materials, sharing that the CDC developed TPD modules were largely theoretical and not practical when compared with the EGRP teacher training which has lots of materials for teachers and is more easily adapted to the classroom environment.

The management of schools varied substantially. The Head Teacher's role was found to be critical in good school management. Further, SMC and community support are crucial, with some LGs and EDCUs requesting that additional budget and guidance from the federal government be provided for the capacity development of SMCs. The schools visited in Siraha shared that there was a serious problem of mismanagement of resources. Despite having a well-stocked computer lab, science lab and library, these were neglected and in a terrible state and neither used by teachers nor students. Still, in some schools, teachers time-on-task was monitored by the head teacher according to the guidelines given by CEHRD.

5. Quality inclusive education

Overall, learning outcomes were understood to be very low. Engagement with Grade 5 students in Province 2 revealed that they were unable to read even simple sentences in Nepali or English. A majority of the community schools had adopted English as medium of instruction (MOI) within the past five years to increase enrolment and were largely unaware on the negative impact this would have on learning outcomes, particularly in the lower grades. In Province 2, one municipality was actively promoting English MOI from ECED to Grade 3 and upwards. Likewise, some schools in Karnali reported that they were running English MOI from Grades 1 – 5 as a priority and then running Nepali MOI and English MOI streams from Grade 6 upwards. English medium instruction seemed to largely consist of purchasing English medium textbooks for subject classes. Still, this is having a detrimental impact on student learning and it is clear that teachers are ill-equipped to teach in English, lacking their own English language skills or comprehension of how to teach English as an additional language. This issue requires significant proactive guidance from the federal level to implement the constitutional right of students to receive an education in a language that is familiar to them.

Notably, in both provinces ECED was understood by local governments to be an important foundation for quality learning. This has translated in allocating additional budget to ECED through the equalization grant modality. The additional funds went towards providing a uniform allowance for ECED facilitators, an extra 1000 NPRs a month and providing teaching learning materials. Despite this positive commitment to ECED the quality is highly questionable. At least three schools visited in Province 2 had no seating arrangement or learning materials for the ECED children. Some schools had reported late enrolment in Grade 1 due to students coming from private ECED centers which they had been attending for several years. Moreover, these children had been receiving ECED in English MOI, meaning they came to school with limited comprehension and foundational skills.

Classroom observations largely demonstrated teacher-centered teaching. This raises particular concerns about the forthcoming integrated curriculum for Grades 1-3, which will require extensive teacher training and support to implement child-centered pedagogy.

Nevertheless, some encouraging practices were noted in relation to EGRP. In target schools in Karnali Province, EGRP workbooks had been received and were being used. Teachers were positive about how the approach and materials worked in the classroom, explaining that it was very easy to use and that children are much more engaged with pictorial books. Grade 1 and 2 teachers demonstrated how they use the books to model reading to their students. Classrooms with NEGRP were observed to be child friendly and print rich with both teaching and learning materials as well as supplemental readers and decodables. Overall, it seemed there was a good level of implementation of EGRP in the schools visited. Still, teacher rationalization is having a negative impact on EGR instruction as teachers who have been previously trained have been reallocated to other grades and replaced with teachers without EGR training. This level of implementation contrasted to Dhanusha, in Province 2. It was reported that Rs.3000.00 per school (Rs. 1000.per grade) had been received to implement EGR minimum package. However, in the school visits the activities hadn't been initiated and schools and the Education focal person of the municipality was unaware of the EGR programme.

Mid-day meal initiatives were also observed to be in place in both provinces as an effort to increase access, retention and improve learning outcomes of students. For instance, the Ministry of Social Development Karnali shared that many children in the region suffered from malnutrition and stunting and consequently six districts (of ten) have school meals programmes in place. Three of these are WFP supported and three are under the GoN cash-based modality. Similarly, some schools understood the importance of health and nutrition for learning with one proposed model school in Surkhet running school meals up to grade five with their own resources.

Shortages of teachers were apparent. Several schools reported difficulty identifying, recruiting and paying for science teachers. Secondary schools often did not have a science stream. In Province 2, one LG reported that the number of students is increasing but there are not a sufficient number of teachers, and that schools were demanding more subject teachers.

The infrastructure of the schools visited in Province 2 was extremely poor, lacking a basic enabling environment. Here there was a clear need to revisit PMEC and minimum enabling conditions (MECs) to establish child-friendly schools. Moreover, these school buildings were being misused by the community to hold public events displacing students and reducing the number of school days (reported to be 40/50 days annually). As pictured and included at the end of this report, one of the schools visited was currently hosting a wedding party and adult guests were sleeping in the ECED classrooms. The LG, including even the Mayor/Chair Persons, are giving instructions to the schools to provide spaces for such functions.

In comparison, the trend observed in Karnali was that PGs wanted to support with improving the "learning environment" and therefore emphasized infrastructure development, over improvements to teaching learning processes. For instance, the Social Development Ministry for Karnali Province explained that they had allocated around 90% of the 70 crore (7 million USD) allocated from the equalization grant to build 209 new school buildings.

In both provinces, there was a greater emphasis on improving access than quality of education. A number of efforts to enroll out of school children (OOSC) were noted, including door-to-door campaigns. Some LGs and schools had identified a number of physically disabled children who were out of school and one LG had initiated home tutoring for these children. Nevertheless, there was a lack of awareness about Grades 9 -12 pro poor targeted scholarships at both the school level and local government level.

In the classroom, no additional efforts or specific pedagogies were employed by teachers to accommodate students with disabilities. Mostly, teachers were aware of students that had physical disabilities but struggled to identify or adjust their pedagogy for children with less visible disabilities, including students with autism and learning difficulties. Moreover, some schools and municipalities in Province 2 claimed not to be aware that the community schools could actually enroll children with disabilities.

Good Practices and Lessons Learned:

The "Welcome to School" campaign was ongoing during the field visits and stakeholders in schools, EDCUs and local governments reported that they were undertaking household visits to ensure every child enrolled in school. In support of this, one school in Gurans rural municipality, Karnali, said that they ran parent engagement programmes to increase awareness about the importance of education, particularly since the school served a predominantly Dalit and Janajati population. Another school had developed a red, yellow and green card system relating to attendance and would follow up and call parents to encourage them to send their children to school. Similarly, the Province 2 girls' education campaign *Beti Bachau Beti Padhau* was observed to be increasing awareness of the importance of girls' education, with the initiation of some activities (bicycle and sanitary pad distribution, household mobilisation to enrol and retain girls in schools) with other activities proposed (a new boarding hostel in each district, 'nurses' to provide health education).

At the school level, there was evidence of complaints boxes being used, with and without NGO support, in both provinces. These were positioned in accessible places for children and regularly monitored by a committee of teachers. Similarly, some schools had an awareness of the need for counselling and psycho-social support and some had undertaken initiatives to establish counselling services. These practices are encouraging but teachers need significant further support on how to follow up and resolve the complaints received as this capacity is still quite limited. Additionally, some schools have been applying strategies such as ensuring actual parents of students of the school are represented in the SMC and PTA, as well as requiring teachers, SMC and PTA members to send their children to their school or another community school. Further, the introduction of free, need-based remedial classes in subjects requested by the students were taking place in some schools.

At the local government level in Karnali Province, Education Committees have been formed and are active in most cases. It was reported that these committees meet regularly to discuss challenges, plan and agree priorities and budget allocation across the schools. Some local governments were also supporting in facilitating Head Teacher meetings at the local level, providing a platform to discuss how to improve the teaching learning processes.

Challenges:

The Constitutional provision for education as a concurrent power across all three tiers of government is proving challenging in practice. The current lack of coordination between the three tiers of government is affecting the implementation of the SSDP.

This challenge is particularly urgent with regards to teacher management, with no substantial evidence that progress is being made either on redeployment or recruitment of new permanent teachers. Clarity on how this will be achieved, the roles of Teacher Service Commission, Provinces, Municipalities, and schools in the selection of these teachers, with a clear timeline and

budget needs to be put in place. Likewise, a clearer career path for teachers and technical education staff is needed to ensure improved motivation and dedication to the sector.

Furthermore, the dissolution of RPs to support teacher monitoring coaching and supervision has created a situation where pedagogical support is virtually non-existent. In theory, head teachers are assigned to this role and receive training; however, most are overburdened with teaching multiple subjects and classes and administrative work. They report being unable to monitor and observe classes. A new structure to support teacher coaching is urgently needed and was expressed as a priority by many municipalities.

The field visits across the two Provinces noted significant variation in the levels of capacity in local government and schools. This will not only have repercussions on learning outcomes but also how learning achievements are perceived and valued outside of the Province. It is essential for the sake of students that qualifications are recognized nationally, and internationally. With the devolved powers of LGs and PGs to manage Grade 8 and Grade 10 respectively, there is a need for strong guidance from the federal government or an independent body such as a National Qualifications Authority to ensure standards are maintained equally across the country at these levels. During the field visits a few children interacted with had come to mainstream schooling following alternative education and the recognition of their learning also should be assured through an equivalency framework.

The competition from private school was a reoccurring challenge as perceived by local governments and community schools. In Dhanusa, more than one third of students were enrolled in the private sector in one municipality. Half of the community schools visited had changed to an English as Medium of instruction school to improve their enrollment rate. The local government of Birendranagar noted that achieving the constitutional right for compulsory and free education at the basic level was difficult in their municipality since the number of institutional schools far exceeded community schools, limiting the choice and access for poorer students.

Guidance on how to manage private schools is needed from MOEST / MOFAGA. Previously in the centralized structure the Institutional School Guideline 2069 provided clarity on how to manage the private sector but under the new federal structure there is an absence of guidelines for LGs. Some LGs are taking drastic decisions to try to manage the competition from private schools. One local government in Karnali had declared that from the next academic session all private schools would have their license revoked. This, in turn, presents challenges for parents relating to freedom of choice. Similarly, Narayan Urban Municipality has introduced regulation that legally requires teachers or politicians to send their children to a community school, with fines of 1% of their annual salary being imposed for breaking this rule. The funds from this were planned to be collected in a municipality education fund which would be used to hire teachers.

Since the constitution has made the provision that Nepali communities can open schools of their own language there must be a solid and legitimate criteria basis on which the opening or closure of a private schools could be implemented. Likewise, with the declining learning outcomes and trend towards English as MOI, the federal government needs to prepare communications materials explaining the pros and cons of English as a MOI and the pre-requisites schools LG must have in place to be successful. Moreover, language transition policy with options is needed. The growing gender imbalance in community schools, due to the preference of parents to send their sons to private schools, presents further challenges. In particular, the presence of overwhelmingly male teachers in secondary schools requires some thought on how best to ensure child protection and elimination of violence where the student population is increasingly female. Likewise, in both Provinces there were discussions by PGs and LGs about establishing residential

schools. Whilst the intention to increase access to education ought to be commended, there are concerns around child protection (especially as such residential schools would target vulnerable children from minority groups, including children from migrating communities in Karnali and girls from Muslim communities in Province 2).

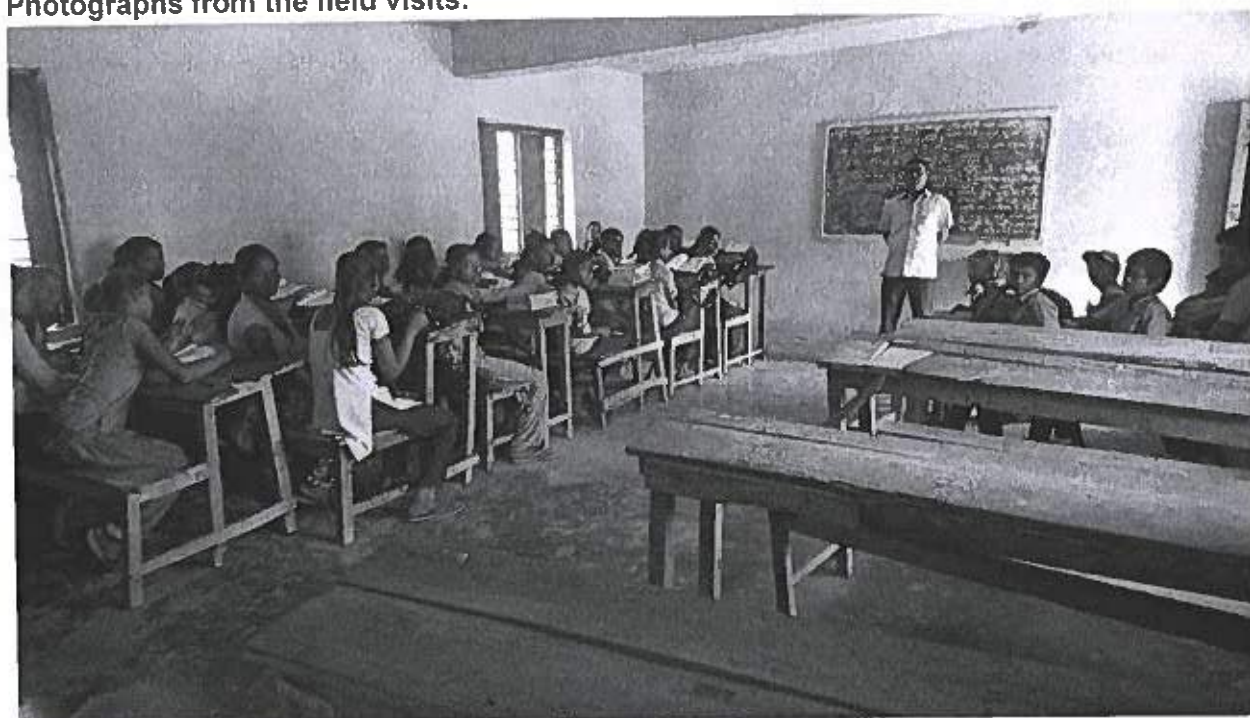
Opportunities:

Education was highlighted as a priority area by many of the Local Governments interacted with, although this was heard less often in Province 2. Many LGs in Karnali Province had developed their own costed education plans which they were keen to share with the mission team. Similarly, despite lack of guidance and clarity on tools/guidelines in areas including IEMIS, local governments had enthusiastically started to develop their own systems. This energy and passion to move forward with plans to improve education access and quality needs to be harnessed to ensure continuity of systems and the implementation of SSDP.

Some of the Mayors are found very active in supervising the schools. This is a good example of their commitment to education. However, they need support to understand their role as a policy maker rather than delivering such administrative role. Also, a supervisor or RP must be able to extend the technical support to the schools.

Regarding EMIS, schools and local governments lamented that they did not have data access to compare with national and local average. It is clear that they want to take a more evidence-based approach and understand how schools compare and making IEMIS more accessible through clearer and wider access permissions and providing school report cards (as planned) will enable them to do this.

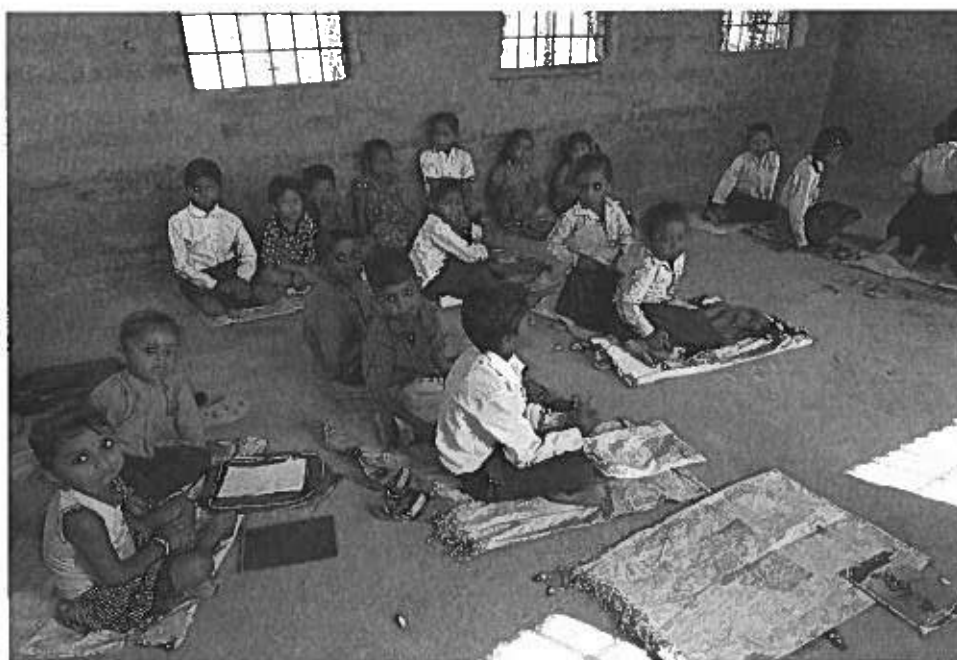
Photographs from the field visits:



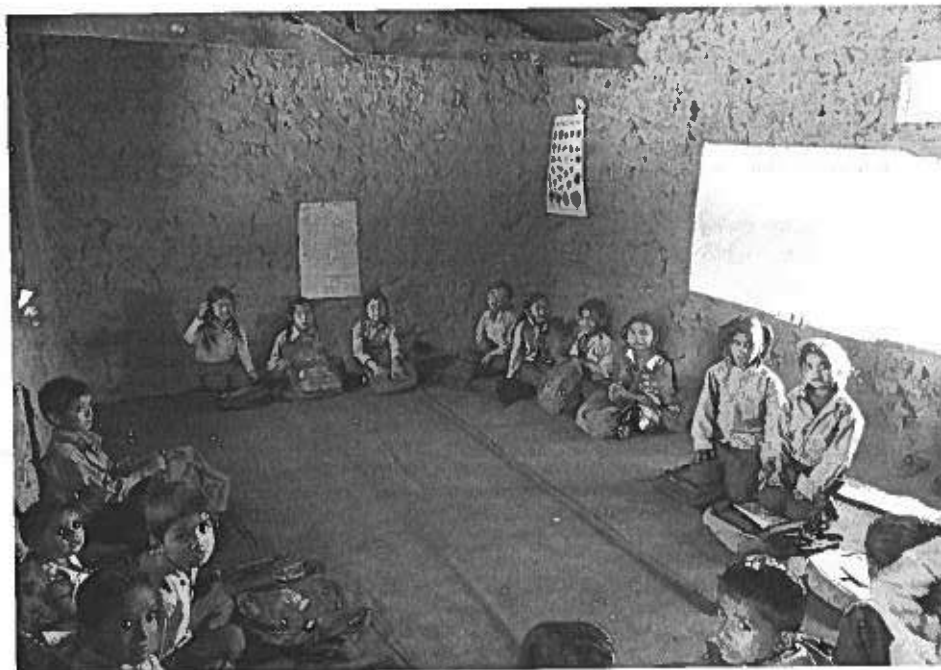
Gender imbalance: girls out-numbers boys, parental preference for private schools for boys. Teacher centric pedagogic style, no evidence of better pedagogic practice. Shree Secondary School Bhaluwahi. Siraha Urban Municipality



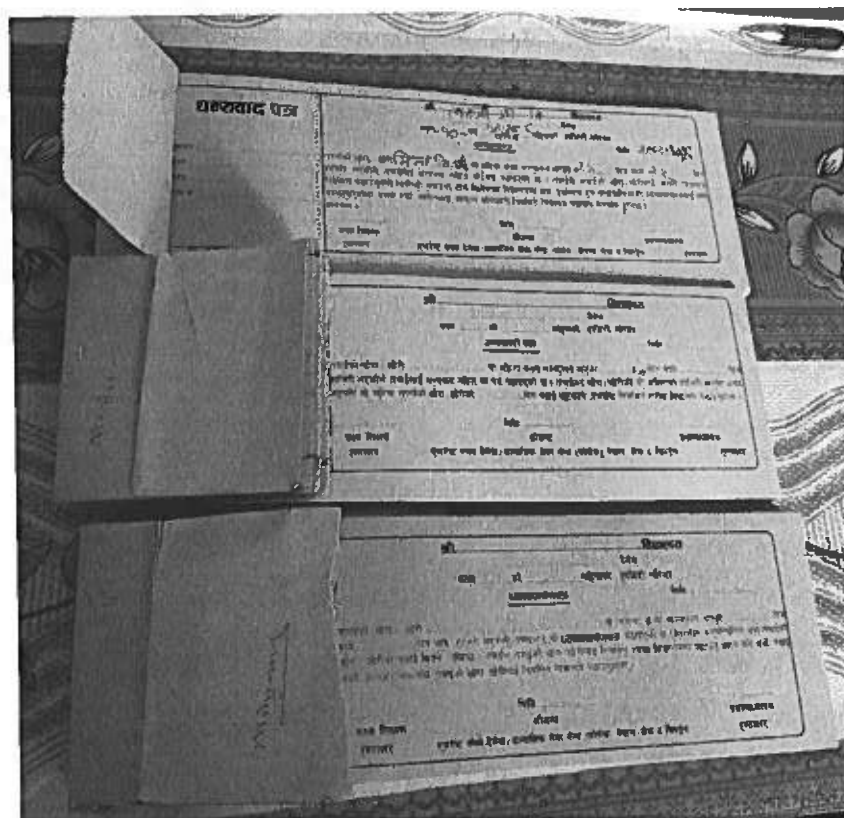
One ECE classroom was being used to host guests attending a marriage ceremony that was being held at a school in Province 2.



ECE classrooms and others lacked seating arrangements, teaching and learning materials.



Malnutrition was reported as a major concern for schools in Karnali. Some schools were receiving the government and WFP mid-day meals provision.



Some good practices to encourage better attendance, including red, green and yellow cards, with follow up phone calls to parents.



One model school in Surkhet had good teaching facilities.