Government of Nepal

Ministry of Education

School Sector Reform Plan
2009-2015

Kathmandu

August 2009

SCHOOL SECTOR REFORM PLAN
(2009-2015)

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Kesharmahal, Kathmandu
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Preface

Emerging social, economic and political arenas of Nepal have contributed to the change in people's perceptions and have raised their aspirations for better education. Equally, the global and regional contexts and trends have also triggered the process of change in education. Thus, Nepal's reform in education is a response to multiple realities, underpinning the agenda for transformation and development for immediate and long-term perspectives. The change in Nepal's education has also been viewed as a peace dividend. The process for the reform initiatives has been a remarkable engagement of all stakeholders, ranging from school to the centre, and from practitioners to the policy makers across the continuum.

The Ministry of Education adopted participatory and consultative process for the development of the School Sector Reform Plan. The genesis of this process is linked with the formation of Thematic Groups in 2004 by the Ministry to develop issue papers, highlighting the strengths and weaknesses; opportunities and options with regard to the education system in the country. This initiative paved the way for conceptual development of the reform. Based on the background papers, and simultaneous reflections on research findings and expert opinions, a Concept Paper on reform in education was developed by the MOE in 2006. The Concept Paper was brought into wider consultation, engaging experts, professionals and stakeholders at the national, regional, district and at the community and school levels. The Concept Paper was approved by the Government in 2007.

Based on the concept paper, MOE prepared a draft Core Document for School Sector Reform which identified policies and strategies for reform in education. The Core Document also followed the same consultative process throughout the country, seeking feedback from local, regional and national level experts, individuals and stakeholders. The final and consolidated the SSR Core Document was approved by the Government in June 2008 with firm support and recommendation from the National Planning Commission and the Ministry of Finance.

The Core Document is a broader policy framework for the development of the SSR Plan. The Plan builds on the EFA and SESP achievements, and articulates the policy directions within the purview of statutory provisions, the EFA National Plan of Action, and the Three Year Interim Plan by incorporating the EFA Dakar Framework for Action and Millennium Development Goals.

It took over a year to finalize the first draft of the comprehensive SSR Plan (2009-15), with seven years in perspective, but five years' funding plan. The SSR plan was approved by the Ministry of Education in August 2009.

At the request of the Government of Nepal, the Development Partners completed the appraised process for the SSR Plan in 2009 and have agreed to provide support for its implementation from 2009/10 onwards.

The Government has placed emphasis on the preparatory work and the readiness for the system to embark on the reform process. Building on the foundation of the EFA and SESP, the SSR Plan has now come into force for full fledged implementation with a sectoral approach across the country.

This document is organized into two volumes. The first volume, main document, includes ten chapters in which the first chapter describes context and introduction of the plan and the next six chapters elaborate with six thematic areas as the major components of the plan. Rest three chapters deal with three important areas related to the implementation of the plan: Monitoring and Evaluation, Financial Management, and Aid Coordination and Management. The second volume of this document includes annexes that describe norms and standards, Logical Framework and component-wise budget distribution.

We extend our gratitude to the stakeholders for their engagement in this process and for the contributions they have made to the development of the SSR Plan. We look forward to receiving constant support and further inputs in implementing of this Plan

Ministry of Education
August 2009, Kathmandu

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ABBREVIATIONS

ADB	Asian Development Bank
AGO	Auditor General's Office
AIDS	Acquired Immune Deficiency Syndrome
ASIP	Annual Strategic Implementation Plan
AusAid	Australian Aid
AWPB	Annual Work Plan and Budget
B.Ed.	Bachelor of Education
BPEP	Basic and Primary Education Project
CA	Constituent Assembly
CAS	Continuous Assessment System
CASP	Community based Alternative Schooling Project
CB	Capacity Building
CBE	Compulsory Basic Education
CBO	Community Based Organisation
CBS	Central Bureau of Statistics
CDC	Curriculum Development Centre
CERID	Centre for Educational Research, Innovation and Development
CLC	Community Learning Centres
CSDC	Cottage and Skills Development Centres
CTA	Chief Technical Advisor
CTEVT	Council for Technical Education and Vocational Training
DAG	Disadvantaged Group
DDC	District Development Committee
DEC	District Education Committee
DEF	District Education Fund
DEO	District Education Office
DEP	District Education Plans
DFID	Department for International Development
DHS	Demographic and Health Survey
DOE	Department of Education
DP	Development Partners
EC	European Community/ Commission
ECD	Early Childhood Development
ECED	Early Childhood Education and Development
EFA	Education for All
EFA-NPA	Education for All-National Plan of Action
EMIS	Education Management Information System
EPC	Education Policy Committee
ERO	Education Review Office
ESAT	Education Sector Advisory Team
ETC	Education Training Centres
EU	European Union
FCGO	Financial Comptroller General's Office
FFR	Fast Fertility Rate
FMR	Financial Monitoring Report
FNCCI	Federation of Nepal Chamber of Commerce and Industry
FOE	Faculty of Education
FTI	Fast Track Initiative
FY	Fiscal Year
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIP	Girls Incentive Programme
GNP	Gross National Product
GON	Government of Nepal

GOV	Government
HDI	Human Development Index
HIV	Human Immune Virus
HR	Human Resource
HRD	Human Resource Development
HRDI	Human Resource Development Index
HSEB	Higher Secondary Education Board
HSLC	Higher Secondary Level Certificate
HSLC	Higher Secondary Level Certificate
HT	Head Teacher
I. Ed.	Intermediate of Education
I/NGO	International/Non Governmental Organisation
ICT	Information and Communication Technology
IDP	Internally Displaced People
ILO	International Labour Organisation
JFA	Joint Financing Arrangement
JICA	Japan International Cooperation Agency
L/RC	Lead / Resource Centre
LSGA	Local Self Governance Act
M&E	Monitoring and Evaluation
M.Ed.	Master of Education
MDA	Mid Decade Assessment
MDAC	Ministerial Level Development Assessment Committee
MDG	Millennium Development Goal
MEC	Minimum Enabling Condition
MEP	Municipality Education Plan
MGT	Multi Grade Teaching
MIS	Management Information System
MOE	Ministry of Education
MOF	Ministry of Finance
MOH	Ministry of Health
MOLD	Ministry of Local Development
MOU	Memorandum of Understanding
MOWCSW	Ministry of Women, Children and Social Welfare
NCED	National Centre for Educational Development
NCF	National Curriculum Framework
NDHS	National Demographic Health Survey
NEB	National Examination Board
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFEC	Non-Formal Education Centre
NLSS	Nepal Living Standard Survey
NP	Nepal
NPC	National Planning Commission
NRP	Nepalese Rupees Price
NRs	Nepalese Rupees
NS-PCF	Non-salary Per Child Funding
NTF	National TEVT Fund
NTS-PCF	Non-Teaching Staff Salary Per Child Funding
NVQF	National Vocational Qualifications Framework
OCE	Office of Controller of Examinations
PCF	Per Capita Funding
PPC	Pre-primary Classes
PRD	Promotion, Repetition and Dropout
PRSP	Poverty Reduction Strategy Paper
PSC	Public Service Commission

PTA	Parent Teacher Association
RC	Resource Centre
RED	Regional Education Directorate
REDF	Rural Education Development Fund
RP	Resource Person
SBM	School-based Management
SESP	Secondary Education Support Programmes
SFR	Slow Fertility Rate
SIP	School Improvement Plans
SLC	School Leaving Certificate
SMC	School Management Committee
SOP	School Out-reach Programme
S-PCF	Salary Per Capita Funding
SSR	School Sector Reform
SWAP	Sector Wide Approach
TA	Technical Assistance
TED	Teacher Education and Development
TEP	Teacher Education Project
TEVT	Technical Education and Vocational Training
THSLC	Technical Higher Secondary Level Certificate
TITI	Training Institute for Technical Instructors
TPC	Teacher Preparation Course
TSLC	Technical Secondary Level Certificate
TU	Tribhuvan University
TV	Television
TYIP	Three Year Interim Plan
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan
WB	World Bank
WFP	World Food Programme

Volume I: Main Document

CHAPTER 1: INTRODUCTION TO SSR PLAN

This School Sector Reform Plan (SSRP) is a long-term strategic plan to achieving the goals and objectives of Basic and Secondary education that the Government of Nepal (GON), Ministry of Education (MOE) has envisioned for the years 2009/10 to 2013/14. The plan comprises the key strategic interventions and the estimated financial resources required to implement these strategies.

The SSRP is a continuation of the on-going programmes such as Education for All (EFA), Secondary Education Support Programme (SESP), Community School Support Programme (CSSP) and Teacher Education Project (TEP). Building upon the lessons learnt and gains we have made in the sector, the SSRP also introduces new reforms characterised by strategic intervention such as the restructuring of school education, improvement in the quality of education, and institutionalisation of performance accountability. By putting forward these reform initiatives, the Plan has placed emphasis on the access of the out-of-school population and has guaranteed the provision for all children to learn by raising efficiency and enhancing effectiveness in the delivery of services in the education sector.

In Nepal, the recent peace and political stability, combined with a growing awareness of the value of education have contributed to a significant increase in the demand for and expectations from public educational services. In spite of the significant improvements in access and enrolment over a decade or so, many children and young people leave schools without developing their potential, and without acquiring the basic skills deemed necessary for raising their standards of living and the knowledge needed to effectively function in society. Functional literacy and numeracy are essential for our economy; but approximately half of the population lack these basic skills.

In response to these challenges, the Ministry of Education has taken initiatives to improve existing services and has introduced reforms in the school programmes. The aim of these reforms is to improve the quality and relevance of school education. With its focus on raising the quality, efficiency and effectiveness of educational services, the SSRP has become a major instrument in meeting new challenges, demands and expectations within the available public funding allocated to school education.

The SSRP has its roots in the EFA National Plan of Action 2001-15, the Three-Year Interim Plan and the SSR Core Document. The plan provides a strategic framework for the Annual Strategic Implementation Plans (ASIP) and Annual Work Plan and Budget (AWPB). Within the SSRP framework, the ASIP/ AWPB will articulate strategies into an annual operational rolling plan.

The SSRP has been prepared by the MOE/ GON based on the School Sector Reform Core Document (SSR Core document) and the feedback received from stakeholder consultations

conducted at different levels across the country. Key policy goals and values, such as the right to education, gender parity, inclusion, and equity have guided the preparation process and have been integrated as strategic interventions in the Plan.

Table 1.1: A summary of the Key SSR Indicators, Base-Year Status and 2015/16 Targets

Indicators	Unit	Base Years		Targets						
		2007/08	*2008/09*	*2009/10*	*2010/11*	*2011/12*	*2012/13*	*2013/14*	*2014/15*	*2015/16*
1. Share of Education Budget in										
GNP	%	2.0	2.1	2.1	2.2	2.3	2.3	**2.4**	2.5	**2.5**
GDP	%	3.5	3.6	3.6	3.7	3.7	3.8	**3.8**	3.9	**4.0**
2. Share in Education Budget										
Basic Education	%	70	71	71	72	73	74	**74**	75	**76**
Secondary Education	%	9	9	9	9	9	9	**9**	9	**9**
3. Enrolment at Grade 1										
New entrants with ECED experience	%	33	36	41	45	51	57	**64**	71	**80**
Gross Intake Rate	%	141	148	144	140	137	133	**130**	127	**123**
Net Intake Rate	%	78	81	83	86	88	91	**94**	97	**100**
4. Gross Enrolment Rate										
ECED/Pre primary	%	60	63	67	72	77	82	**87**	93	**99**
Basic Education (1-8)	%	116	123	125	128	130	132	**132**	131	**131**
Secondary Education	%	36	40	43	47	52	58	**66**	75	**83**
5. Net Enrolment Rate										
Primary Education	%	89	92	94	96	97	98	**99**	99	**100**
Basic Education	%	71	73	75	77	80	82	**85**	87	**90**
Secondary Education	%	20	21	22	23	24	26	**27**	29	**31**
6. Teachers with required qualification and training										
Basic Education	%	62	66	70	74	79	83	**88**	94	**100**
Secondary Education	%	74	77	80	83	86	89	**93**	96	**100**
7. Teachers with required Certification										
Basic Education	%	90	91	92	94	95	96	**97**	99	**100**
Secondary Education	%	90	91	92	94	95	96	**97**	99	**100**
8. Pupil Teacher Ratio										
Basic Education	Ratio	44	43	41	40	39	38	**37**	36	**34**
Secondary Education	Ratio	42	39	37	34	32	30	**28**	26	**25**
9. Repetition Rate										
Grade 1	%	28	18	12	8	5	3	**2**	1	**1**
Grade 8	%	13	11	9	7	6	5	**4**	3	**2**
10. Survival Rate by cohort method										
Grade 5	%	54	58	61	65	70	74	**79**	84	**90**
Grade 8	%	37	41	45	49	54	60	**66**	73	**80**
11. Coefficient of Efficiency										
Basic Education	Ratio	0.46	0.49	0.52	0.55	0.59	0.62	**0.66**	0.71	**0.75**
Secondary Education	Ratio	0.30	0.33	0.36	0.39	0.42	0.46	**0.50**	0.55	**0.60**
12. Learning Achievement		**Average Score of students in core subjects in grade 5 and 8**								
Grade 5	%	50	53	56	60	63	67	**71**	75	**80**
Grade 8	%	44	46	48	49	51	54	**56**	58	**60**
13. Pass Rate		**Percentage of students passed in the SLC and HSE National Examination**								
SLC	%	60	62	64	65	67	69	**71**	73	**75**
Higher Secondary	%	23	25	28	31	34	37	**41**	45	**50**
14. Literacy Rate		**Percentage of literate people**								
Age Group 15-24	%	73	75	78	80	83	86	**89**	92	**95**
Age Group 6+ years	%	63	69	76	78	80	83	**85**	88	**90**
Age Group 15+ years	%	52	56	60	62	64	67	**70**	72	**75**
15. Literacy GPI (15+)	Ratio	0.61	0.74	0.90	0.92	0.93	0.95	**0.96**	0.98	**1.00**

By implementing the Plan, the MOE aims to achieve significant improvements in the key SSR indicators. The key indicators including base year status (2008/09) and targets for 2015/16 are presented in the table above (Table 1.1).

The 15 key SSR indicators included in the table above represent the key results that the Plan aims to achieve by 2015. These indicators also provide a basis for monitoring and reporting progress against the planned targets. The EMIS with its Flash I and II reports and annual status reports, including these key indicators, constitute an important source for assessing performance at the output and outcome levels. The Ministry's regular monitoring and management information system, on the other hand, feeds into assessing the overall performance against the planned programme and activities. In addition, the SSRP has a provision for commissioning research and studies to complement the regular M&E system. The Ministry will continue with the provision for utilising external evaluation to draw lessons, facilitate students' learning and improve performance in school sector education.

It is important to note that the achievement of the 2015/16 targets is subject to additional funding. At the current level of available resources, the accelerated targets projected by the Ministry are less likely to be attained. Hence, it is necessary to stress that the plan with its current level of funding is not adequate to achieve the EFA goals and the Millennium Development Goals (MDG) for "Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality".

The cost of the SSRP in its current form is estimated at US$ 4.040 billion over the seven year period. The estimated funding available from the Government of Nepal amounts to US$ 3.148 billion or 78%, leaving a funding gap of US$ 892 million over the seven years' period.

The government of Nepal, however, prepared a five-year School Sector Reform Plan (SSRP) with seven year horizon, and requested to the development partners for their support to bridge the funding gap. For the first five years, the cost of SSRP is estimated at US$ 2.626 billion. The estimated fund available from the Government of Nepal for five years is US$ 2.002 billion, and the pledge made by the DPs is US$ 0.5 billion, requiring additional funding of US$ 0.124 billion.

While the Government funding is estimated to continue to increase steadily from the current level of funding at US$ 457 million per year, there is a need for a reciprocal increase from the DPs on their contributions. During initial discussions, the DPs that were part to the Joint Financing Arrangement (JFA) for the EFA have indicated that they will be able to provide about US$ 100 million per year over the first five years of the planned period, amounting to US$ 500 million. This is a reduction

from the current level of DP's annual support of about US$ 130 million, and that leaves the SSRP with a total external funding gap of US$ 392 million over the seven year period.

Based on an assumption of continued support at the same level of US$ 100 million per year from the pooling partners over the two remaining years of the SSRP, the projected funding gap is estimated to be US$ 192 million. The Government expects that this funding gap can be closed by employing a resource mobilisation strategy, targeting non-pooling development partners, I/NGOs and the Catalytic Fund from the Fast Track Initiative (FTI).

In the context of Nepal, the Government's decentralisation policy is gaining momentum and local governments are expected to play an increasing role in the planning and implementation of public services. The Ministry of Education recognises the role of and scope for cooperation with local governments in the implementation of the SSRP and believes the annual planning process can be used as a vehicle for a regular assessment of the interest in and capacity of local governments to take on new responsibilities in the education service delivery as mandated by the policy and legal framework. However, until the governance structure is established and the local governments are fully functional, the existing system of governance and management will continue to operate and will provide the necessary framework for the implementation of the SSRP. Likewise, the current Education Act and regulations provide the legal basis for the implementation of the Plan until there is an amendment and enactment in current laws and bylaws.

The SSR Plan will be implemented in a phased manner. Preparatory work for the SSR model building has been initiated and budgeted in the FY 2008/09 programme, which will augment the process for early implementation of the SSR activities in the three model building districts including Dadeldhura, Kapilbastu and Rasuwa, and will contribute to enhancing capacity building in other districts as well. This process will feed into the SSR implementation and open ways for consolidating the reform initiatives.

From 2009/10 onwards, the SSR Plan will be implemented throughout the country, focusing on the integration and consolidation of basic education (grades 1-8), completing the process by 2012. At the same time, the model building for secondary education (grades 9-12) will start from 2009/10 and will continue through 2012/13 and will go beyond. The restructuring of secondary education, including integration of 9-12 grades will take place across the country from the academic year 2012 in a phased manner. The restructuring of secondary education will be complete by 2015. This process will be informed by an extensive school mapping exercise that will be carried out in a phased manner, which will enrich the planning process and will feed into the SSR restructuring, quality enhancement and accountability framework.

The Plan consists of ten chapters which focus on the themes pertinent to the SSR implementation. The chapters are organized in view of their relevance and strategic links, not merely on the basis of the level of funding. The chapters in the Plan include Early Childhood Education and Development

(ECED), Basic and Secondary Education, Literacy and Lifelong Learning, and Technical Education and Vocational Training. The Plan also incorporates Teacher Professional Development, Capacity Development, Monitoring and Evaluation, Financing, Aid management and TA Coordination.

In order to maintain consistency in the document, an attempt has been made to strucutre the chapters by employing a set of common elements in each theme, to the extent possible. These are: (a) Introduction, (b) Goals and Objectives, (c) Opportunites and Challeges, (d) Policy Directions, (e) Key Results, (f) Stratgic Inerventions, (g) Indicative Costs, and (h) Implementation Matrices. The next chapter provides information on ECED.

CHAPTER 2: EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

2.1. INTRODUCTION

The ECED goal stipulated in the EFA National Plan of Action (2001-15) provides a basis for the implementation of ECED in the SSR Plan. At present, there are 24,773 ECED centres in operation, comprising both community and school based centres across the country, out of which school based pre-primary centres are about 11,890, and the remaining ones are the community based ECED centres (Flash Report, 2007). In addition, institutional schools (private schools) have made significant contributions to the expansion and delivery of ECED/Pre-primary services in Nepal.

An ECED Council, chaired by the Secretary has been constituted in the Ministry of Education for providing policy guidelines to the ECED programme in the sector. Moreover, considering the need for an overarching framework in the centre, the National Planning Commission (NPC) has formed a Coordination Committee for inter-ministerial and inter-agency coordination to align and harmonize all ECED initiatives and interventions with the national programme. At the district level, an ECED Committee, formed under the aegis of the District Development Committee, provides guidelines to formulate policy, and to coordinate, supervise and monitor ECED programmes in the district.

The Department of Education (DOE) is implementing the ECED programme in collaboration with I/NGOs and community based organisations. Contractual arrangements have been made by the Department with partner agencies to obtain technical and financial support for ECED implementation. DOE also provides a lump sum grant to the ECED centres on an annual basis. In addition, the CDC and NCED will offer technical support in their respective areas, required for setting norms and standards and for delivery of services including curriculum development, facilitator training and evaluation system development.

2.2. GOALS AND OBJECTIVES

Goal

- To foster children's all-round development, laying a firm foundation for basic education.

Objectives

- To expand access to quality ECED services for children of four years of age to prepare them for basic education.

2.3. OPPORTUNITIES AND CHALLENGES

Opportunities

The ECED programme in Nepal has been acclaimed for the gains it has made much of which has been attributed to local level enthusiasm and support. More importantly, the institutional support received from schools, communities, local governments, NGOs and CBOs, and the private sector has proved instrumental in the expansion of ECED both in schools and communities. To match

with the expansion targets, efforts have been made to ensure the quality of ECED in both school based and community based centres.

ECED has been recognized and prioritized as one of the key strategic interventions by international organisations working in Nepal, which covers a range of programmes from human resources development to the development of low cost model, that suit the local context of Nepal.

The lessons learnt from the ECED implementation over a period of time have opened ways for expanding ECED, developing strategies to   reach marginalised groups, and for enhancing the quality of the programme.

Challenges

One of the major challenges for ECED implementation is to obtain the services and retention of qualified and competent facilitators. Incorporating the provision for regular technical support to the facilitators is also a challenging for ECED. It is a major challenge for the government to coordinate and manage ECED programmes run under different modalities and arrangements. Formal mechanisms are yet to be established to utilize and recognize these practices and replicate them for ECED expansion and improvement.

Similarly, a major concern for ECED is to secure quality in the ECED programme. Although the quantitative growth of ECED centres has been remarkable, quality issues to ensure minimum standards are yet to be addressed. The creative aspects of ECED appear to have been buried under the content load of ECED curricula.

The ECED expansion has largely been limited to well off areas and urban centres. For this, there is a need for concentrating on poverty pockets with targeted distribution and interventions.

2.4. POLICY DIRECTIONS

- The Government will fund one year ECED programme for children of four year of age. Communities may, however, offer ECED services for children below the specified age, mobilizing their own resources.
- The ECED programme will be expanded, with a greater focus on qualitative improvement and maintaining an equitable balance between the needs and demands.
- The location of disadvantaged populations, including ethnic minorities, women, Madhesis, marginalised groups and Dalits will be identified and they will be given priority to ensure their access to the ECED programme.
- Non-discriminatory practices will be adhered to by the key stakeholders and agencies at both policy and practice levels.

2.5. KEY RESULTS

- 87% of four year old children gain ECED experience.
- Minimum standards for the ECED are met by all ECED centres.
- 64% of children entering grade one have ECED experience.

2.6. STRATEGIC INTERVENTIONS

- The Ministry of Education will use ECED operational guidelines, which define the roles and responsibility of different agencies and institutions including partnership arrangements at the local level.
- A basis for coordination arrangements among different ministries (MOE, MOLD, MOH, MOWCSW,) will be initiated through the high level coordination committee at NPC.
- In order to increase children's access to and participation in ECED programmes, emphasis will be placed on expanding ECED services in disadvantaged and underserved areas. The state support will be guaranteed through local government(s) for the establishment, operation and sustenance of ECED centres in the marginalised areas and poverty pockets of a district, where HDI indices and ECED GER's are low. The ECED centres will provide a fully equipped, conducive environment for learning and development fulfilling the minimum standards.
- The main responsibility for creating demand, identifying needs, planning, implementing and ensuring quality standards of the ECED programme will lie with the local government. Civil society organisations will play a critical role to engage the local community and in monitoring at local level. For the expansion and enhancement of quality of ECED, the local government will follow a partnership model and will mobilise mothers' groups, youth organisations, user groups, micro-credit groups, in support of different government agencies and non-government organisations.
- With a view to ensuring all children's access and participation, particularly girls, children with special needs and the populations facing multiple exclusions, a community based ECED approach will be promoted. These centres will be clustered and developed as satellites to feed into and link with the nearest school.
- Government funding will be secured for children of four years of age. Considering the multi-faceted nature of ECED, its governance and management responsibilities will lie with the local governments. The delivery of ECED will be ensured through partnerships with schools, I/NGOs, cooperatives, national and local level institutes, and civil society organisations.
- Until the local governments are fully functional, the resources for these ECED satellites will be channelled through the link school, making it a cost centre for reporting and coordination purposes. Schools with higher rates of retention will be given additional incentives as

reinforcement. However, the ECED satellites will exercise functional autonomy for the methodological choices and operational arrangement they make to suit their needs.

- With a view to promoting a child friendly environment in ECED centres and to ensure children's rights to learn in their own mother tongue, children's mother tongues will be employed as the medium of instruction. ECED facilitators will be recruited locally, as per the ECED operational guidelines.

- Partnership arrangement will be made with local resource groups to develop the capacity of local stakeholders and community organisations under the aegis of the local government.

- A code of conduct will be enforced for the protection of the integrity of all children, with particular focus on Dalits, girls and marginalised populations. Orientation sessions on child protection will be integrated in the regular training packages and will be conducted for the personnel from implementing agencies including education offices, ECED centres, schools, VDCs, municipalities and civil society organisations as well as mother groups.

- The disadvantaged areas and poverty pockets, where the needs are critical, will receive state support for the social mobilization, establishment, operation and monitoring of ECED centres.

2.7. INDICATIVE COST

The total cost allocated to ECED in this Plan is US$ 62.87 million for five years. However, considering the need for additional resourcing for ECED, the complementary support and resources will be mobilised from local governments, I/NGOs, voluntary groups, civil society and community organisations as well as from the parents. For further details on costing, see Annex 9.1.

2.8. IMPLEMENTATION MATRIX

	Activity (What?)	Responsible Agency (Who?)	How?	Timeline (when?)
1	Ensuring state support for the establishment, operation and sustainability of ECED centres	Local government(s)/ DEO	Targeting support in the disadvantaged communities	2010
2	Implementing ECED operational guidelines	DOE: guideline disseminated and implemented	Local government will develop a data base and implement the guidelines with technical support from DEO	2009
3	Ensuring implementation of the Minimum Standards and capacitating the service providers	DOE and local governments	Local governments ensures in consultation with the ECED RCs	2009
4	Developing qualitative parameters	DOE	In consultation with the stakeholders	2009
5	Set up a community-level monitoring and evaluation system	DOE and local governments	Based on operational guideline	2010
6	Developing and implementing code of conduct	DOE and local governments in consultation	Orientation sessions on child protection integrated in the regular training packages	2009
7	Assignment of a coordinator for ECED	DOE/DEO	Assignment based on ECED operation guidelines	2009

CHAPTER 3: BASIC AND SECONDARY EDUCATION

3.1 INTRODUCTION

The Basic and Secondary Education component in the SSR Plan has rendered priority, building upon the lessons drawn from past experiences such as the EFA. The emphasis of this component is to increase access to and participation in, promote equity and social inclusion in, and improve quality and relevance of basic and secondary education. This plan has given similar emphasis to institutionalization of decentralised governance and management systems in education. Until there is an amendment and enactment, the existing Education Act and regulations will continue to provide regulatory frameworks for the implementation of the Plan.

To increase the relevance of school education, the SSR Plan intends to restructure the current school system forming a coherent and integrated school structure with grades 1-12. However, to ensure access to all and to promote compulsory basic education, the basic education constitutes a priority in the Plan. The Plan has also endorsed the need to integrate and harmonize existing fragmentation at the higher secondary level by establishing coordination between and among different education providers such as, the HSEB, CTEVT, and Universities.

This chapter provides a general description of the opportunities and challenges inherent to Basic and Secondary Education. This general description is followed by goals and objectives, policy directions, programme targets, strategic interventions, and implementation arrangements separately for Basic and Secondary Education.

3.2 OPPORTUNITIES AND CHALLENGES

The agenda for the school sector reform with an integrated system of 1-8 basic and 9-12 secondary education has gained momentum across the social and political domains. The TYIP and the subsequent national programme have also given the direction towards the intended reform in the education sector.

There are, however, still some challenges that are crucial to be addressed. About 8% of the current school going population in primary (5-9 years age) and about 25% in basic education (5-12 years age) are still out of school. Likewise, social inclusion and equity issues continue to prevail as the major concern across all levels of education delivery. With low levels of learning achievements and persistently high drop-out and repetition rates, the efficiency and effectiveness in the education sector represents another challenge to be met.

The following are the major opportunities and challenges anticipated in the school sector reform pertaining to basic and secondary education:

Opportunities

Recognition, Aspirations and Demand

- The rising expectations for education on the part of parents, students and social groups have created an important opportunity for educational development.

Infrastructure and Institutional Base

- The existing institutional capacity and support system in education, from central to local level, has established robust planning, implementation, reporting and monitoring mechanisms through the ASIP process at the centre and through SIPs, VEPs and DEPs at the local level.

Partnerships

- Participation and ownership by the community in school development, including resource mobilization and management support for quality education, have demonstrated positive results across the nation.
- International organisations, aid agencies and governments have played a major part in supporting the GON to improve children's access to quality education and enhance the delivery system.

Challenges

Equitable Expansion

- Ensuring the participation of children facing multiple exclusions due to geographical, social, and economical disadvantages.
- Changing attitudes and behaviours towards people with disability and living with HIV/AIDS and other forms of physical and social stigmas.

Quality and relevance

- Building trust and confidence in the public school system by improving the delivery of education services to enhance quality and relevance.

Capacity development

- Building the capacity of local governments and schools with a focus on the SMC, Head-teacher, and PTA to successfully carry out decentralised management functions.
- Making teachers responsive to diverse needs, ensuring children's learning.

Integrating Basic and Secondary Education
- Integrating and harmonizing education policies and management systems across the school sector, including alternative, and technical and vocational education.

Resourcing
- Adequate resource mobilization for meeting the cost of education.

3.3   BASIC EDUCATION

Goals and Objectives

Goal

- To ensure equitable access to quality education through a rights-based approach and promotion of a child friendly environment in schools.

Objectives

- To ensure equitable access to quality basic education for all children in 5-12 age group.

Policy Directions

Entitlement
The State's responsibility is to ensure:

- Free quality basic education for all children of age 5-12 years.
- Opportunities for equitable participation in basic education.

Quality and Relevance

- Meeting the threshold of minimum enabling conditions and ensuring equitable support.
- Adopting the NCF as the basis for core curricula and local curricula.
- Introducing mother tongue as a medium of instruction.
- Employing flexible learning approaches to respond to diverse needs and to address learners' individual pace of learning.
- Implementing continuous assessment and remedial support systems.

Governance and Management

- School management: a shared responsibility between school, community and local government.
- Education governance: a shared responsibility between SMC, Local and Central governments.
- Restructuring of schools will be the shared responsibility of the local governments and the SMC. The SMCs will have the final authority to opt for restructuring.
- Establishing an ERO to ensure accountability and quality.

Key Results

- Achieving 94% Net Intake Rate at grade one and 66% survival rate to grade eight.
- Achieving NER of: Primary 99% and Basic 85%.
- 19,500 new classrooms meeting minimum standards constructed.
- 13,000 schools/classrooms refurbished meeting minimum standards.
- 100 new schools established meeting the requirements of students with disabilities.
- 500 VDCs/ Municipalities implementing Compulsory Basic Education (CBE).
- Needy students receiving scholarships (see table 3.1 below).
- 175,000 students with disabilities have received scholarships.
- 300 schools equipped with library and laboratory facilities.
- 7,000 schools' external environment improved to meet MECs.
- 625 traditional schools upgraded to meet MECs.
- 95 learning facilitation materials produced in different languages.
- Multilingual Education implemented in 7,500 schools.
- 1,500 Schools rewarded for improvement in performance.
- 10,400 Basic Schools where SMCs hired Head teacher on a contractual basis.
- Multi-grade teaching implemented in 750 schools.
- Each year about 150,000 students receive basic education through alternative provisions.

Strategic Interventions

Increasing access to and participation in Basic Education

Entitlement
- Encouragement, under the aegis of free and compulsory basic education, to the local government to introduce an entitlement scheme.
- The entitlement for education applies to children between 5-12 years of age. During the transition, children of any age enrolled in basic education programmes will continue to receive the entitlement until they complete the cycle.
- From the date of enactment of compulsory education law, only children of correct age will be encouraged to enrol in schools.

Free Education
- The free basic education provisions include cost-free services for admission, textbooks, tuition and examinations. Community, under the aegis of existing laws and bylaws, will continue to mobilise additional resources required for quality enhancement.
- Special provisions to cater to the needs of public school students in Karnali Zone, students from the Dalit communities and students with disabilities across the country, paying special attention to girls.

Table 3.1: Types and Amount of Scholarships

Scholarship Type	Target	Amount (Rs)
Dalit Scholarship	All Dalit students	350 per year per student
Girl Scholarship	50% Girl students (need based selection by the SMC)	350 per year per student
Martyr's Scholarship	Children of Martyr's family (Martyr's verification by DEO)	1000 per year per student
Scholarship for Karnali Region	All girl students in Karnali region	1000 per year per student
Scholarship for students with disability	All students with disability	500 to 15,000 per year per student (based on severity)

Compulsory Basic Education
- A phased plan for a compulsory basic education policy through statutory arrangement, appropriate at national and local levels.
- Incentive schemes to encourage local governments to adopt and declare basic education free and compulsory in their respective areas.

Free Alternative Programmes

- Free alternative programmes and condensed courses to allow students who cannot attend formal schools to catch up with their cohort group to complete the cycle.

Recognition of traditional schools
- Strengthen and institutionalize traditional modes of education such as Madrasa, Gumba/Vihar and Gurukuls/Ashrams so that the education provided by these institutions meets national standards and is equivalent to formal education.

Improving Internal Efficiency

No grade repetition
- Introduction of CAS with rigorous remedial support programmes.

Incentives
- Provision of scholarships and incentives to complete basic education for children from economically and socially marginalised families.
- Strengthen scholarship distribution and monitoring mechanisms through the SMC.
- Provision of incentives to motivate schools to strive for better performance.

Ensuring Equity and Social Inclusion

Increased participation
Affirmative action to increase the number of teachers from disadvantaged groups[1]:

- Equitable allocation of seats while recruiting teachers and personnel in management positions from these groups.
- Criteria for teacher selection weighted in favour of candidates from these groups,
- Mandatory sanitary provisions for female teachers in school.

To increase female participation:

- Special provisions for females for entry into teaching profession and relaxed criteria for promotion of qualified female, Dalit, and disadvantaged teachers.
- Provisions for maternity and paternity leave, infant feeding breaks, and provision for substitute teachers.

Code of conduct

- A code of conduct will be developed and enforced in schools to safeguard pro-poor, non-discriminatory, and non-punitive practices. Teachers' attitude and behaviour will be assessed, among other things, as part of their performance evaluation.

Quality and relevance

The SSR Plan intends to make sure that all schools are equipped with minimum enabling conditions that cater for the diverse needs of students. In particular, these include the physical and learning environments. A school's physical environment includes the condition of school buildings, provision of adequate classrooms, separate toilets for girls and boys, drinking water facilities and a playground. The learning environment includes availability of qualified and trained teachers, curriculum and textbook materials, teacher's time on task, extra-curricular activities and so forth.

In order to foster quality and relevance, there is an incentive scheme in the Plan to motivate schools to improve their performance. Criteria that are currently in use will be reviewed and updated by 2010.

Structural integration

- Integration of existing schools into their nearest stages: 1-3, 1-5, and 1-8 at the basic education level and 1-10, and 1-12 at the secondary education level (see annex 3.1 for detailed information on the norms for school restructuring).

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[11] Disadvantaged groups include girls and women, Dalits, ethnic minorities, Madhesis, people with disability, poor and marginalized groups, conflict affected people, and people with HIV/AIDS and populations on move.

- Systematic school mapping for detailed information needs for making informed decisions on school restructuring and planning resource allocation (school mapping is complete in 3 districts and currently on-going in an additional 30 districts).
- New schools to be opened based on a comprehensive school mapping and structural integration.
- The capacity of local stakeholders will be enhanced to develop evidence based planning to facilitate alignment with school sector reforms.

Setting norms and standards
- National norms and standards for input, process and learning outcomes have been defined (Annex 3.2) and will be further refined during the implementation.
- The national norms and standards include an environment for equitable participation; safe, secure and child friendly classroom; adequate instructional processes including MLE approaches and materials, and adequate number of qualified teachers.

Minimum enabling condition
- Based on set guidelines, a phased plan will be developed and implemented to ensure that minimum enabling conditions are met in all schools by 2012.
- ASIP and AWBP will reflect upon annual targets and strategies to meet these targets.
- MOE will work with the academic institutions to design condensed courses to upgrade teaching qualifications for basic education teachers.
- Teacher student ratio will be maintained 1:37 by 2013/14.
- Incentive schemes will be introduced to encourage schools, located in sparsely populated hamlets, for their registration as multi-grade schools.
- Provision of a separate Head-teacher position in every fully-fledged school (running 1-8 or 1-12 grades).

Governance and management

Regulatory framework

- An integrated regulatory framework will be developed to empower the role of local governments in governing and managing education services. MOE will take initiatives to harmonise with line ministries and institutions governing basic services and amenities at the local level through different Acts and regulations such as LSGA, Education Act and its regulations, Social Welfare Acts and so forth.

Central Government: Governance and Management

- MOE has retained its responsibility for policy formulation, planning and budgeting, coordination and monitoring progress towards national policy goals and strategic objectives.

- The MOE will be assisted by an Education Policy Committee for policy development.

- The Department of Education will continue to be responsible for the management and administration of school education.

- Technical functions such as curricular delivery, standard setting, teacher development and examination functions will be coordinated through a technical board and carried out by the existing technical institutions such as CDC and NCED.

- The government will establish ERO and NEB at the central level.

- The MOE will prepare a plan for the integration of relevant technical functions of school education in a phased manner.

Local Government: Governance and Management

- Local governments have the authority to encourage private providers through a contractual agreement to deliver such services by providing subsidies, scholarships, or any other appropriate support.

- The local government is entrusted with the responsibility for the planning, implementing and monitoring of ECED and Basic Education, as well as alternative school provisions, and literacy and lifelong learning programmes. This is building on the lessons drawn from the implementation of Community Alternative Schooling Programme (CASP). The existing implementation arrangement will remain intact and will be effective until the local governments are fully functional.

- A comprehensive school mapping exercise, which is currently on-going in altogether 33 districts, will form the basis for the structural integration of schools and for opening new ECED centres, new schools (including their type and level such as foundation, primary, upper primary, residential, multi-grade), and open or flexible schooling (see Annex 3.1).

- The central government is committed to provide statutory support and an enabling environment to the local governments for capacity development, resource mobilisation and empowerment.

School: Governance and Management

- School-based management is planned to be strengthened through empowerment of SMCs, which will report to parents on school performance and to the local government in compliance with regulatory requirements including social inclusion, financial and social audit.

- Decisions regarding local curriculum, performance targets, school calendar, classroom organisation, and instructional methods will be made at the school level.

- The SMC will continue to have a significant role in teacher management as per the existing act and regulations.

- The Plan develops the leadership and management role of Head-teachers in academic aspects (such as teacher assignment and professional supervision) and administrative aspects (such as maintaining teacher schedules, maintaining records, managing non-teaching staff etc.) Head-teachers are also entrusted with the authority to set targets and appraise teacher performance.

- Within a nationally defined framework, schools retain their autonomy in making pedagogical choices and in managing personnel and financial matters.

Indicative Cost

The total cost allocated to Basic Education in this Plan is US$ 1992.41 million for five years. For further details on costing, see Annex 9.1.

Implementation Matrix

Activity (What?)	Responsible Agency (Who)	The Process (How?)	Time (When?)
Alterative provision	DOE/NFEC / Local Government	DOE and NFEC develop programme guidelines and DOE provides funds; CDC will develop curriculum and the local government will implement the programme.	2009/10
New classrooms	DOE/DEO/ SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in conjunction with the community implements the construction works while DEO provides technical support and supervision.	2009/10
Rehabilitation	DOE/DEO/ SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in conjunction with the community implements the construction works while DEO provides technical support and supervision.	2009/10
Library and laboratory	DOE/DEO/ SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in conjunction with the community implements the construction works while DEO provides technical support and supervision.	2009/10
Construction of special schools	DOE/DEO/ SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in conjunction with the community implements the construction works while DEO provides technical support and supervision.	2009/10

External environment	DOE/DEO/ SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in conjunction with the community implements the construction works while DEO provides technical support and supervision.	2009/10
Support for CBE	DOE	VDC/Municipality eager to implement will receive incentive package and technical support through DOE and DEO.	2009/10
Grant support to traditional schools	DOE/DEO	Grant support will be made available to traditional schools through the DEO	2009/10
Materials for different languages	DOE/CDC	CDC will make necessary arrangements for the development of learning materials in different languages.	2009/10
Multilingual interventions	DOE/CDC	A comprehensive MLE framework will be developed at the national level and it will be implemented gradually in schools through the DEOs	2009/10
ICT assisted teaching/learning	DOE	Currently funding is not available for this work	
Incentives to schools to perform better	DOE/DEO	DOE has already developed norms for school accreditation which will be refined and used to evaluate school performance at the district level. The DEO together with the DEC will conduct the evaluation annually.	2009/10
Curriculum, teachers' guides, TB digitization	CDC	CDC will hire technicians to do the digitization and will post it on the website for its wider use and dissemination	2010/11
Curriculum revision and update	CDC	CDC will mobilise experts to revise curriculum in line with the NCF and also to accommodate the objectives of an integrated basic education.	2009/10
Textbook revision and update	CDC	CDC will mobilise experts to update the textbooks in line with the NCF and also to accommodate the objectives of an integrated basic education. Moreover, CDC will develop guidelines for the use of multiple textbooks.	2010/11
Teachers' guide development and update	CDC	CDC will mobilise experts to update and develop teachers' guides and make available to schools	2010/11
Local curriculum	CDC	CDC will develop guidelines for local curriculum and the DEO will mobilise local experts to develop the local curriculum.	2010/11
Student evaluation: continuous assessment	DOE/CDC/ OCE/DEO	CDC will develop a framework for CAS in basic education and schools will receive technical and logistics support for implementation of CAS. DEO will conduct final examinations at the end of grade 8.	2010/11
Grant support for head-teacher (1-8)	DOE/SMC	Every fully-fledged school with 1-8 will receive a separate position of Head-teacher hired on a contract by the SMC. DOE will develop policy guidelines for Head-teacher recruitment.	2011/12
PCF: textbooks (1-5)	DOE/School	Schools will receive a lump-sum grant on a per student basis for textbook.	2009/10
PCF: textbooks (6-8)	DOE/School	Schools will receive a lump-sum grant on a per student basis for textbook.	2009/10

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Support for school restructuring	DOE/DEO	Funding is not available	
Dalit students (grades 1-8)	DOE/DEO	All Dalit students will receive scholarships through schools.	2009/10
Girls' scholarships (grades 1-8)	DOE/DEO Local committee	All girl students of Karnali region and 50% of girl students from other districts will receive scholarships.	2009/10
Scholarships for students with disabilities	DOE/DEO	Students with disabilities will receive scholarships through schools.	2009/10
Scholarships for children of martyrs	DOE/DEO	Children from Martyr's family will receive scholarships in schools as verified by DEO.	2009/10
Support for multi-grade arrangements	DOE/DEO	DOE will develop the guidelines for Multi-grade classes and DEO will identify schools/locations appropriate for Multi-grade classes.	2010/11

3.4 SECONDARY EDUCATION

Goals and Objectives

Goal

- To meet the national development needs by producing competent and skilled human resources and to provide a sound foundation for tertiary education.

Objectives

- To improve the access, equity, quality and relevance of secondary education.

Policy Directions

Access and Participation

- Expansion of free secondary education.

Equity and Social Inclusion

- Opportunities for equitable participation in all aspects of secondary education.

Quality and Relevance

- Introduction of soft vocational skills in Secondary education.
- Meeting the threshold of minimum enabling conditions and ensuring equitable support
- Adopting the NCF as the basis for core curricula and local curricula.

Governance and Management

- Education governance: a shared responsibility between central and local governments.
- Education management: a shared responsibility between school community and local government.

Key Results

- Each year 60,000 students complete class 9 and 10 through alternative schooling provisions.
- 75,000 students from extreme poverty background will have received scholarships to complete secondary education.
- 660,000 girls from grade 9-10 will have received scholarship.
- 75,000 students with disabilities will have received scholarships.
- 375 Secondary Schools rewarded for improvement in performance.
- Curriculum, teachers' guides and textbooks available electronically
- Curriculum and textbooks revised and updated

- Teachers' guide developed, updated and distributed
- All Secondary level students receive textbooks on time.

Strategic Interventions

Access and participation

Free Education
- Provision of free secondary education, introduced gradually, by 2015
- Free secondary education will include at least free services of admission and tuition fees. Textbooks and curricular materials will be made available on a subsidized rate.
- Introduction of a special incentive package to promote access, participation and completion of secondary education for the children from disadvantaged families.
- Promotion of partnerships with private providers to safeguard access to secondary education.

Alternative programmes
- Expansion of alternative programmes such as open and distance learning and flexible schooling to cater for the diverse needs, on a cost sharing basis, by also utilizing the knowledge generated by CASP experience.
- Provision for free alternative education to disadvantaged children.
- Introduction of technical education, with a focus on vocational skills through alternative arrangements.

Retention and completion
- Introduction of incentive schemes to ensure access to and completion of secondary education for Dalits, marginalised groups, disables, girls, and children from economically poor households.
- Providing remedial support to those students lagging behind in acquiring minimum learning achievements.

Equity and social inclusion

Increasing participation
- To increase participation, the plan intends to implement the following affirmative actions focusing on disadvantaged groups: (a) incentives for schools recruiting head-teachers (b) a quota system for recruiting teachers and personnel in management positions (c) criteria for teacher selection weighted in favour of candidates.

- To increase female participation in secondary education the following provisions will be offered: (a) special provisions for maternity and paternity leave, infant feeding breaks, and

provision for substitute teachers (b) reduced eligibility period for promotion of teachers from disadvantaged groups including females.

Legislative provisions
- Enactment of legislative provisions to safeguard equity in education management and governance functions.
- Enforcement of affirmative action in governance and management for proportional representation of women and people from disadvantaged groups on governance and management committees at all levels.

Code of conduct
- Developing and enforcing a code of conduct in schools to safeguard pro-poor, non-discriminatory, and non-punitive practices.

Quality and relevance

Structural integration

- Provisions of secondary schools based on nationally defined norms and criteria.
- Testing/ piloting will be carried out between 2009 and 2012, prior to the start of the full integration of the secondary education programme.
- Introduction of TVET in secondary schools, including soft skills, on a pilot basis with subsequent integration into school education.
- A comprehensive school mapping in the district will provide evidence inform the decision making processes at local and national levels, including upgrading, merging and downsizing the schools.

Setting norms and standards
- MOE will develop guidelines for setting secondary education standards.
- Besides minimum qualifications, teacher preparation course and refresher training will be made mandatory for appointment for teacher positions.

Minimum enabling condition
- MOE will define and ensure minimum enabling conditions and there will be provisions to ensure that all schools meet those conditions.
- The government will provide SIP based funding to schools and schools will mobilise local resources.
- Separate head-teachers in all secondary schools will be made available by 2015/016.

Examination reform

- Constitution of a National Examination Board as a coordinating apex body, responsible for regulating and carrying out all public examinations, certification and accreditation functions for grades 8, 10 and 12, including TVET certification.
- Public examinations will be held at three levels: national, regional and district. National level examination for Higher Secondary Level Certification (HSLC) will be conducted at the end of grade 12 and will be administered by the National Examination Board. Regional level examinations will be conducted at the end of grade 10 and will be administered by the Regional Education Directorate under the NEB. District level examinations will be conducted at the end of grade eight, and will be administered by the District Education Office (DEO) under the NEB guidelines.
- Grade 8 examinations will be the terminal examinations of basic level education.
- Certification at grades 10 and 12 will be awarded on the basis of core and non core subjects passed.
- Students who have studied privately (self-study) will have to go through a qualifying test at the district level in order to be eligible for examination at grade 8. Graduates of grade 8 examination will be qualified in two years of self-study for grade 10 examinations (except in vocational and technical stream).
- At the secondary level, two certificates will be provided: a) Secondary Level Certificate (SLC) or Technical Secondary Level Certificate (TSLC), and b) Higher Secondary Level Certificate (HSLC) or Technical Higher Secondary Level Certificate (THSLC).
- Under the national examination framework, provided by the National Examination Board, the Council for Technical Education and Vocational Training (CTEVT) will conduct the certification examinations (including skills testing) for students in the short-term vocational, technical and traditional skills schemes.

Governance and management

- The governance and management functions included under the basic education section also apply to secondary education.

Indicative Cost

The total cost allocated to Secondary Education in this Plan is US$ 483.79 million for five years. For further details on costing, see Annex 9.1.

Implementation Matrix

Activity (What?)	Responsible Agency (Who?)	Process (How?)	Time (When?)
Alterative provision	DOE/NFEC/ Local Government	DOE and NFEC develop programme guidelines and DOE provides funds, CDC will develop curriculum and the local government will implement the programme.	2009/10
New classrooms	DOE/DEO/SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in participation with the community implements the construction works; DEO provides technical support and supervision.	2009/10
Rehabilitation	DOE/DEO/SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in participation with the community implements the construction works DEO provides technical support and supervision.	2009/10
Library and laboratory	DOE/DEO/SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in participation with the community implements the construction works; DEO provides technical support and supervision.	2010/11
Construction of special schools	DOE/DEO/SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in participation with the community implements the construction works; DEO provides technical support and supervision.	2010/11
External environment	DOE/DEO/SMC	DOE develops programme guidelines and allocates budget through ASIP process, SMC in participation with the community implements the construction works; DEO provides technical support and supervision.	2009/10
Grant support to traditional schools	DOE/DEO	Grant support will be made available to traditional schools through the DEO	2010/11
Incentives for better performing schools	DOE/DEO	DOE has already developed norms for school accreditation which will be refined and used to evaluate school performance at the district level. The DEO together with the DEC will conduct the evaluation annually.	2009/10
Curriculum, teachers' guides, TB digitization	CDC	CDC will hire technicians to do the digitization and will post it on the website for its wider use and dissemination	2011/12
Curriculum revision and update	CDC	CDC will mobilise experts to revise curriculum in line with the NCF and also to accommodate the objectives of an integrated secondary education.	2011/12
Textbook revision and update	CDC	CDC will mobilise experts to update the textbooks in line with the NCF and also to accommodate the objectives of an integrated secondary education. CDC develops guidelines for the use of multiple textbooks by encouraging private publishers to develop and print and distribute textbooks.	2011/12

Teachers' guide development and update	CDC	CDC will mobilise experts to update and develop the teachers' guides and make available to schools through multiple publishers	2012/13
Local curriculum	CDC	CDC will develop guidelines for local curriculum and the DEO will mobilise local experts to develop the local curriculum.	2010/11
Grant support for head-teachers (9-12)	DOE/SMC	Every fully-fledged school with 1-8 will receive a separate position of Head-teacher hired on a contract by the SMC. DOE will develop policy guidelines for Head-teacher recruitment.	2012/13
PCF: textbooks (9-10)	DOE/School	Currently funding is not available	
PCF: textbooks (11-12)	DOE/School	Currently funding is not available	
Support for school restructuring	DOE/ DEO/ School	Currently funding is not available	
Girls' scholarships (grades 9-10)	DOE/DEO/Local committee	Girl students from economically poor families will receive scholarships. SMCs will be entrusted with the responsible for the distribution of scholarships in schools. The local bodies will take responsibility for monitoring the scholarship programme.	2009/10
Scholarships for students with disability	DOE/DEO/ SMC	Students with disability will receive different types of scholarships according to the level of disability identified by assessment centre	2009/10
Scholarships for children of martyrs	DOE/DEO	Children from Martyr's family will receive scholarships in schools as verified by DEO.	2009/10
Secondary - underserved students	DOE/DEO/SMC	Based on guidelines and EMIS data DOE provides PCF grants for schools having high PTR, SMCs will hire teachers for underserved students	2009/10
Higher secondary - underserved students	DOE/DEO/SMC	Based on guidelines and EMIS data DOE provides PCF grants for schools having high PTR, SMCs will hire teachers for underserved students	2009/10
PCF: Non salary	DOE/DEO/	DOE provides PCF no-salary grants to all schools based on student numbers. Schools/SMCs will include PCF grants as a part of SIP.	2009/10

CHAPTER 4: LITERACY AND LIFELONG LEARNING

4.1 INTRODUCTION

Literacy and continuing education form the basis for lifelong learning for all youths and adults between 15 and 45 years of age. Literacy enables them to engage in lifelong learning and contributes to developing their capabilities to sustain their livelihoods and participate in society.

As part of lifelong learning, continuous and non-formal education caters for the need for literacy development and complements formal schooling. Current literacy initiatives comprise programmes for basic, post-literacy and income generating activities, with particular focus on women. For the delivery of literacy and lifelong learning programmes, Community Learning Centres (CLCs) have been employed as a major strategic intervention. The Plan, complementing the on-going National Literacy Campaign, focuses on post-literacy and continuing education.

According to the 2001 Census, only 10 million (i.e. 54%) out of a total population of 19 million people of six years of age and above are literate. The average literacy level of age 15+ population is 44 percent, 10 percent lower than that of 6+ population. The gender gap in literacy is as high as 22.6 percent between male and female in the 6+ population (CBS, 2001). The Nepal Demographic Health Survey[2] (NDHS, 2006) indicated a steady improvement in literacy rates[3] both in terms of overall literacy and in terms of gender parity.

The NDHS provides clear evidence that female literacy, in particular, has a significant impact on other development indicators. It is a fact that literate mothers give birth to fewer children, that these children are more likely to survive and that literate mothers are also more likely to enrol their children, including girl-children, in school than are illiterate mothers. In addition, literate mothers tend to engage in economic activities from which the children, the family and the community can benefit. These findings clearly indicate that meeting the target of full enrolment in basic education by 2015 not only is linked with the provision of literacy programmes to female adults; but also that female literacy is linked with increased economic activity and improved livelihood.

4.2 GOAL AND OBJECTIVES

Goal

- To develop life skills and facilitate continuous learning for youths and adults, with particular focus on female and disadvantaged populations.

Objectives

- To enhance functional literacy and basic competencies among youths and adults.

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[2] Nepal Demographic and Health Survey, 2006
[3] Refers to age group 15 -49

4.3 OPPORTUNITIES AND CHALLENGES

Opportunities

- Globalisation and a growing market economy have resulted in an increasing number of people who now regard literacy as one of the basic survival skills.
- The Government's National Literacy Campaign aimed at eradicating illiteracy demonstrates a strong political commitment to literacy and non-formal education.
- The UPE component in the Dakar Framework of Action and the MDG demonstrates international commitments and solidarity for eradicating illiteracy.
- The growing numbers of CLCs and partnership frameworks for collaboration with CBOs, mothers' groups, NGOs and the private sector have created an environment conducive to enhancing the access to and quality of neo-literacy programmes.

Challenges

- Expanding access to literacy and life-long learning to disadvantaged, low-literacy pockets across the country represents a key challenge to the Ministry. The central level support to these interventions has proved inadequate to meet the diverse needs, calling for enhanced local level capacity, including database management, local level planning, resourcing and monitoring.

- Past experiences show that literacy programmes could not directly contribute to improving peoples' livelihoods and raising their standards of living. It remains a challenge to make literacy locally appropriate and relevant to diverse local needs, including language, culture, local knowledge and value systems.

- Likewise, a visible challenge in the literacy programme is to sustain acquired knowledge and skills in the future. Lack of continuous learning opportunities for neo-literates brings them back to the state of illiteracy.

4.4 POLICY DIRECTIONS

- The Non-formal Education Policy4 focuses on decentralisation, empowerment and partnerships with the private sector and I/NGO's as strategies to achieve goals for adult literacy.
- Literacy and lifelong learning programmes will be consolidated and expanded utilising the knowledge and experience of the partnerships at national and local levels for the attainment of EFA goals. Moreover, the local level planning will be strengthened for the literacy/ post-literacy and lifelong learning intervention.

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[4] Non Formal Education Policy 2063 (2007 AD), Government of Nepal, MOE, NFEC

4.5 KEY RESULTS

- Literates and neo-literates empowered and have access to information and skills with ability to make rational choices contributing to improved livelihoods.
- Enhanced system capacity and institutional learning.
- 1,050 CLCs established and operational.
- About 700,000 youths and adults attain life skills through literacy and continuing education.
- Mother tongue literacy courses in local languages (through CDC experience and resourcing) introduced.

4.6 STRATEGIC INTERVENTIONS

- The NFE policy will be disseminated and utilized for mobilizing new and reinforcing old partnerships.
- The NFE policy envisages that all local government units develop Education Plans encompassing literacy/post-literacy and life-long learning programmes. The targeted interventions will respond to diversity needs of the adults in regard to language, culture, vocational skills and economic context. Further, mother tongue literacy courses, utilising the CDC experience and resources, will be introduced in local languages. The partnerships will be the basis for implementing such activities.
- Post-literacy programmes such as life skills training and micro-credit schemes will be targeted to disadvantaged groups. In addition, lifelong learning opportunities will be provided through horizontal links with the formal systems and through locally managed CLC arrangements.
- Emphasis on decentralisation, empowerment and partnerships with the private sector and I/NGO's as strategies to achieve the goals of adult literacy and continuing education by emphasising post-literacy intervention.
- Existing DEPs and VEPs incorporate literacy and life-long learning programmes. The targeted interventions will respond to the diverse needs of adults in regard to language, culture, life skills and income generating activities.
- Literacy programmes will be implemented through an integrated approach comprising life skills and micro-credit schemes, targeting disadvantaged populations.
- Lifelong learning opportunities will be provided through links with the formal systems and through locally managed CLC arrangements.
- Literacy and Lifelong Learning programmes will be implemented as a complementary intervention to the National Literacy Campaign aimed at attaining the EFA and MDG goals on UPE/ literacy.

- The Plan has placed emphasis on targeted groups and areas including women, marginalised populations, Dalits, disadvantaged communities, internally displaced people, people with disability and people living with HIV/AIDs.

4.7 INDICATIVE COST

It is estimated that a total budget of NPR 1127.5 million (US$ 14.094 million) will be needed for the implementation of the literacy and lifelong learning programme. This estimate does not include the programme budget already allocated for the National Literacy Campaign by the Government.

4.8 IMPLEMENTATION ARRANGEMENT

Institutional Arrangement

A decentralised framework for implementing literacy and lifelong learning programmes will be adopted in order to enhance community support and participation. Local governments will be entrusted with the responsibility for overall planning and management functions, and will be made accountable for showing results. Each district will have clear targets for literacy under the SSR Plan.

Graduates from the NFE literacy campaign will feed into the programme. Central, district and sub-district level institutions will provide technical support with learning materials, training and adequate financing.

Delivery Mechanism

- Community Learning Centres (CLCs) will be expanded and, where possible, a greater coordination between CLCs and Resource Centres will be fostered.
- Political, professional and social groups along with their sister organisations will be mobilised for implementing literacy programmes. Concerted efforts will be made to coordinate all entities (governmental and non-governmental) working on eradicating illiteracy.
- National and local level literacy campaigns will be carried out continuously through all relevant media with the purpose of sensitisation and information sharing.
- Income generation programmes targeting women, Dalits, ethnic minorities and other marginalised groups will be introduced along with literacy and life-long learning programmes through an integrated approach.
- A standardised literacy test will be developed and implemented, and an incentive scheme upon passing the test will be introduced for the 'hard to reach' target groups.
- Mother tongue medium literacy programmes will be emphasised.
- Baseline study/research and the establishment of databases at local level will provide a basis for improving management and monitoring of literacy programmes.

- Various modes of delivery will be applied to meet the specific learning needs of target groups (e.g., radio, ICT, TV, printed materials or an oral approach as appropriate)
- Clear policy direction will enable the effective implementation of governance and management functions both at central and local levels.

Resourcing

- The central government will ensure the availability of adequate funding to meet the literacy targets, whereas the local government will supplement the resources to show results. Further, the enabling environment for partnership and collaboration will be ascertained by both central and local governments within their respective jurisdictions.

Accountability Framework

- The centre government will be accountable for making equitable allocation of resources. The local governments will be accountable for fulfilling compliance and for producing results. Regular reporting from the implementing agencies to the local governments will form a basis for progress monitoring and for releasing funds.

4.9 IMPLEMENTATION MATRIX

Activity (What?)	Responsible Agency (Who?)	How?	Timeline (when?)
Establish Community Learning Centres	DOE/NFEC/DEO/ Municipality/VDC/ Local Management Community	DEO provides quotas based on demand of local government	2009/010
Expand and consolidate Literacy and lifelong learning programmes	DOE/NFEC /DEO/Municipality/VDC	-DOE provides programme based on VEPs and DEPs -Co-ordination and partnerships with Governmental, private sector and I/NGO's	2009/010
Disseminate existing NFE policy for reinforcing partnership mechanism.	DOE and local governments, private sector and I/NGO's	Based on operational guideline	2009/010
Introduce and expand mother tongue literacy courses in local languages	DOE and local governments, private sector and I/NGO's	-DOE provides programme based on VEPs and DEPs -Co-ordination and partnerships with Governmental and private sector and I/NGO's	2010/011
Prepare DEPs and VEPs	DOE/NFEDEO/RC/Municipality/VDC	Need identification and consultation with different level stakeholders and experts	2009/010
Develop and implement a standardised literacy test	NFEC/INGOs	Developing guidelines on literacy standardised test	2011/012
Baseline study/research and establishment of database	DOE/NFEC/DEO	Linking with DOE Flash system	2009/010 to 10/011

CHAPTER 5: TECHNICAL EDUCATION AND VOCATIONAL TRAINING

5.1 INTRODUCTION

In order to fulfil the local needs for technical/skilled human resources, MOE has been implementing various Technical Education and Vocational Training (TEVT) programmes. The Council for Technical Education and Vocational Training (CTEVT) is currently coordinating TEVT functions, particularly for the preparation of the middle and lower level skilled workforce. CTEVT is also entrusted with the responsibility for coordinating with agencies such as FNCCI, I/NGOs, and other local organisations.

CTEVT carries out training courses through its constituent as well as affiliated institutions. The Skills for Employment Project is also in operation, aiming at providing training to 80,000 youths in the country. These programmes, currently not included in the SSR Plan, will continue to operate under the CTEVT arrangements.

The SSR Plan provides policy directions for both general and vocational components in secondary education so that the opportunities for skills development will be expanded across the country. To identify appropriate models and approaches, this plan aims at testing and piloting different schemes for soft-skills and intends to continue with the on-going programmes. However, the SSR fund will not be used for heavy equipment and construction in secondary schools. Based on the experiences gained and lessons learned from the pilot and testing, further expansion of TEVT will be worked out in secondary schools.

5.2 GOALS AND OBJECTIVE

Goal

To equip students with employable skills, which will assist and accelerate their transition from school to work and help them explore a variety of career opportunities that are available inside Nepal as well as in the neighbouring countries and in the global market.

Objectives

- To equip secondary level students with TVET soft skills

5.3 OPPORTUNITIES AND CHALLENGES

Opportunities

The government has already approved TEVT policy that has paved the way for developing and expanding this sub-sector in the country. The policy and programmes for FY 2008/09 entail the 'Youth Self-Employment Fund', making special provisions and demonstrating government's commitment to developing a demand-based TEVT programme.

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CTEVT is currently offering technical education through trade schools, and annex programmes through secondary schools. The experiences gained from the school based annex programme are very positive. The annex schools receive high priority in the national programme.

The numbers of privately managed technical and vocational training centres are on the rise. Moreover, the FNCCI has also come forward in operating some trade schools in collaboration with the CTEVT under the aegis of the Ministry of Education. These initiatives show significant partnership potentials, opening avenues in the job market, and providing a basis for expanding and consolidating the programme.

Challenges

Frequently changing market demands for technical and vocational skills pose a continuing challenge in assessing needs and making timely provision of such skills. Thus, designing and implementing practical and results-oriented TEVT programmes, responding to the emerging needs, call for a consistent approach to review and adjustment in the curricula, curricular process and modalities of educating and training students.

Expansion and consolidation of TEVT programmes require a large financial investment associated with technical capacity and the necessary physical infrastructure, including equipment and teacher preparation. These TEVT elements are not included in the SSRP, and complementary arrangements for skills oriented technical and vocational training will be made in TEVT sector.

5.4 POLICY DIRECTIONS

Under the SSR framework, the school curricular will offer soft skills and preparatory courses in some key technical/vocational areas, providing choices to cater for individual students' aptitudes and opening ways for developing their career paths.

Vertical and horizontal links among technical and vocational channels will be established with the general stream of education, providing mobility from the non-formal/technical to formal modes of learning and vice versa.

Under the TEVT policy framework as approved by the government, CTEVT will continue to plan, implement and coordinate TEVT activities in consultation with relevant authorities and institutions.

5.5 KEY RESULTS

- Basic life skills and introductory contents on vocational skills will be integrated in grades 6 to 8 curricula.

- Vocational curricula focusing on soft-skills will be developed for secondary education.

- Different technical/vocational components, focusing on soft skills such as crafts and business skills, computer skills and so forth, will be piloted and tested in 100 public secondary schools for model building.

5.6 STRATEGIC INTERVENTIONS

Integration in school curricula

Vocational and technical education concepts such as crafts and basic skills will be integrated at the later stages in basic education curricula, beginning from grade six.

Piloting/testing in schools

Along with continuing the current provision of vocational components in secondary schools, additional contents/trades will be identified for piloting/ testing. Within the NCF, the following options will be piloted/ tested in the selected schools:

(i) Non-formal apprenticeships in grades 9 and 10, using private sector training opportunities.
(ii) Three learning tracks (science/technology, business/commerce and liberal arts) in grades 11 and 12.

Continuity of on-going TEVT programmes through CTEVT

On-going programmes such as annexes in public schools; trade schools in selected districts with specialised trade/skills; skills development and training and certification programmes will continue. Likewise, the skills for employment programme will continue to operate through CTEVT. These components will be developed and implemented under the framework provided by TVET policy.

5.7 INDICATIVE COST

The total budget for five years' of TEVT programme under the SSR Framework has been estimated to be US$ 15.45 for five year plan period. This estimate covers curricular integration, piloting different schemes, trades and skills, and introduction of soft skills in about 100 public secondary schools.

Separate funding arrangements will be made to continue ongoing and planned programme activities under the CTEVT.

5.8 IMPLEMENTATION ARRANGEMENTS

The regular school system will be made accountable for the implementation of the TEVT components discussed under the SSR Framework. CTEVT will continue to implement its on-going and planned activities under the mandate of the TEVT Policy. A set of

regulatory provisions, harmonization and coordination between these two policy frameworks will be achieved by strengthening the capacity of the CDC, NCED, CTEVT, TITI, DOE and other relevant institutions.

The Education Policy Committee (EPC), headed by the Minister for Education will provide policy directions to the education sector including TEVT sub-sector, and the Education Review Office (ERO) will play an important part in the overall review of the TEVT component.

5.9 IMPLEMENTATION MATRIX

	Activity (What?)	Responsible Agency (Who?)	How?	Timeline (when?)
1	-Integration of crafts and basic skills in grades 6 to 8 curricula	CDC	Curriculum revision	2009/010
2	-Curriculum and supporting materials development for secondary school (for piloting)	CDC/	Curriculum revision and support materials development	2010/011
3	-Piloting/testing various vocational components in secondary education, -Developing non-formal apprenticeships programme for grades 9 and 10, -Introducing three learning tracks for grades 11 and 12	CDC/DOE/CTEVT/HSEB / School	Piloting/testing of vocational curricula in selected schools	2011/012
4	-Teacher preparation and development	NCED/TITI	Developing appropriate training materials Conducting teacher training	2009/10 2010/11

CHAPTER 6: TEACHER PROFESSIONAL DEVELOPMENT

6.1 INTRODUCTION

Currently more than 71 percent of the primary level teachers working in 'approved positions' are fully trained. Similarly, 55 percent and 79 percent of lower secondary and secondary teachers, respectively, have also been trained (Flash, 2008). The provision of pre-service teacher training at the primary level was made through the privately established Teacher Training Centres, whereas at the lower-secondary and secondary levels, pre-service teacher training is offered through university campuses (Faculty of Education) and Higher Secondary Schools (Education Stream).

The National Centre for Educational Development (NCED) is conducting certification and recurrent training courses for primary and secondary level teachers through Education Training Centres (ETCs) located at different places in the country and through other allied training-providers. Completion of a professional teacher training course has been made mandatory prior to entering the teaching profession.

The SSRP has given a highest priority to teacher preparation and its development. The major quality interventions as outlined in the SSRP rests upon the quality and efficiency of the teachers recruited. As such, increases in the minimum qualifications of the teachers have been proposed and at the same time mandatory training requirements and regular updates have been planned.

6.2 GOALS AND OBJECTIVES

Goal

- To ensure all teachers have the knowledge and skills required to effectively facilitate students learning processes.

Objectives

- To enhance teachers' qualifications and professional competencies to better facilitate students learning processes.

6.3 OPPORTUNITIES AND CHALLENGES

Opportunities

- The institutional strength in terms of capacity, quality and its coverage throughout the country provides sustainable and cost-effective opportunities for pre-service and in-service teacher training and development.

- Over 95 percent of the primary teachers in the approved positions have already received some form of certification training providing a sound basis for offering needs based short term modular courses targeted to enhance quality.

- Growing attraction of students in the education courses in university colleges and higher secondary education represents an opportunity to recruit more competent and committed graduates for teacher positions.

- Strong support from the teacher professional community is creating an environment conducive for developing a partnership for teacher professional development.

Challenges

- The extended role of SMC in school management including teacher management requires their capacity and commitments to be enhanced.

- Expansion of secondary education from grades 9-10 to 9-12 is expected to raise the aspirations of people and result in an increase in the number of grade 9-12 schools. This requires preparation of teachers in different areas of specialisation.

- Providing opportunity for Continuous Professional Development (CPD) including provision of teacher support.

6.4 POLICY DIRECTIONS

Teacher Management

Recruitment

Teacher recruitment process will be decentralised to the local level and will be recruited from among the licensees as per the guidelines provided by the MOE. Teacher licensing practices will be further strengthened.

As per the exiting Act and regulations, SMCs in the community managed schools will continue to recruit teachers. In all other community schools, SMC will have a key role in teacher management. Priority will be given to recruiting females, Dalits, and other disadvantaged groups when filling teacher positions.

Career Paths

Two separate professional career paths will be offered: one for basic and one for secondary teachers. However, basic level teacher with appropriate qualification will be eligible for open and internal competition to secondary level position.

There will be four stages in the teacher professional career path: beginner, experienced, master and expert; for both basic and secondary level teachers. Provisions will be made to upgrade teachers based on indicators such as time on task, seniority, qualification, training and students' achievement in their respective career path. Teachers with additional academic qualifications will gain eligibility for fast-track career progression at the relevant levels.

Minimum Qualifications

The minimum qualifications for teachers will be: (i) higher secondary education or equivalent with relevant teacher preparation course for basic education, (ii) M.Ed. or equivalent with relevant teacher preparation course for secondary level. However, serving teachers with lower academic qualifications will be eligible to teach at the initial grades of their respective levels.

Incentive packages will be provided for teachers who opt for voluntary retirement rather than upgrading their qualification.

Teacher Development

Teacher Preparation Course

- A one-year Teacher Preparation Course (TPC) in addition to the minimum academic qualification.

- The TPC will be offered so as to prepare the teachers for:

    - Teaching all subjects at the foundation grades (grades 1-3) with options for specialisation in multi-grade teaching and at least three subjects of the basic education (grades 4-8).

    - Teaching at least two subjects at the secondary education (grades 9-12).

    - Provisions will be made to prepare specialised teachers for multi-grade classes and special needs education.

Training of teachers and managers:

- The Government will remain responsible for teacher development functions. In order to keep abreast of new developments in teaching and learning practices, teachers must acquire one month in-service training at least once in every five years.

- Provision will be made to accredit the short term training courses to link with teacher career development.
- Teacher professional development will be linked to career development made available through both long and short term means.

- Head-teachers' minimum qualification will be B. Ed. and M. Ed. with head-teacher preparation courses for basic and secondary schools, respectively.

6.5 KEY RESULTS

- 750 master trainers will be trained and capable of conducting refresher training for teachers.
- All teachers' professional skills and knowledge updated through Teacher Preparation Courses and refresher training.
- 4,050 head teachers will have completed a certified training course.
- Competency of 7,000 teacher candidates from disadvantaged group will be improved through preparatory courses.

6.6 STRATEGIC INTERVENTIONS

Qualification upgrading programme

The special grade 12 curriculum/education programmes will continue to be implemented providing avenues to upgrade qualifications of teachers with 10-month in-service/pre-service teacher training. The training institutions will have an incentive to prepare good courses in order to compete and attract a share of this market. Similarly, the FOE (TU) will continue to implement the Teacher Preparation Course (TPC) and qualification upgrading programme, designed and developed under TEP, targeting both the pre-service and in-service teaching force.

Backlog clearance of ongoing certification in-service training (10-month)

The existing 10-month in-service teacher training will be continued to clear the backlog of all untrained teachers over 1st trimester of the next fiscal year (2066/67). Some 10,000 teachers working at both the primary and secondary levels will be targeted.

L/RC-Based demand driven short training

L/RC-based demand driven and refresher teacher training will be developed and implemented for all teachers working at various levels (ECED to grade-12) over a five year period of time. Under SSR, school management committees will be provided with funding to buy training for teachers on a need basis. The tentative number of teachers that will be targeted during the plan period will be some 50,000. Approximately 750 trainers will be developed for this purpose.

HT certification training

1-3-month School Management and Leadership Training will be developed and made available through the ETCs for the selected school heads. All untrained school heads will benefit from this mandatory training (approximately 4,050).

Monitoring and post-training support to the teachers

NCED will monitor the implementation of training programmes at lower levels to ensure compliance of the professional standards. ERO will conduct external periodic auditing targeting the documentation of results and aiming at making the system accountable. Teacher support schemes, based on the results from monitoring, will be developed and delivered through teacher forums.

Capacity building activity package

Capacity of the ETCs/LRCs will be upgraded to develop and implement all types of modular teacher training, training for middle managers and technical staff and training for SMC/DDC/VDC members at the school level. Similarly, NCED will engage itself in generating knowledge in the areas of classroom instruction and educational management through research studies and other activities. The cost will be covered under the capacity development section.

Job Induction training to novice teachers and officials

Provision of organisation-based 7-10 days' job induction training will be created and implemented for approximately 60,000 newly recruited teachers and other education officials. The cost will be covered under the capacity development section.

6.7 INDICATIVE COST

It is estimated that a total budget of NPR 844.32 million (US$ 10.55 million) will be needed over the five year plan period (2009/10-2013/14) for the implementation of Teacher Professional Development programmes.

6.8 IMPLEMENTATION ARRANGEMENTS

The FOE campuses and the Higher Secondary Schools will continue the special qualification upgrading courses together with the Teacher Preparation Courses designed and developed under the Teacher Education Project. The responsibility to participate in the course rests with the individual candidates.

L/RCs and RCs will implement the demand driven short courses and the schools will have right to assign teachers to participate in the specified courses utilising the resources for the purpose. These institutions will be mobilised to provide professional support to teachers.

ETCs will implement 1-3 month leadership development courses for the school heads.

6.9 IMPLEMENTATION MATRIX

	Activity (What?)	Responsible Agency (Who?)	Strategies (How?)	Timeline (when?)
1	Implementation of the special qualification upgrading courses and Teacher Preparation Courses	FOE campuses Higher Secondary schools	The responsibility for participation in the course rests with the individual. Govt support for equitable access	On-going
2	Implementation of demand driven short courses	NCED/ETC: course development L/RC: course implementation; SMC: selection for training.	A variety of courses will be offered and SMC will choose among them.	On-going/start 2009/10
3	Implementation of leadership development courses	NCED: course development ETC: course implementation;	It will be a mixed-mode course including face-to-face and project based approaches.	On-going/start 2009/10
4	Monitoring and post-training support to the teachers	NCED: designing and implementing the system ERO: external review	Teacher forums will also be mobilised for teacher support.	On-going/ start 2009/10

CHAPTER 7: CAPACITY DEVELOPMENT

7.1 INTRODUCTION

This chapter provides an overview of the Capacity Development (CD) process that is required to facilitate the successful implementation of the reform agenda stated in the SSR Plan.

The Human Resource Development Plan (2002-06) has identified capacity development interventions as critical to the achievement of EFA goals by 2015. The SSR Core Document has also pointed out that it is crucial to develop the capacity of all implementing agencies to, formulate, evaluate and translate policies into action as well as the capacity to perform assigned roles and responsibilities.

It is critical to assess performance gaps in the delivery of educational services and to design and implement relevant interventions for the effective implementation of the SSR Plan. This requires developing an understanding of what good performance looks like and design a plan of action to enhance competencies as required. The plan should be addressed competencies needed at an institutional as well as organizational and individual level. Therefore, this plan aims to enhance effective service delivery with a view to improving learning outcomes.

7.2 GOAL AND OBJECTIVES

Goal

- To enhance the capacity to implement the reform stated in the SSR Plan.

Objectives

- To improve the performance of the MOE service delivery system and develop the capacity to implement critical reforms.

7.3 OPPORTUNITIES AND CHALLENGES

Opportunities

Commitment to Results-orientation and Capacity Development

The most important opportunity lies in the recognition of capacity development as an essential means of achieving sustainable improvements in public service delivery. The Ministry has reiterated its full commitment to the on-going reforms in general, as well as the concepts and principles of Managing for Development Results (MfDR) in particular. It has approved the introduction and application of results-based management principles. By including this in the reform agenda, the senior management has endorsed the need for

capacity development initiatives to include a transparent performance accountability framework capable of monitoring and evaluating improvements in service delivery.

Information and Communication Technologies (ICT)

A decade of rapid developments within the field of ICT offers new and cost-effective avenues for capacity development. One example is the Ministry's on-going implementation of its ICT Master Plan that is aimed at improving the speed of internal communication and staff access to essential working documents and information. Much more needs to be done to fully understand and develop a strategy on how the Ministry can benefit from the opportunities offered by modern ICT.

Technical Assistance (TA)

As the Ministry develops a better understanding of where critical and persistent performance gaps exist in its service delivery system, the close relationship the Ministry enjoys with its development partners represents an opportunity to use TA to facilitate capacity development processes at systemic, organisational and individual levels. However, a more results-oriented approach to the procurement, fielding, management of and follow-up on TA is a requirement that in itself represents a small capacity development project.

Professional organisations and institutional arrangements

Over recent years the Ministry has developed professional relations with a number of international, regional and national knowledge-based organisations and academic institutions, such as the Asian Institute of Technology (AIT) in Bangkok, the Danida Fellowship Centre (DFC) in Copenhagen, the IIEP in Paris, Centre for Educational Research, Innovation and Development (CERID), Kathmandu University (KU) and Tribhuvan University (TU) in Nepal. The Ministry's long standing relations with these professional organisations and institutions offers an opportunity for cost-effective professional help to address knowledge and skills gaps.

Institutionalization of evidence-based planning

The recent analytical work carried out by the Department of Education (DoE) to understand the problems at school level and their causes and effects, presents an opportunity for the Ministry to better target its capacity development strategies. A bottom-up approach where school-level service delivery standards and targets are set and then used as the basis of capacity development activities at higher levels is more likely to yield significant results. Information from the recent improvements in the planning process has been generated and consolidated in the EMIS.

Challenges

The current discourse on the state restructuring gives rise to considerable uncertainty as it is expected to redefine and redistribute authorities, roles and functions across state

bureaucracy at all levels. Until the governance and management structure is defined and fully functional, assessment of capacity development needs is impractical.

The development of adequate systemic, agency-wise and individual capacities to facilitate a smooth transition from a grade 1-5 to a grade 1-8 system while continuously improving the quality of educational services and increasing learning achievements represents one of the most serious challenges over the coming plan period.

The process of developing the MOE's capacity to gradually and continuously perform at a higher service levels is essential for a smooth transition during which repetition and drop-out rates are reduced and learning achievements are significantly improved. However, it needs to be stressed that this process of establishing a baseline for capacity development, conducting a performance-gap analysis, and designing a results-oriented capacity development plan aimed at closing these performance gaps is time-consuming and requires full resourcing and commitment throughout the system, from teachers at the end of the service delivery chain to the top management.

7.4 POLICY DIRECTIONS

Strengthening the capacity of MOE and its line agencies to plan, implement, evaluate and sustain the benefits of capacity development activities.

Developing capacity at the individual, institutional and organisational levels to achieve reform in the education sector as reflected in the SSR Plan.

The focus of the SSR capacity development will be on schools and local level institutions, with particular emphasis on enhancing capabilities of the frontline providers of formal and non-formal channels of education.

7.5 KEY RESULTS

The following key results and milestones are expected to be achieved during this plan period:

- An enabling institutional framework will be developed through the endorsement of necessary Acts, rules and regulations, and guidelines.

- Organisational mandates, structures, and relationships will be aligned contributing to improved performance.

- Individual competence and working conditions will be enhanced contributing to improved performance through, training, awareness raising, research activities and incentives.

7.6 STRATEGIC INTERVENTIONS

The strategic interventions described here focus on securing a results-based management framework for the facilitation of the new and for the update and alignment of the existing Capacity Development (CD) plans. This means that on-going CD activities under the MOE will continue as planned until this CD framework has been finalised and approved. With the approval of the CD framework and guidelines all MOE agencies will be provided with the necessary technical assistance to review, align and update their CD plans within this framework.

MOE will develop a broad framework for capacity development based on which concerned agencies will prepare annual implementation plans covering capacity needs at the implementation levels as reflected in the ASIP.

The preparation and implementation of capacity development plans will be centrally coordinated and facilitated to ensure that processes and final plans meet minimum technical quality standards, to achieve alignment with overall MOE goals and to pursue synergies between different levels of the service delivery system. The primary role of the MOE capacity development coordination mechanism will be to facilitate the preparation and updating of individual CD plans of the concerned agencies. All agencies will have access to the necessary technical expertise and financial resources for this purpose.

7.7 INDICATIVE COST

The total costs allocated to SSR Capacity Development will be US$ 21.14 million, comprising US$ 10.59 million for the systemic capacity of MOE institutions and schools, and US$ 10.55 million for teachers' professional development for a period of five years. Under the systemic capacity budget-line of US$ 10.59 million, US$ 3.09 million will be borne from within the CD budget-line, and US$ 7.5 million will be available under TA and Direct Fund arrangement.

7.8 IMPLEMENTATION ARRANGEMENTS

The implementation of the strategic interventions described above will be guided by the following roles and responsibilities.

Each school will be responsible for preparing and implementing annual SIPs with clearly described and costed quality improvement actions aimed at ensuring that the school will meet basic minimum quality standards by 2015.

DEOs will be responsible for preparing district level results-based CD plans that may be included with DEPs. They will also be responsible for facilitating RCs support to schools with adequate finances and technical support. Finally, DEOs will be responsible for developing an overview of the quality standard of schools within the district and for identifying schools that fall far below the standards and may require special attention and intensive support in order to achieve the SSR 2015 goals.

REDs will be responsible for monitoring early signs of impact of capacity development activities on learning achievements. This will be done on sample basis and in connection with their role in administering examinations. Their work will include analysing and reporting on trends in learning achievements and comparing these with improvements in quality standards.

Central level agencies will be responsible for preparing and implementing their own results-based CD plan and for monitoring and reporting of progress and improvements in performance.

The CD coordination mechanism in MOE will develop a framework and guidelines for the school-level and agency-wise, as well as CD plans and their implementation. This mechanism will facilitate the preparation and implementation of CD plans by providing agencies with access to technical expertise, knowledge networks and financial resources and through regular meetings to establish progress and identify opportunities for inter-agency cooperation that could improve cost-effectiveness. This mechanism will also work on developing appropriate channels for receiving feedback from the clients on the service delivery system. Finally, the CD coordination mechanism will be responsible for compiling, summarising and preparing the MOE's annual capacity development report.

7.9 IMPLEMENTATION MATRIX

SN	What?	Why?	Who?	How?	When?
1	Develop frameworks that includes acts, regulations and implementation guidelines	In order to facilitate the system carrying out the reform activities	MOE	Consultation with stakeholders	July 2009
2	Develop and update mandates and TORs at organisational and unit level	To pave the way for the institutional arrangements from school level up to central level	MOE	Consultation with stakeholders	July 2009
3	Develop the unit/team level responsibility mechanism	To make all the units/teams responsible for the implementation of reform agenda	MOE/ DOE	Consultation with units/teams in different level	July 2009
4	Delineate roles and responsibilities of individual actors	In order to make all individuals responsible and accountable to their respective duties	MOE	Consultation with units/teams in different level	July 2009

SN	What?	Why?	Who?	How?	When?
5	Provide necessary logistics (hardware and software) to organisation and individual	To perform the duties and responsibilities in expected standards	MOE/ DOE	Through purchasing from the markets	July 2009
6	Training, awareness, research activities and incentives	In order to enhance the capacity of the individual in the system	MOE and other institutions under the ministry	Identifying the needs of the organisations, institutions and individuals and prepare a CD plan to respond to their specific needs	July 2009

CHAPTER 8: MONITORING AND EVALUATION

8.1 INTRODUCTION

The main purpose of M&E is to improve service delivery through informed decisions by tracking achievements against SSR targets, objectives and goals at every level of service delivery. The information provided by the M&E system can be used to improve the planning and implementation processes and to assess the contribution of SSR to achieving national development goals.

Three major M&E functions include: (i) assessing compliance with acts and regulations, (ii) measuring progress against milestones and targets; and (iii) evaluating the impact of policies and strategies on sector goals and objectives. These M&E functions will be based on performance indicators and monitoring indicators.

Financial, management, and technical matters for service management and service delivery at all levels will be tracked, monitored, assessed, and evaluated. MOE and DOE will coordinate and carry out the M&E functions at central level. At the district and local level, DEOs, RCs and schools will be responsible for the M&E functions along with the local government. It has been proposed that a new office, named ERO, will be established through the SSRP and the mandate of this office will be as specified in its Terms of Reference (see annex 8.3).

8.2 GOAL AND OBJECTIVE

Goal

- To facilitate effective implementation of the Plan through a system that supports informed decision making by providing timely information on program status against planned objective.

Objectives

- To monitor programme inputs, processes, and outputs and evaluate the impact of the Plan.

8.3 POLICY DIRECTIONS

The M&E will focus on assessing the compliance with regulatory provisions, measuring progress, and evaluating the impact of the programme. The Plan will utilize a system of decentralised monitoring, including social audit, and the provision of an external evaluation of outcomes and impact.

8.4 KEY RESULTS AND MONITORING INDICATORS

The M&E will utilise the key indicators (see table 1.1) and result framework (see annex 11) to monitor and evaluate programme interventions made under the SSR Plan.

The expected key results of the M&E function include a number of reports aimed at establishing the status of progress against goals, objectives and/or planned targets; or identifying and documenting lessons learned.

The following key results have been envisaged under the Monitoring and Evaluation components:

- Report on updating of M&E structures, roles and responsibilities
- Monitoring and evaluation plan, based on revised M&E system
- Number of evaluative reports produced
- Accurate data produced in a consistent manner by all schools
- DEPs prepared in 75 districts
- 48 commissioned study reports prepared and disseminated
- 4,000 VEPs prepared and implemented
- Programmes disseminated
- All schools managed by communities

Summary of Key Results of M&E activities

Key Results	Log-Frame Level	Frequency	Data Source	Responsible
Client Satisfaction Base-line Survey	Baseline	Once (2009)	Service recipient	MOE, ERO
Combined Status Report	Key Results	Annual	Schools, DEOs	DOE
District-Level Status Report	Key Results	Annual	Schools	DEOs
Flash I	Key Results and Objective	Annual	Schools	DOE
Flash II	Key Results and Objective	Annual	Schools	DOE
Agency Review Reports	Key Results (Agency performance)	Annual	Concerned agency	ERO
SSR Progress Review Reports	Strategic interventions, Key results, Inputs	Annual	Schools, DEOs, agencies	ERO
Summary of School-level Financial Audit Reports	Key results, strategic interventions and Inputs	Annual	Auditors' School audit reports	DEO/DOE
Social Audit Summary Report	All	Annual	Schools and DEOs	DEO/DOE
Client Satisfaction Survey	Key Results and Inputs (Client Satisfaction)	Annual	Service recipient	MOE, ERO
Trimester Progress Report	Key Results and Objective	Trimester	DEO records	DEOs
FMR	Input and key results	Trimester	DEOs	DOE, DEOs
Commissioned research studies	Key Result, Objectives	As required	As determined by TOR	MOE and DOE
National Studies on Learning Assessment	Objectives	Twice (in plan period)	As specified in TOR	MOE/ERO
Evaluation of Model-building exercises	Key Results, Objectives	As required	As specified in TOR	MOE/DOE
Mid-Term Evaluation	Theme or Log Frame level	Once (mid-term)	As specified in TOR	MOE
End-of-Programme Evaluation	Theme or Log Frame level	Once (after completion)	As specified in TOR	MOE

8.5 STRATEGIC INTERVENTIONS

The following are the major strategic interventions for Monitoring and Evaluation (M & E):

Capacity development

The M&E system will build on current practice and will work to strengthen capacity of the line agencies' performance. Regular assessment of the relevance of policies and strategies will require enhanced capacity in the Ministry. During the first year of the Plan, the MOE will draft and commence implementation of an M&E Plan based on the template shown in Annex 8.1.

Within the Ministry, the partnership arrangements currently in place with implementing agencies, including schools, will be consolidated. There will be improvements in the timing and quality of reporting from the school and district level to the centre. The centre's capacity to provide feedback and access to information to stakeholders will also be improved. This will be achieved through electronic mechanisms, i.e. web-based access to databases. The MOE will invest in the development of human resources and the regular review and updating of ICT competencies. This will support the continuous improvement of the systemic capacity to generate relevant information in a cost-efficient and effective manner.

Partnerships for Research and Development

Partnerships with national and international research agencies will be pursued to perform research, innovation and testing as well as evaluation functions. These partnerships will produce special studies to increase knowledge and support informed choices both at policy and practice levels. The experiences gained from the Formative Research conducted by CERID and other research institutions during EFA implementation have provided a basis for the continuation and expansion of these types of activities in the SSR programme. Formative Research will be continued and used to support the GoN/MoE in making informed policy decisions. Guided by MoE's aid management framework pooled as well as non-pooled funds available for SSRP implementation will be utilised in a coordinated manner.

Improving EMIS

The enhanced monitoring processes outlined above will require increased management information, through EMIS, particularly at central, regional and district levels. In addition to providing staff with information on the performance of the system, EMIS data will be adapted to provide comparative information for those working with students and schools. Data, in benchmark form, will inform schools about their performance-levels and provide information for the preparation of SIPs. .

The participation of stakeholders in the monitoring process is expected to improve transparency and accountability and the use of ICT will increase timeliness and quality of data.

The information from M&E will support the introduction of evidence-based planning and results-based management principles.

Information on Client Satisfaction

The MOE, through the ERO, will consult all key stakeholders to identify the key data and information needed to raise performance levels and increase the cost-efficiency and cost-effectiveness of the concerned service delivery agencies. Following this consultation, data collection and reporting formats as well as the structure, division of roles and responsibilities of the M&E system will be reviewed and updated to better meet the data and information needs of clients. The information in client satisfaction will contribute towards developing a better understanding of how clients value the educational programmes and services provided by the Ministry.

8.6 INDICATIVE COST

The cost for Planning, Monitoring and Evaluation is lumped under a single heading and it is estimated to be US$ 39.21million over the 5 years plan period.

8.7 IMPLEMENTATION ARRANGEMENTS

A monitoring plan will be developed with indicators at goal, purpose, objective and key result levels. The template for the plan is provided in the annex 8-1.

At school level, schools will be responsible for monitoring and reporting on developments through the institutionalised EMIS system, i.e. preparation and submission of school-level EMIS report to resource centres; and for conducting financial and social audits. SMC will play crucial role in these activities.

At resource centre level, resource persons will collect, compile and report school-level EMIS data and social audit reports to the DEOs.

At district level, DEOs are responsible for collecting, processing, analysing and reporting on progress and performance against planned targets through submission of EMIS reports as well as other reports, including trimester and annual reports to REDs and the DOE.

At regional level, REDs play important role for monitoring progress of implementation and for annual performance evaluation of districts.

DOE is responsible for compiling, processing and analysing district-level data and reports on progress, performance and impact; and for preparing Flash I & II reports, status reports, FMR, and other reports as required.

An Education Review Office (ERO) will be established for conducting external audits of agencies at different levels based on norms and standards. The ERO will submit annual reports to the Education Policy Committee (EPC) that will eventually be made public. The structure and mandates of EPC and ERO is provided in Annex 8.2 and 3.

MOE will review progress of programme implementation at intervals. MOE will regularly conduct research studies and surveys (such as, policy research, national achievement studies) to generate research-based evidence to feed into policy formulation and improve service delivery systems. The NPC will continue to monitor and evaluate progress towards achieving the goals and objectives of the periodic development plans of which SSR will be an integral part.

In keeping with the government's decentralisation policy the above roles and responsibilities will be reviewed and updated on a regular basis to reflect enhancing the capacity of local governments to engage in planning, implementation, monitoring and reporting activities.

8.8 IMPLEMENTATION MATRIX

SN	What?	Why?	Who?	How?	When?
1	Assess procedures and use of current planning, monitoring and management information system to improve service delivery	- to identify whether collected data and produced information meets the requirement of users in terms of relevance, timeliness, quality, and supports informed decision making at senior management levels.	MOE and DOE M&E sections	-structured questionnaires which will enable mapping out data and information produced by agency and users.	July-September, 2009
2	Prepare and implement plan to update M&E structures, roles and responsibilities	- to improve the relevance, use, cost-efficiency and cost-effectiveness of M&E services and products	MOE and DOE M&E sections	- Endorsement and resourcing of updating plan.	October, 2009
3	a) Prepare SSRP M&E plan b) Implement SSRP M&E plan	- to ensure informed decision making at all levels, and contribute to increased transparency and accountability in the use of scarce public resources.	MOE and DOE M&E sections	- Consultations with senior managers and finance sections for resourcing.	November 2009 January 2010 *onwards*

CHAPTER 9: FINANCING

9.1   BACKGROUND

The lessons learned from major programme interventions such as EFA, SESP, and TEP provide a basis for financing the SSR Plan. Important insights drawn for financing the Plan include SIP based funding which has been instrumental in promoting participation and ownership through need based allocation of resources at the school level. Performance based funding is another major intervention which has created a positive environment in schools for improving efficiency. Support to targeted populations such as Dalits, persons with disability, and girls, have demonstrated significant results in promoting equity in education. Provision of social audit in schools has contributed to enhanced accountability and transparency in financial management. More importantly, ASIP has proved to be an effective planning tool to guide a process for resourcing and reinforcing strategic interventions in the dynamic and evolving contexts of Nepal's education sector.

The Joint Financing Arrangement (JFA) with the development partners has provided a broader framework for consolidation and harmonisation of financial monitoring and reporting requirements. The SSR Plan builds upon the experiences of EFA/JFA implementation.

SSR financing is fully aligned with the government commitments and growth patterns. The plan follows the current level of share in the national budget and has assumed slight improvement in its share reaching 18.6 percent by 2013/14. A realistic growth rate of 3.8 percent in GDP is estimated sustaining the cost of the SSR plan.

The SSR Plan introduces areas that incur costs, in addition continuing best practices inherited from the programmes such as EFA, SESP, CSSP, TEP etc. To meet the additional costs, it is imperative to mobilise local resources such as grants from local governments including VDCs, municipalities and DDCs.

Since the local governments are not fully functional, the current practices of governance, existing system of management and resourcing will continue to operate for the implementation of the SSR programmes until local government units and agencies are fully operational.

Improving the current level of consumption capacity poses a challenge. In order to improve the consumption capacity, performance based management will be employed encouraging local participation and ownership. Mandatory provisions of social audit in schools and communities will be reinforced to improve transparency and accountability. Direct allocation of funds to VDCs through DDC for programmes such as literacy/neo-literacy and lifelong learning, ECED, and scholarships will ensure timely availability of funds and implementation of activities.

Partnerships and mobilisation of locally available resources for the development of the education sector is the major sustainability agenda in the SSR Plan. Local governments and school communities have been entrusted with a major role in financial management while the central government will guarantee its share in education. The existing instruments and guidelines will be employed to facilitate the process of partnerships with NGOs, CBOs and voluntary organisations.

9.2 FUNDING FOR SSR PLAN

The likely estimates of funding from the GON are based on i) GDP estimates, ii) size of annual budgets as percent of estimated GDP, iii) share of the education sector in the total budget estimates, iv) shares of basic and primary, and secondary sub-sectors in the total education sector budget estimates. Three case scenarios were worked out to estimate the availability of government funding, based on GDP growth rates as high, medium and low. For financing SSR the medium case scenario with moderate growth rates has been used. The assumptions on GDP growth rate in three different scenarios is given below (Table 9.1).

Table 9.1: GDP and SSR budget share

	Fiscal Year					
	09/10	10/11	11/12	12/13	13/14	**5 year**
GDP (NRs billion)	1046	1138	1238	1347	1466	**6235.11**
GDP growth	3.8%	3.8%	3.8%	3.8%	3.8%	
Government share of GDP	27%	27%	26%	26%	25%	
Education share of total budget	16.6%	17.1%	17.6%	18.1%	18.6%	
SSR share of education budget	85%	85%	85%	85%	85%	
Estimated Budget (in NRs billion)						
Total budget	282.4	307.3	321.9	350.3	366.4	**1628.3**
Education budget	46.8	52.4	56.6	63.4	68.3	**287.4**
SSR Budget	39.8	44.5	48.1	53.9	58.1	**244.4**
Estimated Budget (in US$ million)						
Total budget	3530.3	3840.9	4024.1	4378.3	4580.3	**20353.9**
Education budget	584.6	655.1	707.0	792.3	853.7	**3592.7**
SSR Budget	496.9	556.9	600.9	673.4	725.6	**3053.8**
Commitment (in US$ million)						
Government commitment	310.6	350.1	397.5	448.3	495.0	**2001.5**
DPs budget available	120.0	122.4	124.8	127.3	129.9	**624.5**
Total	430.6	472.5	522.4	575.7	624.9	**2626.0**
Gap (in terms of availability of budget and SSR plan and programme)	0.0	0.0	0.0	0.0	0.0	**0**
Budget available from the fiscal framework but not costed in SSRP	66.3	84.4	78.6	97.8	100.7	**427.8**

Available resource estimates

Fiscal framework

The agreed fiscal frame is a gradual increase in government allocation for the education sector from the current 17.0 percent to 18.6 percent, gradually leading to 20 percent of the total national budget, with an allocation of about 85% of the total education budget for the school sector throughout the plan period.

The fiscal frame estimates for the SSR Plan are made at current prices assuming that the share of education in the national budget will increase moderately from its current share of 17% to 18.6% in FY 2013/14. Based on the above assumptions, the estimates for the education budget and the budget for SSR Plan have been calculated (Table 9.1).

9.3   SSR PLAN RESOURCE REQUIREMENT

SSR Plan Budget Estimates

Table 9.2 presents programme development costs and recurrent costs for the SSR Plan interventions. It is estimated that US$ 2626 million will be required to implement the SSR Plan during five year period 2009/10 to 2013/14. Of the total requirements, on average about 539m US$ is estimated to be required for development programmes and 2087m US$ will be required for recurrent activities. The basis for estimation of unit of expenditure and its cost is shown in Annex 9.1.

Table 9.2: SSR Plan budget (medium scenario)

	Fiscal Year					Five year
	09/10	10/11	11/12	12/13	13/14	09/10-13/14
Development (NRs m)	7,174	7,739	8,648	9,592	10,001	43,154
Recurrent (NRs m)	27,275	30,059	33,142	36,460	39,992	166,927
Total (NRs m)	34,449	37,798	41,790	46,053	49,992	210,081
Development (US$ m)	89.67	96.73	108.10	119.91	125.01	539.42
Recurrent (US$ m)	340.93	375.74	414.27	455.75	499.90	2086.59
Total (US$ m)	430.61	472.47	522.37	575.66	624.91	2626.01

The breakdown of development and recurrent cost by component and the basis of its estimation are provided in Annex 9.1.

9.4   SSR FINANCING PLAN

Table 9.3 presents the SSR financing Plan. It is estimated that the Government will finance, on an average, about 2002 million US$ of the total SSR Plan requirement over

five years' plan period. The share of development partners will be, on an average, about 624 m US$ during the same period.

Table 9.3: Sources of financing (US$ in million)

In US$ million	Fiscal Year					Five year
	09/10	10/11	11/12	12/13	13/14	09/10-13/14
Government	310.6	350.1	397.5	448.3	495.0	2,002
Development Partners	120.0	122.4	124.8	127.3	129.9	624
Other resources	0.0	0.0	0.0	0.0	0.0	0
Total	430.6	472.5	522.4	575.7	624.9	2626.0

Contribution of development partners

Development partners are expected to provide sector budget support grants channelled through a joint financing arrangement. Budget support from development partners is envisaged through predictable bilateral agreements committed to the red book. It is envisaged that the average share of external funding in the total SSR Plan financing will be around 24 percent. Contributions from each will be articulated later in consultation with the DPs.

Table 9.4: Contribution of Development Partners (DPs) in %

	Fiscal Year					Five year
	09/10	10/11	11/12	12/13	13/14	09/10-13/14
Government contribution	72.1	74.1	76.1	77.9	79.2	76.2
DPs contribution	27.9	25.9	23.9	22.1	20.8	23.8
Other	0.0	0.0	0.0	0.0	0.0	0.0

The contributions from the DPs will be utilised through joint and/or separate arrangements for testing/piloting and innovative activities as well as for research on SSR interventions for the consolidation and expansion in a gradual and phased manner. Current pooling development partners for SSRP are ADB, AusAid, Denmark, European Union, DFID, Finland, Norway, UNICEF and World Bank.

Contribution of non-pool development partners

The contribution of non-pooling development partners is also estimated to contribute significantly in the SSR Plan. Sector support by non pooling partners is envisaged through bilateral agreements recorded in the Source Book. Current non-pooling development partners for SSRP are Japan, WFP, UNESCO, UNFPA, UNDP, INGOs and USAID.

Contribution of I/NGOs

I/NGO contribution will be utilised for specific development activities such as literacy/ neo-literacy, ECED, multilingual education, special needs education, advocacy, and capacity development. A broader framework of I/NGO support will be prepared and MOU will be signed, requiring annual planning and review to acknowledge their support in education development. I/NGOs will be encouraged to focus their support in non-recurrent type and one-time development activities. Those that are currently providing recurrent type support in education sector will be gradually reduced.

Contribution of communities

While there is no well-defined framework for promoting or implementing community cost-sharing, a tradition of contribution to the cost of education has been established. Local communities contribute recurrent costs, and participate in school construction and rehabilitation activities with voluntary labour, materials and financial resources. Under the programme, this practice will have to be continued with community contributions for recurrent costs and cost sharing in development costs. However, for transparency in overall national investment in the education sector, community contribution will be budgeted and reported as co-financing inputs.

Contribution of local bodies

The role of local bodies for financing in the SSR Plan activities is deemed crucial. However, in the current context, the local government agencies such as VDCs, municipalities and DDCs are not operational. The existing arrangements and provisions in education will remain in place until the local governments are fully functional. The realisation of the federal structure of governance will have significant impact on the financing of education.

9.5   FINANCIAL MANAGEMENT

Financial Management System

The SSR Plan provides a comprehensive policy framework for a programme approach. Accordingly, it has been agreed that donor funding will be reflected in the MTEF and the national budget for development. The Financial Management System in Nepal comprises six stages: (a) the budget is approved by the Parliament, (b) the Ministry of Finance authorises to the secretary for Ministry of Education, (c) the Secretary sends authority to implementing agencies, (d) the implementing agencies send authority to the different cost centres, (e) the Financial Controller General's Office (FCGO) at the centre and its district level offices release funds to the cost centres and carry out the internal audit, and finally, (f) the Auditor General's Office, a constitutional body, conducts the final audit. The SSR

Plan financial management has been designed in line with the current government financial procedures.

Programme funding modalities

EFA is being implemented by a pool funding modality in a school sector approach. It has been agreed to utilise the EFA funding modality with revision to accommodate all donors interested to contribute to the SSR Plan programme. Hence, funding modalities can range from budgetary support, to pool funding, commodity support and in-kind support. Donor funding for the SSR Plan programme will be reflected in the national budget for development. This will adhere to the Foreign Aid Policy of the Government of Nepal.

The SSR Plan programme 2009/10-2015/16 will be coordinated by the MOE, facilitated through the DOE, and implemented through a decentralised structure (RED, DEO, VDCs, Municipalities, and SMCs). Procedures and modalities for decentralised educational planning and management are encouraged. MOE will ensure that sufficient funds are allocated in the government's resource plan for education and that district allocations are equitable – based on the population in the target group with special additional support to districts low on the National HRD-index.

Education Development Fund

The Ministry of Education will make a provision for mobilising the Rural Education Development Fund (REDF) at the centre level, the District Education Fund (DEF) at the district level and School Funds at the school/community level.

Block Grants

The block grant provided by the Government will be based on approved criteria with flexibility to allocate it in specified activities as per the identified needs of districts, schools and communities. However, the first priority for coverage under the block grant will be given to basic pre-requisites on the basis of norms and parameters determined by MOE. Additional funds will be allocated to districts, VDCs and schools based on performance criteria[5].

School Improvement Plan (SIP)

The DEO provides both the earmarked and block grants to schools. The allocation of funds to schools will be based on the SIP. The School Grants Operational Directives, PCF Grant Operational Directives, and Programme Implementation Manual will provide guidelines for the execution of the programme at the school level, and reporting. Social Audit will be made obligatory to all schools to receive funds in the new fiscal year.

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[5] Performance criteria will be based on promotion of meeting the targets of the SSR Plan indicators as well as meeting national targets of inclusion (high NER, low repetition, high completion, high learning outcomes and compliance with financial regulations)

Sustainability of the programme

The programme aims to promote sustainability by operating within the framework of the Government's regular planning and reporting cycle, policies and structures, and by explicitly aiming to strengthen the institutional capacity at all levels of the Government. The strategy of anchoring the provision of school education in a system of decentralised education management, with a high degree of community involvement in planning and execution of the programme, is intended to sustain implementation, particularly within the poorer schools and communities beyond the period of SSR Plan programme.

Risks and mitigation measures

Some of the inherent risks in the SSR Plan includes: a) institutional, organisational, and individual capacity at all levels; b) political will and readiness for the reform at grassroots level, and c) mobilisation of adequate funds for the implementation of the programme.

A comprehensive capacity development plan has been included in the SSR plan, addressing diverse capacity needs at all levels. Sharing and building consensus for the reform agenda has already taken place through consultation and interaction sessions with major political parties. Further consultation and opinion building processes have been planned. Possibilities of introducing an effective tax for education will be explored with the MOF and relevant authorities.

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CHAPTER 10: AID MANAGEMENT

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10.1 INTRODUCTION

The MOE has experienced a gradual but significant improvement in donor harmonisation and aid management since the Rome Declaration on Harmonisation in 2003 and the Paris Declaration on Aid Effectiveness in 2005. The Joint Financing Arrangement (JFA) of 2004 is an example of the evolving *'partnership spirit'* that has led to an increase in the share of budget channelled through the Government system and for which national procedures are the basis for planning, budgeting, monitoring and reporting. This type of 'basket' funding represents a desirable programmatic funding approach that has significantly reduced the Ministry's transaction costs and has provided a foundation for further improvement in the way aid is managed in the education sector.

The MOE has prepared the SSR Plan that stipulates the key school sector policies, reform agendas, priorities and strategies as well as processes for moving towards the institutionalisation of results-based management principles. The aid management under the SSRP follows the principles and guidelines as laid down in The Paris Declaration on Aid Effectiveness and Accra Agenda for Action (AAA), such as government's ownership of the country development strategies, alignment to national management systems, use of common arrangements and procedures, results oriented framework, and mutual accountability. In the follow-up to the Paris Declaration and AAA, the GON has prepared the National Plan of Action for Harmonisation that together with the Paris Declaration and AAA forms the basis for the Ministry's Aid Management.

In this chapter, two primary components are dealt with separately: harmonisation of donor support, and management of the Direct Fund (DF) facility that also includes all forms of Technical Assistance (TA).

10.2 GOAL AND OBJECTIVES

Goal

- Effective mobilisation of external resources and experience in achieving the national development goals in the education sector.

Objectives

- To improve the efficiency and effectiveness of aid available for SSRP implementation

10.3   OPPORTUNITIES AND CHALLENGES

Opportunities & Challenges

The SSRP with its sector-wide programme approach combined with the recent experience with joint missions and an increasing number of development partners signing on to the JFA is seen as an opportunity to further enhance alignment, harmonisation and integration of the foreign aid provided to the school sector with the Government's own resources, systems and procedures.

The Paris Declaration and the Accra Agenda for Action represent significant policy statements of development partners' commitment to align their support with the Government's policies, systems, rules and regulations. The MOE intends to build on this commitment to further improve the current Joint Financing Arrangement and Code of Conduct and use these instruments to increase the alignment of development partners' support with government policies, programmes and implementation arrangements. Improved integration and alignment of the working modalities and support provided by donors will reduce the Government's transaction costs in coordinating development assistance while also contributing to improving the efficiency and effectiveness of the joint resources.

The National Action Plan for Harmonisation, endorsed by the NDF, represents a guiding framework and reference point that provides an opportunity for the MOE to develop a detailed implementation plan for the education sector.

Learning from the EFA implementation processes, the Government intends to enhance the existing JFA by incorporating TA and DF facilities into a coherent structure, retaining flexibility for the use of resources within an agreed framework. These facilities have also been effective for responding to emerging needs and carrying out innovative activities to generate knowledge for the improvement and expansion of the programme. Recognising the proven potential of the TA and DF facilities, both the GON and DPs have agreed to utilise available resources and inputs in the best interest of the receiving side. Despite the visible gains and improvements in harmonising TA and DF facilities in the sector, the Ministry has observed the following:

    a. Ministry's own institutional, organisational and human capacities are limited to manage and oversee the TA and direct funding facilities that are in operation across the sector.

    b. Despite DPs good intentions, due to variations in operational modalities and stand-alone approaches, the outcomes of such interventions are not far reaching.

10.4 POLICY DIRECTION

The Foreign Aid Policy of the Government of Nepal provides a national framework for donor coordination. This policy enables foreign aid to be disbursed through the Government systems according to the National Development Plan and in line with the national priorities. Development partners have requested that the Government ensures that full alignment of these funds is in place. They require that the statutory regulatory systems will make sure that the commitments on expenditure are incorporated into the Annual Strategic Implementation Plan, the Annual Work Plan and the Budget (ASIP/AWAP) thereby making the Government fully accountable for demonstrating results.

The following serve as broad policy directions for Aid harmonization and DF/TA management:

Aid Harmonisation

MOE and the DPs will jointly prepare a JFA and COC that will serve as the guiding documents for both parties to follow in matters related to aid harmonisation and its effectiveness.

MOE will make separate arrangements with the non-pooling partners including bilateral, multilaterals and I/NGOs through separate agreements for their support in the SSR programme. These arrangements will be reflected in the Government programme and will be managed as per the national operational guidelines.

The Government's own assessment, annual review mission and the MTR of the SSR Plan will feed into the reform process for improving aid effectiveness and donor harmonisation across the sector.

Technical Assistance/Direct Fund

A small per cent of external support will be managed through Direct Funding modality focusing on capacity development, testing of new ideas and innovations through piloting, and facilitating smooth operation of reform programmes at different levels.

All DF support will be managed through the DF Secretariat under the guidance of the Steering Committee and in close collaboration with the FACS.

10.5 KEY RESULTS
- Improved alignment of development assistance with national priorities reducing tied aid
- Improved coordination of Donors Capacity Development Support
- Increased use of GON's public procurement and financial management system

- Improved predictability of aid
- Increased use of the Joint Financing Arrangement (JFA) modality and Code of Conduct, promoting common arrangements and procedures

10.6 STRATEGIC INTERVENTIONS

MOE's FACS will be further strengthened and will serve as the point-of-entry for all foreign aid and DF/TA support made available by the development partners, comprising pooling and non-pooling contributions including those of the I/NGOs. Any other parallel channels of funding will be considered contradictory to the Paris Declaration, Accra Agenda for Actions, JFA and the CoC.

A Joint Steering Committee comprising heads of the central level agencies and the donor contact point will be constituted for the planning, management, monitoring and reporting of direct funding facilities and TA. This will be supported by the development partners to ensure alignment with the Ministry's ASIP/ AWPB, to reduce administrative costs, and improve the efficiency and effectiveness of direct funding and TA provisions. The Secretary of the MOE will be the Chairperson of the Steering Committee, and the FACS with the direct funding Secretariat, will coordinate the TA/DF activities. The TA/DF Secretariat will be established in the MOE.

A separate operational guideline will be prepared for the management and operation of the TA/DF support to be endorsed by the DF Steering Committee. The SC meeting will review the current procedures and practices of DF management during its first and second meetings, and will endorse necessary amendments for improving TA and DF operations in the education sector.

FACS with the support of TA/DF Secretariat will prepare the agenda for quarterly meetings, facilitate meetings and minute the decisions made. DF plan and activities approved by the SC will be implemented by the concerned agencies. DF will be released by the FACS secretariat based on the agreed procedures currently in use and a detailed plan and budget release request from the concerned agencies.

Monitoring of DF will follow the current system whereby the concerned agencies will produce the progress report on a trimester basis. The TA/DF Secretariat will review the progress first and will submit a combined progress report to the SC for final review suggesting actions to be taken.

10.7 INDICATIVE COSTS

The cost for SSR TA/DF support is estimated to be around US$ 25 million for a five year SSR Plan period. Other DPs outside the SSR pool may also join the TA/DF pool to supplement and/or complement the purpose and objectives of the SSR plan and policies.

The SSR TA/DF will be managed under the agreed operational guidelines prepared by the FACS, as approved by the Steering Committee.

10.8   IMPLEMENTATION ARRANGEMENTS

The Ministry of Education intends to manage the TA and DF through a pool mechanism created in support of all interested partners, regulated by a Joint Steering Committee (SC), headed by the Secretary. The SC will represent the MOE and its agencies, and Donor Contacts as well as partner agencies. The terms and conditions for the operation of the TA/DF pool will be approved by the Steering Committee. MOE/ FACS will coordinate it and a separate TA/DF Secretariat will be setup, which will coordinate the activities of the SSR TA/DF pool and will report to the Steering Committee through FACS. All TA/DF support will be channelled through the Ministry's FACS office under the SC's guidelines.

A SSR TA/DF Steering Committee will be formed and the SSR TA/DF Coordinator will be hired by the end of June 2009. Under the supervision and guidance of the SC and FACS, the SSR TA/DF Coordinator will be set-up the DF Secretariat by the end of July 2009. The role of SSR TA/DF coordinator will be further defined in the SSR TA/DF Operational Guidelines.

In order to maintain uninterrupted support during the transition from EFA to SSR, the DF support that is available through the ESAT will continue, as planned, until the end of December 2009. Meanwhile, the SSR TA/DF Secretariat will gradually take the full responsibility by the end of December 2009. Necessary arrangements will be made to continue and retain the existing ESAT support staff and facility for a smooth transition to the SSR implementation.

A pool of sectoral advisors (identified by MOE as per the needs) will be recruited/selected based on the agreed TOR for providing technical support to the MOE system and to give a push to the reform process on major areas such as planning, quality education, medium of instruction, inclusion, evaluation, management, financing, EMIS, civil works, TEVT, capacity development and other areas identified by the MOE. At the MOE's request, the development partners will make an allocation and provision for such advisors, depending on the areas of a donor partner's expertise and interest. The costs of these inputs will be met through Direct Funding facilities outside the programme support. Such advisor(s) will not be more than one from a partner agency at a time.

10.9   IMPLEMENTATION MATRIX

SN	What?	Why?	Who?	How?	When?
1	Develop new JFA and Code of Conduct for SSRP period.	To eliminate duplication of work in reporting to, and reduce administrative cost of working with,	FACS	Through consultation with DPs and expanding the current JFA to cover aspects of managing direct	May to June 2009 *(Pre-plan activity)*

		DPs through increasing the likely impact of resources		funding facilities and TA provisions through one joint Steering Committee.	
2	Endorse officially the new "one-door-only" policy for donor-MOE contact and communication.	To reduce the time and human resources required to report to and maintain effective relationship with development partners, and to improve coordination and facilitate alignment of donor-support with MOE policies, plans, values and implementation structure.	Secretary	Through official letter, formally establishing FACS as the "one-door-only" for contact and communication between MOE and development partners	July 2009 *(Pre-plan activity)*
3	Establish and make functional a Joint Direct Funding Steering Committee and Direct Funding Secretariat	To reduce the MOE's cost of interacting with donors and administering Direct Funding facilities and TA provisions	Secretary and Development Partners Contact Point	Through preparation of agreement with key advanced development partners to use one SC with representation of DP contact point, the Secretary of MOE and heads of agencies	May to August 2009
4	Develop formal systems and procedures for agency requests for TA and for procurement, placement, support to and assessment of performance of TA	To increase the relevance, use, and potential impact of TA provisions	FACS	Through development of guidelines and formats for agencies requests for TA aligned with MOE agencies' capacity development needs and results framework; and for regularly assessing TA performance against capacity development goals. Develop a process for procuring TA with requesting agency through Joint Steering Committee	June to July 2009 *(Pre-plan activity)*
5	Update and publish the Code of Conduct with development partners	To increase the awareness of the 'one-door-only' policy and improve development partners' and MOE agencies' compliance with the Code of Conduct	FACS	Consultation with Development Partners, completion of the Code of Conduct, publication, and dissemination	August 2009
6	Conduct Joint Annual Consultations	To communicate status of progress of agreed plans and programmes, discuss	FACS	Through preparation and presentation of Status Reports and other documents,	Every year in December

		implementation issues and agree to corrective actions – if necessary		such as the FMR , described in the JFA, and through preparation of Aide Memoires describing agreed action steps.,	
7	Conduct Joint Annual Reviews	To communicate and agree to plans and programmes for the coming years, agree on disbursements, and report on follow-up actions taken.	FACS	Through development and presentation of ASIP, FIM, and other agreed plans and documents; and the preparation of an Aide Memoire describing agreed points and action steps to be taken	Every year in April
8	Design and conduct independent reviews and evaluations	To contribute to the identification, documentation, and sharing of best practices and lessons learned; to inform and adjust on-going and future activities; to improve cost-efficiency and cost-effectiveness	FACS	Through the identification and agreement of areas for reviews/evaluations, the preparation of TOR and the procurement of service in consultation with Development Partners	
9	Formation of TA/DF Steering Committee				June 2009
10	Hiring TA/DF Coordinator				August 2009
11	TA/DF Secretariat is set-up				August 2009
12	TA/DF Secretariat is fully operational				January 2010

The Education Sector has been seen as a role model for aid effectiveness and donor harmonisation. MOE's innovative approach to aid management has been a pioneering work to draw on for the rest of the sectors in Nepal. The JFA as an instrument, for example, has served as a best practice model to respond to the systemic needs of the sector and to improve the financial management capacity of the Government system as a whole.

Therefore, moving towards the second phase of EFA under the SSR framework, the Ministry of Education is committed to adopting the experiences of the Sector Wide Approach to further align with the national Foreign Aid Policy and enable the development partners to adhere to the Paris declaration and Accra agenda for action.

Drawing upon the past experiences, MOE would like to make JFA fully compatible with Governments' planning and reporting procedures. MOE and the line agencies recognise

that individual donor requirements and management, as well as coordination of non-core interventions, occupy a substantial portion of time and attention, which can better be utilised through a coordinated approach.

Therefore, it is the intention of MOE to improve the framework of the JFA under SSR in order to strengthen the territories of the partners and to provide a framework for an efficient coordination focusing on results.

The new JFA will embark on reporting requirements fully aligned in content, spirit and timelines with the Government system. Further, MOE will establish a liaison office for donor contact, which will serve as the entry point for donors during the appraisal process and education missions; FACS will fulfil this role on behalf of the Ministry of Education. It is also expected that the development partners in education will establish a liaison office, which will manage and coordinate all matters under the JFA framework, enabling a joint effective mechanism for coordination, particularly during the missions. The MOE and the donor liaison offices will deal with all day to day issues and be in charge of facilitating the annual reviews in cooperation with the Ministry of Finance and other line agencies. It is envisaged that the offices will conduct joint sharing meetings on a monthly basis, and local donor meetings on a bi-monthly basis.

The new JFA will aim at reducing the current consultations to one annual review/ consultation. The high level annual review will address issues at overall policy and outcome levels. It will focus mainly on results reported from the agreed indicators in the monitoring system of SSR, and further agreeing the financial requirement for the coming fiscal year. The main objective of the annual consultation will be to assess the progress and achievements of the joint agreements.

For Government to report and justify
- Results against targets
- Reporting against agreements
- Expenditure against budgets

For Donors to report and justify
- Effective donor coordination against Code of Conduct and agreements
- Aid predictability – disbursements against commitments/ pledges
- Alignment with GON procedures

And for both partners to agree and endorse
- Targets for the coming fiscal year
- Budgets and pledges for the coming fiscal year
- Interventions to improve results

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Volume II: Annexes

Annex 3-1: REFORM IN SCHOOL STRUCTURE: BASIC EDUCATION

To meet diverse needs and interest of the population, delivery of education will adopt both *Formal* and *Alternative* modes. Formal mode of schooling includes educational services delivered through structured and formal institutional arrangements like schools. Alternative approach includes open, flexible (including mobile) schooling, and non-formal modes of education delivery. Education received in one mode or the other will carry equivalent status.

Early Childhood Education Development

SSR Core Document suggests expansion of ECED services through both school based and community based approach. Some norms for establishment of ECED have become necessary including the needs to define minimum enabling condition.

The ECED Operational Guidelines prepared by the Department of Education, in conformity with the policy and strategic frameworks as set under the SSR Plan will provide the basis for setting minimum standards and norms for implementing ECED programs in the country.

The following provides some reference point to setting the norms and standards for ECED establishment which shall be verified through piloting in model building districts.

a. One ECED in each community with households not less than 30-50 and/or a population of 4 year olds no less than 20.
b. If there are schools in the community and that it is within 10 minutes of walking distance from the community, such schools shall receive priority to run an ECED.
c. Minimum enabling condition to run an ECED should include:
     i. Within walking distance.
    ii. Separate, safe, clean and tidy, and friendly classroom – DOE will develop a prototype.
   iii. Sufficient educational materials enough to each and every student enrolled – a list of such materials will be developed by DOE.
    iv. Trained facilitator.
d. Government will provide minimum enabling conditions for ECED such as facilitator's service, training to the facilitator, educational materials, and onetime ECED establishment grant. Other costs including other recurrent costs shall be shared through the community and NGOs.

e. Request for ECEDs must meet the criteria prior to seeking its approval. Registered CBOs and schools can initiate, on their own, partnership with locally based institutions, business house, and individuals to support ECED program and to meet the other conditions that should be met locally. Such partnerships must be verified and authenticated by the VDC/Municipality.

Basic Education

To ensure right to education and in response to country's geography and settlement patterns, schools will be offered with different grade combinations as sub-structure. At the basic education level, there will be three sub-structures of school: *Foundation School* with grades 1-3, *Primary School* with grades 1-5, and *Upper Primary School* with grades 1-8.

Table 1.1: Number of schools with different combination of grades

Grades	1	1-2	**1-3**	1-4	**1-5**	1-6	1-7	**1-8**	6-7	6-8
# School	218	483	**4575**	1163	**12066**	311	952	**2104**	4	8

1-9	**1-10**	6-9	6-10	9-10	1-11	**1-12**	6-11	6-12	9-11	9-12	11-12
316	**4029**	9	101	4	59	**513**	1	58	0	0	26

Source: Flash Report, 2006; DOE.

Currently there are schools running with different combination of grades (see table 1.1). All existing schools hence need to be straightened first. For this purpose the following steps can be followed:

Restructuring of Existing School

All existing schools can be integrated to their nearest higher stages: 1-3, 1-5, and 1-8 at the basic education level. For example, a school with its running grades 1 only or 1-2 can be supported to upgrade into a *Foundation School* (1-3 grades). Similarly, a school currently with 1-4 grades only can be upgraded to run as a *Primary School* with 1-5 grades. Likewise, a school with grades 1-6, and 1-7 can be upgraded to run as an *Upper Primary School*.

The DEO in collaboration with the local government will develop its own norms and criteria to restructure existing schools. Information collected through school mapping will provide the basis for making decision as to which school should be upgraded, merged, or downsized. However, the SMC will reserve the right to opt for any option that is available. The following provides tentative norms for upgrading, downsizing, and merging of existing schools:

School Upgrade

Schools that meet the minimum criteria shall be upgraded into the nearest stages. The criteria for extension include:

a. Extension of an existing school into a *Foundation School* (1-3) should have at least 100 students enrolled and/or at least 150 population in the age range of 5-7 years in the school community.
b. Extension of an existing school into a *Primary School* (1-5) should have at least 200 students enrolled and/or at least 250 population in the age range of 5-9 years in

the school community, or there are 3 *Foundation Schools* in the radius of 3 kilo meters provide consent for the said school to become a Primary School in the community.

c. Extension of an existing school into an <u>*Upper Primary School*</u> (1-8) should have at least 300 students enrolled and/or at least 350 population in the age range of 5-12 years. or at least 3 <u>*Primary Schools*</u> in the radius of 5 kilo meters provide consent for the said school to become an Upper Primary school in the community.

d. In communities that do not meet the minimum population requirements even to run a Foundation school, multi-grade teaching schools will be prescribed to run. The local government, based on the minimum norms and in consultation with DEO and local educators, will determine schools within their jurisdictions that may cost-effectively perform better as a multi-grade school.

e. SMC of the school in question will have several options to chose, such as: integrating with nearby school, developing to function as an alternative and/or vocational education centre in the community, and choosing to operate as multi-grade school. Such school community will be encouraged to work with their local government to work out the best options.

Merging Schools

Existing schools (two or more) located closely and serving limited population but are not able to meet the minimum criteria to run as a full-fledged *Foundation* or *Primary* or *Upper Primary School* will have the opportunity to merge together and run as full-fledged school.

Schools that opt to merge will receive special package of support from the government. The DOE will develop support package.

Not all school can be eligible to merge. Identification of eligible schools to merge will be based on established norms and school mapping information. Priority and eligibility criteria can include the following:

a. Two or more schools sharing compound walls
b. Two or more schools located within walking distance of not more than 30 minutes
c. Two or more schools located closely but student population in one or both schools is less than 100 for Foundation, less than 200 for Primary, and less than 300 for an Upper Primary level.
d. Two or more schools located closely and willing to merge in order to get a higher level of school status.
e. Two or more schools located in community where population growth is in declining trend or a negative or no growth in future is predictable.

Downsizing of Schools

Existing school that do not meet the criteria for extension nor is able to merge will have the following options:

a. An existing school that do not meet the criteria for extension into <u>*Foundation School*</u> can opt for multi-grade school or can chose to develop it as an

alternative education centre including an ECED centre in collaboration with the community and the local government.

 b. An existing school that does not meet the criteria for extension into *Primary School* can be downsized into a *Foundation School.* Such schools can opt to run as an extended arm of a nearby *Primary School.*

 c. An existing school that do not meet the criteria for extension into *Upper Primary School* can be downsized into a *Primary School* and the school can opt to run as an extended arm of a nearby *Upper Primary School.*

Existing Religious/Traditional Schools

Traditional systems of education such as: Gumbas/Vihars, Madarasas, Gurukuls will be recognized as a choice of formal system of education. Existing Sanskrit schools will continue to operate within the national framework.

However, teaching and learning in these schools will be required to meet the national norms and standards. Certification and accreditation will be granted based on the level of education being offered by these schools. Graduates of these schools qualify to enter any mode of education.

A high level committee will be formed at the district level to study and prescribe minimum curricular and instructional standards to be followed by these religious/traditional schools in order to be mainstreamed. The committee will also recommend certification and accreditation of education provided through these traditional schools so that the mobility of students from one type of school to another becomes possible.

Provision of New Schools

Based on the norms and using school mapping information DEO/ local government will approve location and level of school as *Foundation*, *Primary* or *Upper Primary*. No school shall be allowed to continue with fragmented grades anymore. All schools once received approval from the local government must run all the designated grades/level within prescribed time.

 i. *Foundation School (1-3)* – at least one foundation school in each settlement with 30-40 or more households and/or 150-200 or more population or 100-150 population in the age range of 5-7 years. Since foundation schools are supposed to be located in sparsely populated localities, feasibility of multi grade teaching will be also tested in some schools.

 ii. *Primary School (1-5)* – at least one primary school in villages with 80-100 or more households and/or 400-500 or more population or 200-250 population in the age range of 5-9 years.

 iii. *Upper Primary School (1-8)* – at least one upper primary school in villages with 150-200 or more households and/or 800-1000 or more population or 300-350 population in the age range of 5-13 years.

iv. *Multi-grade school (up to grade 3)* – Communities with scattered population where possibility of population growth is minimal can be selected for Multi-grade school.

(Note: The norms and criteria mentioned above with a range are to address the population disparity due to the geography: mountain, hills and tarai. It must be validated locally through comprehensive information on characteristics of settlements and its population).

Alternative Education

In order to cater the diverse needs and interest of the population, delivery of education through alternative modes of education will be made widespread. Alternative education program includes open, flexible (including mobile) schooling, and non-formal modes of education delivery. Current on-going non-formal education program includes school outreach, flexible schooling, and bridging course to school-dropouts.

Implementation of alternative education programs will be the responsibility of the local government (VDC/municipality) and for which they will develop an implementation guidelines and framework for monitoring and supervision. The DEO will provide necessary technical resources and backstop in monitoring and supervising quality assurances of the alternative education programs.

DEO in consultation with the Local government can determine the number and type of centres to operate alternative modes of education in their respective areas including an implementation modality enabling schools, NGOs and CBOs to be eligible to run the alternative education programs.

NFEC will provide a national framework for implementation and within which the local government at the district level will be encouraged to develop its own alternative education programs in consultation with DEO and local educators. However, such locally developed programs must be approved by the NFEC for certification and accreditation purposes.

Education received through one mode or the other will carry equivalent status. Exchange from one system to another will be allowed at prescribed grades and levels. Currently, the packages available with NFEC includes 9 moths package which is equivalent to grade 3, and a three year condense course that is equivalent to grade five education.

NFEC can review these packages in the light of proposed structure and intent of basic education and can make it versatile accommodating locally relevant and indigenous ways of teaching and learning.

Completers of 9 month long package can receive certificates of Foundation level education and can qualify to enter grade 4 in any formal schools. Likewise, completers of a 3 year long course can receive a certificate of Primary level education and can qualify to enter grade 6 in any formal schools.

In order to make entry from alternative modes of education to any grade in the formal education the following can be adopted in the model districts:

i)   A standardized format can be developed to conduct qualifying tests for students who have received education through alternative modes of education including home based education and would like to join grades appropriate to their age and level of knowledge. The school upon satisfactory result must admit such student in appropriate grade.

Schools together with DEO, local CBOs, NGOs and local educators can develop intensive packages to cater various needs of the diverse population in the district. Such packages can be accredited to qualify as equivalent to certain level or grade of education.   Development of these packages will be guided by the principles of mainstreaming out-of-school population and providing them opportunity to complete at least the basic education. Moreover, it will be also ensured that no one would be left behind simply because the school is not convenient for some people due to other obligations.

The following provides guideline for the operation of Alternative Education:

1. Using school mapping and other sources of information available locally, the DEO in collaboration with the local government, civil society and NGO/INGOs will plan the number and type of alternative education programs needed in the district.

2. In consultation with the DEO, local government can authorize (contract-out) locally based institutions such as NGOs including schools to run alternative education programs.

3. DEO will facilitate local government to seek partnership for resource sharing and will provide technical support including educational resources, training, and facilitator's input.
4. Following norms can be used to maximize efficiency of limited resources available:
    a. Number of participants must be at least 15-25 in each centre
    b. Education centre must be located conveniently for most participants.

ANNEX 3-2: QUALITY EDUCATION

Norms and Guidelines

SSR Core Document has dealt quality education as having two main functions: *quality improvement* and *quality assurance* or control. Both these aspects of quality require setting national standards and measures. For quality improvement, targets and strategies for achieving those standards can vary between localities. For quality assurance, national standards and targets are set centrally, but the strategies for reaching and maintaining those standards may vary. One aspect of quality control is setting the lower limits, or minimums, under each set of standards; these describe the "enabling conditions for learning" that the government is obliged to provide.

Under SSR the following are considered key elements of quality improvement: enabling conditions, curriculum and textbooks, instructional process; and under quality assurance are included: teacher management and development, head-teacher management and development, certification and examinations, and other provisions.

Quality Improvement

There will be a provision of minimum enabling condition in all schools. In this regard, the first thing is to provide a framework of minimum enabling conditions based on which local authorities should be able to determine their own norms for the minimum conditions. The following provides broad guidelines on each of the *components of enabling conditions*:

Physical Environment

School environment

School must have its own building and compound with play ground. It should be kept neat and clean and child friendly. The DOE will develop models for new schools and school improvement plans with specifications on minimum physical conditions to be met in both new and existing schools. All new schools must be built as per the prototype designed by the DOE and must meet environmental requirements as stipulated in the school design developed by DOE.

Existing schools should develop its own School Improvement Plan to meet the minimum conditions as stipulated within next three years. The cost of SIP will be the shared responsibility of the governments (central and local) and school community.

Provision of facilities and amenities

Each school must have at least two separate toilets - one for girls and one for boys. In a Foundation School (1-3 grades) there must be at least 2 toilets one for girls and one for boys. In a primary school (1-5 grades), there must be at least 3 toilets of which at least one must be allocated for girls. The SMC may decide use of the remaining toilet

depending on student pressure. Similarly, in an Upper Primary School (1-8 grades) there must be at least 5 toilets of which at least two must be allocated for the girls. These toilets must also have adequate water supply including provision of detergent for cleaning. Each school must have its own source of potable water.

Provision of classrooms and its size

The provision of one separate classroom for each grade running in the school will be maintained. For example, in a foundation school with 1-3 grades there must be three separate classrooms for each grade. Classroom size should allow at least 1 square meter per student classrooms. The space for each student in the classroom will be at least 0.75 square meters, and other spaces as specified in the school design prepared by the Department of Education.

In order to run school effectively and efficiently the size of the school, depending on its type, shall not exceed the maximum number of students as prescribed below:

Table 2.1 Minimum student per school

School type	Minimum Student	Maximum Student
Foundation (1-3)	90	150
Primary (1-5)	150	250
Upper Primary (1-8)	250	400

However, schools with student population more than maximum number must obtain approval from its local authority to retain such numbers. In that event the local authority must ensure that the school has (1) made provisions adequately and meets the minimum enabling condition to all students, and (2) that the school can cost effectively run with large student population.

Furniture and other materials in the classroom

 Each classroom must have proper furniture and flooring appropriate for the age group. Every classroom must have a bookshelf, teacher desk, writing board, a cupboard for keeping educational materials, provisions for display, and enough desk and bench for all students. The Department of Education will provide a prototype of classroom design including recommendation on age appropriate furniture design.

Educational Environment

Class-size

Class-size should not exceed 40 students in any grade. In the event that there are more than 40 students in any grade, the SMC shall decide ways to cater additional students. The options may include: alternative class days, morning and day shift, and so forth.

Teacher Student Ratio (TSR)

A maximum teacher student ratio of 1:40 will be maintained across all geographic regions in the country. A teacher shall not be required to teach more than 40 students in a class. Per capita funding will be provided in case there are more students than the norm. School should manage excess students with the per capita fund. However, the Plan's ultimate goal for meeting minimum teacher requirements for each school type, regardless of its student population, will be as follows:

Table 2.2: The minimum number of teachers

School type	Minimum teacher
Foundation (1-3)	3
Primary (1-5)	6
Upper Primary (1-8)	10*

*Including a separate head-teacher position

Libraries

Every school must have a library with books relevant to its student population. In a Foundation School there must be at least 500 books other than textbooks; in a Primary School there must be 1000 books and in an Upper Primary School there must be at least 2000 books. Such libraries must be open and easily accessible to student and teachers during school days.

Extracurricular materials and activities

Schools must have extracurricular materials that can include indoor and outdoor sports and entertainment materials. School must organize and engage students in structured extracurricular activities at least once a week. Such activities may be determined depending on the level of school and its type.

Instructional Provisions

Medium of Instruction

Children's right to basic education through mother tongues will be guaranteed in at least the first three grades. The choice of medium of instruction in school will be determined by the SMC in consultation with the local government. English will be taught as a subject from grade one onwards. The medium of instruction in Gumbas/Vihars, Madrasas and Gurkuls will be determined by their respective management in consultation with the DEO.

Mother tongue

To ensure that children learn in their mother tongues at least in the early grades up to three, SMC can determine the language(s) of instruction in consultation with the local body. Grades four and five can follow a transition from the mother-tongue medium of instruction to Nepali medium of instruction. From grades six to eight, the medium of instruction can be fully in Nepali. English will be taught as a subject from grade one onwards.

Teacher preparation

SMC in collaboration with DEO can plan teacher preparation needs to enable them to use mother tongue as a medium of instruction in schools. Such plan should be discussed with NCED for its implementation. Alternatively, SMC can also explore locally available human resources for the delivery of education through mother tongue at the foundation grades of basic education.

Child friendly

No child shall be subject to physical punishment in any form in the school. Teacher and school found guilty of practicing corporal punishment shall both be subject to disciplinary actions that may include suspension of teacher's grade and an official warning to the SMC.

Continuous Assessment System (CAS)

Continuous Assessment System should be adopted in a phased manner with no holdbacks in basic education. At the school level, a rigorous remedial support system should be introduced to ensure minimum level of learning at each grade level. A letter grading system should be gradually implemented. Remedial programs should be provided to learners whose performance is significantly below expectations. Guidelines for the CAS will be developed by CDC in consultation with the national examination board. Guidelines including teacher orientation program on CAS will be made available to districts.

Multi-grade teaching (MGT)

Multi-grade teaching can be introduced as pedagogical choice in identified schools that meet nationally defined criteria. The local government will select schools qualifying to operate MGT in consultation with the technical body/DEO. MGT and Grade Teaching can be practiced at the basic education and especially in foundation grades. Specially designed learning package/ facility will be provided for identified multi-grade schools, and special needs classes.

Curriculum and Textbooks

Multiple textbook

Multiple textbook policy is being piloted. CDC will annually produce list of textbooks for each grade and level. The DEC in collaboration with DEO and within the guidelines as set forth in the NCF can also determine textbooks appropriate for each grade and level of schooling in the district. Once the list of textbook is selected, an approval of CDC must be acquired. The DEO in consultation with DEC can encourage local producers to print such textbooks locally or can initiate local purchase. The DOE in consultation with DEC can also determine whether to purchase locally or through the national producers. Making textbooks available in all schools within the district shall be the joint responsibility of the DEC and DEO.

Education materials

Other than textbooks, schools must also have reading materials that are relevant to specific age group and that it also supports as curricular learning. Again, provision of such learning materials will be the responsibility of the DDC and the DEO.

Local curriculum

DEO in consultation with the DEC and local authority can initiate development of local curriculum, its content and materials within the NCF guidelines. DEO can plan local level capacity building for the development and implementation of the local curriculum.

Quality Assurance

Teacher Professional Development

Qualification

The SSR has clearly stipulated that the minimum qualification for basic education is I.Ed. or higher secondary education certificate with relevant teacher preparation course. Untrained and unqualified persons shall not be eligible to become a teacher. However, serving teachers with a qualification of SLC or below will have the following options to chose: a) teaching lower grades such as 1-3 grades until retirement, b) upgrading qualification to the minimum level in five years in which case NCED will work with the academic institutions to offer courses to upgrade teacher's minimum qualification, or c) opt for voluntary retirement in which case DOE will develop a voluntary retirement package.

The DEO should prepare a plan for teacher professional development in the district. The plan must include description on teacher's overall status in the district, number of teachers willing to upgrade their qualification, number of teachers willing to choose voluntary retirement, and number of additional teachers needed.

Training

All teachers must have received teacher preparation course and in every five years must receive refresher course. Currently, untrained or partially trained teachers will be encouraged to complete TPC within next three years. DEO together with NCED should make such plan and provide training opportunity to eligible teachers.

Other qualification

Teachers are also required to have basic computer skills and different forms of life skills including skills to negotiate peace and reconciliation, coping and self-management skills.

Head-teacher Management and Development

Qualification and eligibility

At the basic education level, in all Upper Primary Schools there should be one separate head teacher position. Head-teacher's minimum qualification for Basic Education is B.Ed. or equivalent with teacher preparation course. Head-teacher management training is also mandatory to become eligible for the headship. Head-teachers can only be selected from among serving teachers. Priority will be given to female teachers and teachers from Dalit and other disadvantaged groups.

Head teacher selection

At the local level an independent head-teacher recruitment committee with representatives from local experts and stakeholders can be formed to appoint head-teacher. The SMC will make the service contract with the selected head-teacher for a specified duration.

Selection process

Candidates for head-teacher position will have to prepare a proposal for school development and that the proposal evaluation can be a key factor in Head-teacher selection. The head-teacher can be appointed on a contractual basis for a period of four years. The SMC will appraise the head-teacher's performance in terms of his or her school development proposal annually. Based on head-teacher's performance the SMC may extend the contract.

Responsibility

Head-teachers will have greater roles and authority in technical aspects of school management. They will be accountable to the SMC for their performance. Head-teachers will be given sufficient authority to set standards and appraise teacher performance based on these standards. The teaching workload for the head-teacher will be reduced to enable them to carry out management tasks.

Applicability

Provision of minimum qualification and eligibility criteria for headship is applicable to all teachers including serving head-teachers. All teachers including serving head-teachers with required qualification can become the candidate for head teacher position.

Certification and Examination System

Competency standards as set by the Curriculum Development Centre (CDC) should form the basis for student evaluation in each grade and level. However, no students can be retained in grades 1 through 7 because of their performance which is less than the standard as stipulated in the NCF. Students performing below the standard must receive remedial support to keep up the minimum standard.

Core and elective subjects and its content for general, technical/vocational and alternative education as determined by the NCF shall be used as reference point for instructional process and student final evaluation.

Grade 8 examination will be the terminal examination of basic level education. National assessments of student achievement will be conducted periodically for students enrolled in grades 3, 5 and 8. These assessments will help set norms and standards for quality education.

School Management and Operation

Minimum school/class days

All schools must open and run classes for at least 220 days in an academic year. If for some reason classes could not be run for 220 days in an academic year, SMC shall make arrangements to meet at least 1000 contact hours by mobilizing school teachers. SMC may choose to run extra classes or double shift class to meet minimum school days or minimum contact hours.

In a situation when school cannot be opened for regular classes, SMC may seek support of community based organizations, promote child clubs, use community learning centre and can also mobilize para-teachers to meet 1000 contact hours. This provision must be approved by the local authority. In the event when there's no local government, SMC shall act upon it as deemed necessary. However, for grades (1-3) the minimum contact hours can be at least 800 hours.

Minimum teacher days/time in school/classroom

Teacher in the regular payroll is a fulltime position in school. The teacher must spend at least 1000 teaching hours with students in the classroom and about 500 hours equivalent of non-teaching hours with the school management. Teacher's time in the classroom shall be determined, monitored and supervised by the head-teacher and the SMC jointly. Teacher's non-teaching time shall be spent in schools' and/or self development works. This includes teacher's time frequently used in non-teaching activities such as participating in seminars, workshops, trainings, school management

and administration, examination works and so forth. The SMC may also decide to use some of the teacher's non-teaching time in community mobilization and other local development works such as, support to run community learning centre, support to run non-formal classes, and support to run remedial and extracurricular activities.

The SMC and the head-teacher must keep record of individual teacher's time spent on both teaching and non-teaching works. Teachers failed to spend minimum prescribed time in teaching and non-teaching works shall be subject to disciplinary action.

The SMC can decide teacher reward packages based on their performance both in teaching and non-teaching activities.

References for Standards

The following can be used as reference for developing standards in key areas:

Standards 1: Curricular Standards

a. Curriculum at each level is designed by determining learning outcomes of concerned level and they are further elaborated into performance standards of students.
b. Each performance standard is ensured to be achieved by each student at each level so that there will be no gap in students' knowledge regardless of their socio-economic status, ethnicity, gender, locality etc.
c. Local curriculum is developed by local schools and/or local government to align local standards to national ones so that standard-based accountability system can work properly. (By virtue these local curricula will be different in different context but by aligning them into the national standards will decrease the knowledge gap of students regardless of the context)
d. As level of classes go up vocational skills are provided to the students so that the level can be made self terminating. Attention is given to provide opportunity to those who want to further join upper level of education after involving into some vocations for certain period.
e. Subject to be taught in different levels is decided according to local contexts, national needs and international demands.
f. National curricular decision is made by the CDC and local curriculum is decided by with the consultation to the local government like VDC, DDC or Municipality.

Standards 2: Teacher Standards

a. Minimum qualification of teachers for basic education is raised from SLC pass to grade 12 pass.
b. Pre-service training and teaching license are mandatory prior to hiring people in teaching position.
c. Quality of working teachers (permanent or temporary) is ensured by assessing their performance and providing them opportunity of professional development.
d. Regularity of teacher in school and in classroom is monitored properly.
e. Teachers' time on task is approaching 100 percent.

f. It is ensured that teachers use proper instructional materials in class.
g. Teacher is made accountable that their students receive timely feedback to improve their performance.
h. Teacher is knowledgeable in the mother tongue of the majority of students in classroom.
i. Teacher commitment is ensured through accountability system.

Standards 3: Classroom Standards

a. In an average one child gets one meter square space in the classroom
b. One class holds not more than 40 students.
c. Provision of enough light is made in each classroom
d. Ventilation of air is ensured in each class.
e. Classroom is made friendly to students with special needs.
f. Classroom is suited for age level of students
g. Each class gets appropriate and child-friendly furniture which allows teachers for different activities into the classroom.

Standards 4: Assessment Standards

a. District level exam is conducted at the end of grade 8.
b. Regional exam is conducted at the end of grade 10 (Existing SLC is replaced by this)
c. National exam is conducted at the end of grade 12.
d. Continuous assessment system is applied at all grade levels within the school and student evaluation record is kept properly.
e. Summative evaluation is conducted at the end of each class.
f. A combination of formative and summative evaluation is used to assess students' performance of the year.
g. Subject teacher is made accountable for the progress of students in each subject
h. Parents are regularly informed about their children's performance and class teachers are made accountable to this.
i. Remedial sessions are conducted to weaker students so that their performance is made at par with other students in class; each subject teacher is made accountable to this.
j. It is ensured that each student achieves at least 50 percent in each subject (instead of existing 32) in order to get promoted to the next grade.

Standards 5: Other Standards Relating to Quality

a. It is ensured that schools remain open at least for 220 days a year.
b. Local government is given the autonomy of deciding academic session and is made accountable for running the school to 220 days a year instead of government prescribing same academic session to all ecological zones.
c. School is declared as zone of peace without any political disturbance throughout the academic year.
d. Strict implementation of education law is ensured with effective monitoring and supervision system.

e. Reward and punishment system is associated with accountability.
f. Grade teachers in lower level (1-5) and subject teachers for upper level (6-12) are managed.
g. Selection of head-teachers is made on the basis of leadership quality criteria.
h. School is managed by local government is close consultation of the community.
i. Student regularity is ensured.
j. School management without duplicating what they are doing.

National norm for school physical facilities for each level is developed and local government is motivated to meet the standard.

In accordance with the spirit of decentralization and as stipulated in the LSGA, SSR intends to delegate education planning and management responsibility to the local body and communities. Governance and management are delineated as having two separate functions and as such two different institutions are usually responsible. Governance functions are described as having to do with planning and allocation of resources, and making decisions such as location of schools, providing choice over formal and alternative schooling, setting up quality standards and ensuring access to quality basic education to all school going age children. Management function on the other hand tends to be more at the operational level that translates policy decisions into program and implementation strategies.

Tentative norms for governance and management responsibilities have been discussed below under four major functions: education planning, decentralization, provision of Head-teacher, and funding mechanism.

Education Planning
- Based on national frameworks, local government will prepare its own plan of operation at their respective jurisdiction such as VEP/MEP at the VDC or Municipality level, and DEP at the district level. These plans will include locally relevant and feasible target and strategies and that it will focus on at least the following:
    - National framework on minimum enabling condition in schools
    - Entitlement for free basic education
    - Gender and inclusion
    - No retention in basic education
- Using locally prepared plan of operation, local government will encourage schools and communities to prepare education development plan such as SIP.
- Based on this periodic plan, local government will develop Annual Implementation Plan.
- Implementation of such plan will be the responsibility of the local government. For the purpose, it can mobilize any other competent agency, institute, group, as well as individual as the provider of education service to the people. Likewise, formal schools (both community and institutional) might also play the role of provider of non-formal and alternative education.
- VEP will focus on basic education sector and will cover all formal (community and institutional), non-formal, informal, religious and alternative modes including short term vocational training courses.
- DEP will include school education sector and covers mainly general and technical education (community and institutional) beyond grade 8. It will also

cover different modes and forms of secondary level school education activities including training.

- SMC will take the leadership role in SIP preparation and resource generation activities but head teacher will also be responsible for organizing and managing related activities. Likewise, implementation of SIP activities will be the responsibility of school.

Support for education planning
a) Provision of Education Desk Officer

o Local government will have, during the Plan period, an Education Officer who will be responsible for coordinating and overseeing the preparation as well as implementation of the Plan. Local government will also get technical support from the District Education Office as well as other technical offices available in the district to prepare its education development plan.

b) Survey and Research work

- In order to facilitate planning and implementation responsibility, VDC/municipality will conduct census household survey collecting information on demographic structure, educational status, economy, socio-cultural aspects, etc. of all household members.
- VDC/municipality will update this information base annually through vital registration and social mapping.
- Central government (or some I/NGO) will support VDC/municipality in carrying out such survey and in maintaining and computerizing such database.
- A comprehensive mapping of educational, economic and social status of VDC/Municipality may also provide empirical basis for planning school improvement and other education development works.
- Research and developmental works will be encouraged to be carried out at least at the district level.

c) Capacity building and Technical backstop

- Central government will develop and implement a capacity development plan for schools focusing on areas like planning, programming and budgeting, resource mobilization, program implementation and monitoring, managing information, building and managing strong and cooperative linkage and relationships with the community, etc.
- The DEO will regularly provide technical backstop to VDC and Municipalities in planning and developmental works.
- Periodic supervision and monitoring through DEO and DDCs will help support program implementation

- Besides, DOE and MOE will also provide technical backstop if need may arise.
- SMC will take the leadership role in mobilizing community and parental support to and participation in school. I/NGO can play a strong facilitating role contributing to enhance SMC/school capacity in this regard.

Review and endorsement of the Plan

- Local government will form an independent nine member committee comprising all stakeholders at the local level to guide and support plan development process. This same committee will also take the responsibility of monitoring of the implementation of the Plan activities.
- The Plan developed by local body will be submitted at the district council for endorsement and for funding decision.
- In order to facilitate the planning process (and not for limiting the authority of local government) central government will provide a template or framework for developing local education development plan.
- Local government will organize public hearing in every four months to discuss status and progress of plan implementation process.
- DDC will have overall guiding and monitoring role in VEP preparation and implementation.
- Central government will develop and implement a capacity development plan for local bodies.
- The Plan developed by primary and basic school will be submitted to VDC/municipality and the Plan developed by secondary school (grades 1-12) will be submitted to DDC for endorsement and for funding decision.
- In order to facilitate the planning process (and not for limiting the autonomy of school) central government will provide a template or framework for developing SIP.
- SMC will organize public hearing in every four months to discuss on status and progress of plan implementation process.
- VDC/municipality will have overall guiding and monitoring role in SIP preparation and implementation in case of primary and basic school and DDC will have such role in case of secondary school (grades 1-12).

Decentralization

- School governance and the management at the local level will be the shared responsibility between central government, local government body, and the school. Within the school itself two agencies – school management committee and head teacher – share the management responsibility.

- Local government will work as the key education agency within its jurisdiction and thus will mainly be responsible for developing total education vision, policy, planning and programs within its area.
- Local level policies and programs will largely be derived from the national level policies and programs.
- VDC/municipalities will be responsible for developing environment conducive for quality basic education and that the access to quality basic education to all is guaranteed.
- Establishing, upgrading, merging, and relocating education facilities will be the responsibility of VDC/municipality in case of basic education and training and of DDC in case of secondary level education and training. Such decision however will be carried out on the basis of evidence based planning (school mapping).
- SMC will carry out school management function and will be responsible towards local government for planning (SIP) and monitoring of SIP activities.
- SMC will prepare SIP staying within the parameters set by local government in aspects like access, inclusion, quality, internal efficiency, and participation. However, its focus will mainly be on quality, internal efficiency, teacher/school performance, school environment, etc.
- Staying within the broader frames provided by the national and local government, SMC will fix the fee structure and minimum academic, social and physical environment in school.
- Staying within the broader frames provided by the national and local government, SMC gives the policy directions to school regarding local curriculum, school calendar, quality and performance target for school, for head teacher and for individual teacher.

Provision of Head-teacher
- SMC will make performance contract with head teacher.
- Head teacher will be responsible for administrative activities like overall financial management, management and evaluation of teaching and non-teaching staff, decide and maintain school calendar and daily school schedule, maintain school data and records, liaison with other agencies, set and maintain minimum social (code of conduct – behavior, relationship, no corporal punishment to children, dress-up, language, no bad words, no arms, no fighting, no political activities, no graffiti, etc) and physical standard for school, maintain physical properties of school, etc.
- Head teacher will be responsible for developmental activities like preparing Annual Implementation Plan on the basis of approved SIP,
- Head teacher will be responsible for academic activities like set and maintain minimum academic standard for school, teacher assignment, professional

supervision, decide on content and structure of local curriculum, classroom organization, instructional methods, etc.

- Head teacher will also fix and assign performance targets for individual teacher.

Funding Mechanism

- Central government will provide budget grant directly to local government as support for developing and implementing education development plan. Such grant will be formula-based grant based on aspects like population size, resource availability, etc.
- Apart from such grant, local government will also utilize internal or local resource for implementing education development activities.
- Local governments will allocate and disburse grants received by the central government to schools and to other education establishments as well as to education service providers.
- The central government grants will go directly to VDC/municipality (for basic education) and to DDC (for secondary education).
- VDC/municipality grants will go for basic education service provider and education establishments.
- DDC grants for secondary education go both to education service providers and education establishments but the DDC grants for basic education provision go only to VDC/municipality.
- Central government will develop basic parameters for allocation and disbursement of the fund and staying within such parameters local government will develop own criteria for allocation and disbursement of the central government grants.
- Local government will generate resource from internal and external sources for expansion and development of quality education and training and will allocate and disburse the resource based on some criteria/formula.
- School will receive budget ceiling by local government for preparing SIP. Staying within the budget ceiling as well as considering internal resources that can be generated by the school itself, school will prepare its SIP for the period of 2009-2015. Mid-term assessment and revisiting of the Plan will be carried out in 2012.

ANNEX 8.1: SSRP M&E PLAN: TEMPLATES FOR FUTURE USE

a) Goal Level

Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
- to contribute to Nepal's socio-economic development through a continuous development of its human resource capacity							
Assumptions:							

b) **Purpose Level**

Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							

c) **Objective Level**

Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							

d) Key Results Level

Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							

ANNEX 8.2: EDUCATION POLICY COMMITTEE (EPC)

Existing Provisions: Structure, Composition and Mandates

SSR Core Document (2008) states, "The overall responsibility for providing policy directions and guidelines to Ministry of Education and Sports will lie with the Education Policy Committee (EPC) headed by the Minister for Education and Sports for effective implementation of the SSR. The EPC will draw on representatives from the key Ministries and institutions involved in policy-planning, management, resourcing and service delivery of school education."

1. Purpose: To provide institutional framework for facilitating policy coherence, policy coordination and policy review.
2. Establishment and composition: The EPC became functional following a decision by the Cabinet in 2007. The composition of the Committee is as follows:

   - It is a 13 member committee with Minister for Education in the Chair
   - The Secretaries from the Ministry of Education, Ministry of Finance, Ministry of Local Development, Ministry of Children, Women and Social Welfare, National Planning Commission are members of the Committee
   - Dalit Commission and Women's Commission are also represented as members
   - Four educationists nominated by the Committee

3. Mandates: The mandate of the Committee includes:
   - To coordinate policy decisions in education sector
   - To recommend to the government necessary policies for approval
   - To conduct research and studies on policy related issues
   - To monitor and follow up the on the policy actions
   - To assist the Ministry in the development of the short and long term plan
   - To organize consultation sessions on different educational issues

The Way Forward

4. Institutionalizing EPC: It is imperative that EPC acquires sound legal basis for its efficient functioning. Also, there is a need to revisit the structure, composition and mandate of the Committee.
   - Structure and composition: The committee is expected to bring in stakeholders' aspirations, professional wisdom, practitioners' experiences and management perspectives in the education policy process. Therefore, the structure should allow bringing in all these perspectives. Moreover, it should allow integrating technical and

professional dimension to the political aspect of the policy process. At the same time, the balancing of the Committee in terms of its size and composition is crucial so that it can function effectively and efficiently. Hence, there may be sub-committees to provide support and inform the EPC on relevant and emerging themes.

- Secretariat: For the purpose of assisting and helping EPC make informed policy choices, there will be a Technical Secretariat (TS) of its own. The TS will provide technical inputs to the Committee through thematic studies, policy reviews and stakeholders' consultations.

- Mandates: As the Committee is headed by the Minister of education, and represented by high-level officials, and professionals, the value of the decisions of the Committee cannot be underrated. It will have power to approve policies in technical matters. From the management viewpoints, however, the mandate of the Committee may remain broadly advisory.

- Relationships with other technical Councils/ Committees: The different Councils or Committees constituted under the Education Regulations will help the EPC provide their technical inputs on relevant policy matters. The composition of these bodies will be revisited accordingly.

ANNEX 9-1: TOTAL BUDGET BY COMPONENT

(In Millions)

TOTAL BUDGET	NPR							FIVE YEAR		SEVEN YEAR	
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	NPR	USD	NPR	USD
ECED	787.04	873.28	947.94	1029.79	1117.47	1171.23	1249.74	4755.52	59.44	7176.49	89.71
Basic Education	26512.30	29062.79	31935.24	34798.95	37083.71	39258.17	41783.46	159392.99	1992.41	240434.62	3005.43
Secondary Education	5923.70	6567.26	7415.16	8636.73	10160.26	12259.76	14077.57	38703.12	483.79	65040.44	813.01
Literacy and Life Long Learning	198.27	211.07	224.67	239.09	254.39	270.63	287.86	1127.49	14.09	1685.98	21.07
TEVT	247.13	247.13	247.13	247.13	247.13	247.13	247.13	1235.63	15.45	1729.88	21.62
Teacher Professional Development	145.06	153.47	161.15	186.94	197.70	166.00	174.97	844.32	10.55	1185.29	14.82
Capacity Development	41.34	45.15	59.56	62.54	38.86	40.81	4.43	247.45	3.09	292.69	3.66
Monitoring and Evaluation	487.86	523.25	670.96	709.61	745.09	776.72	793.39	3136.77	39.21	4706.88	58.84
Program Management	106.02	114.36	127.80	141.76	147.79	159.98	175.36	637.74	7.97	973.08	12.16
Grand Total	34448.72	37797.76	41789.59	46052.55	49992.40	54350.42	58793.90	210081.02	2626.01	323225.35	4040.32
DEVELOPMENT	7173.99	7738.69	8647.80	9592.40	10000.78	10825.55	11866.09	43153.67	539.42	65845.31	823.07
RECURRENT	27274.73	30059.07	33141.79	36460.15	39991.62	43524.87	46927.81	166927.36	2086.59	257380.04	3217.25
DEVELOPMENT %	0.21	0.20	0.21	0.21	0.20	0.20	0.20				
RECURRENT %	0.79	0.80	0.79	0.79	0.80	0.80	0.80				

Annex 9-2: <u>Total Development Budget by Component</u>

(In Millions)

DEVELOPMET	NPR							FIVE YEAR		SEVEN YEAR	
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	NPR	USD	NPR	USD
ECED	787.04	873.28	947.94	1029.79	1117.47	1171.23	1249.74	4755.52	59.44	7176.49	89.71
Basic Education	4405.34	4721.89	5189.03	5657.88	5668.09	5657.59	5976.06	25642.23	320.53	37275.87	465.95
Secondary Education	755.94	849.10	1019.57	1317.65	1584.26	2335.47	2957.16	5526.52	69.08	10819.15	135.24
Literacy and Life Long Learning	198.27	211.07	224.67	239.09	254.39	270.63	287.86	1127.49	14.09	1685.98	21.07
TEVT	247.13	247.13	247.13	247.13	247.13	247.13	247.13	1235.63	15.45	1729.88	21.62
Teacher Professional Development	145.06	153.47	161.15	186.94	197.70	166.00	174.97	844.32	10.55	1185.29	14.82
Capacity Development	41.34	45.15	59.56	62.54	38.86	40.81	4.43	247.45	3.09	292.69	3.66
Monitoring and Evaluation	487.86	523.25	670.96	709.61	745.09	776.72	793.39	3136.77	39.21	4706.88	58.84
Program Management	106.02	114.36	127.80	141.76	147.79	159.98	175.36	637.74	7.97	973.08	12.16
TOTAL	7173.99	7738.69	8647.80	9592.40	10000.78	10825.55	11866.09	43153.67	539.42	65845.31	823.07

Annex 9-3: <u>Budget Share of Government and DPs</u>

BUDGET SHARE	USD in million							FIVE YEAR		SEVEN YEAR	
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	USD	%	USD	%
DEVELOPMENT	89.67	96.73	108.10	119.91	125.01	135.32	148.33	539.42	0.21	823.07	0.20
RECURRENT	340.93	375.74	414.27	455.75	499.90	544.06	586.60	2086.59	0.79	3217.25	0.80
Grand Total	430.61	472.47	522.37	575.66	624.91	679.38	734.92	2626.01	1.00	4040.32	1.00
GoN share	301.43	330.73	365.66	431.74	468.68	509.54	551.19	1898.24	0.72	2958.97	0.73
DP's share	120.00	125	130	100	25	100	100	500.00	0.19	700.00	0.17
in %	0.28	0.26	0.25	0.17	0.04	0.15	0.14				
Gap	9.18	16.74	26.71	43.91	131.23	69.85	83.73	227.78	0.09	381.35	0.09
IN %	0.02	0.04	0.05	0.08	0.21	0.10	0.11				

Annex 9-4: <u>Component wise share of Total Development Budget</u>

DEVELOPMENT BUDGET	In US$ million							FIVE YEAR		SEVEN YEAR	
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	USD	%	USD	%
ECED	9.84	10.92	11.85	12.87	13.97	14.64	15.62	59.44	11.02	89.71	10.90
Basic Education	55.07	59.02	64.86	70.72	70.85	70.72	74.70	320.53	59.42	465.95	56.61
Secondary Education	9.45	10.61	12.74	16.47	19.80	29.19	36.96	69.08	12.81	135.24	16.43
Literacy and Life Long Learning	2.48	2.64	2.81	2.99	3.18	3.38	3.60	14.09	2.61	21.07	2.56
TEVT	3.09	3.09	3.09	3.09	3.09	3.09	3.09	15.45	2.86	21.62	2.63
Teacher Professional Development	1.81	1.92	2.01	2.34	2.47	2.08	2.19	10.55	1.96	14.82	1.80
Capacity Development	0.52	0.56	0.74	0.78	0.49	0.51	0.06	3.09	0.57	3.66	0.44
Monitoring and Evaluation	6.10	6.54	8.39	8.87	9.31	9.71	9.92	39.21	7.27	58.84	7.15
Program Management	1.33	1.43	1.60	1.77	1.85	2.00	2.19	7.97	1.48	12.16	1.48
Total	89.67	96.73	108.10	119.91	125.01	135.32	148.33	539.42	100	823.07	100.00

ANNEX 11: SSRP LOGICAL FRAMEWORK MATRIX

Part 1: Summary of SSRP Logical Framework

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Goal: - To contribute to socio-economic development through a continuous development of its human resources capacity.	- Trends in average, median, maximum and minimum living standards. - Trends in productivity in economic sub-sectors - Trends in unemployment rates	- Population Census - Sample surveys (NLSS, NDHS) - Special studies - Economic surveys	
Purpose: - To facilitate that all citizens have opportunity to become functionally literate, numerate, and develop the basic life skills and knowledge required to enjoy a productive life.	- Literacy and numeracy rates - Average years of education per citizen	- Population Census - Sample surveys (NLSS, NDHS) - Special studies	- Children and adults make use of what they have learned to improve their economic activity (productivity) and standards of living.
Objective 1: ECED - To expand access to quality ECED services for children of four years of age to prepare them for basic education.	- % of four years age population enrolled in ECED (EOP Target 87 %) - % of new entrants in grade one with at least one year ECED experience (EOP Target 64%)	- EMIS Flash Report - Yearly Sample survey by MOE	- ECED experience helps prepare children for Grade 1 and helps reduce drop-out and repetition rates
Objective 2: Basic and Secondary Education **2.1 Basic Education** - To ensure equitable access and quality basic education for all children in age group 5-12	- NIR and GIR (EOP Targets 94 % and 130% respectively) - GER (EOP targets ... % for Primary and 132 % for Basic education) - NER (EOP Targets 99 % for Primary and 85 % for Basic education)	- EMIS Flash Report - Periodic Sample Surveys and Studies - District level examination at grade 8 and periodic achievement tests in grades 3, 5, and 8.	- Children enrol in and complete basic education -

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
	- Gr. 8 survival rate (EOP target 66%) - Number of schools meeting MECs - % of grades 3, 5 and 8 completers achieving minimum learning		
2.2 Secondary Education - To improve access, equity, and quality and relevance of secondary education	- Number of schools meeting MECs - Transition rate from grades 8 to 9 (EOP target 80%) and 10 to 11 - NER (EOP target 27%) - GER (EOP target 66%) - Gender Parity Index (EOP target 0.96) - SLC and HSLC pass rates as percentage of initial enrolment and exam appearance (EOP targets 71% and 41% respectively) - % of learning achievement in core subjects (EOP 10% points over base level)	- EMIS Flash Report - Periodic sample surveys and studies - EMIS Flash Report - OCE Reports	- Students enrol in and complete secondary education
Objective 3: Literacy and Life-long Learning (Continuing Education) - To enhance functional literacy and basic competencies among youths and adults.	- No of graduates in literacy classes - % of population with functional literacy (EOP targets 85% for 6+ age group and 70% for 15+ age group)	- CBS Report - Functional Literacy Surveys (sample based)	- Beneficiaries capable of maintaining skills and use it for a more productive life
Objective 4: TEVT - To equip secondary level students with TVET soft skills	- No. of students completing TVET soft skills course - No of schools with TVET soft skills piloted	- EMIS Flash Report - Special Studies	- Students are interested in further developing TVET skills and knowledge to improve their employability
Objective 5: Teacher Professional Development (TPD) - To enhance teachers' qualifications and	- % of teachers with required qualification and training (EOP targets 88% and 93% for basic and secondary respectively)	- EMIS Flash Reports - NCED progress reports	- Teachers motivated, able and willing to apply earned knowledge and skills in teaching situations.

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
professional competencies to better facilitate students learning processes	- % of teachers with required Certification (EOP targets 97% for both basic and secondary levels)		
Objective 6: Capacity Development - To improve the performance of the MOE service delivery system and develop capacity to implement critical reforms.	- Timely delivery of relevant quality services that are valued and used by clients - Physical and financial progress measured as % of annual targets and budget - % of service delivery agencies that have developed and implemented CD plan to close performance gaps. - Number of low performing schools that have been supported with development and completion of quality improvement programmes under SIP - Average number of days of Teacher attendance (EOP target 220 days)	- Capacity Development Evaluation Report, addressing user satisfaction with services - ERO agency-wise performance assessment reports - EMIS Flash - Status Report	- Improve performance and cost-efficiency will contribute to improved client satisfaction, reach and impact of educational services
Objective 7: Monitoring & Evaluation (ME) - To monitor program inputs, processes, and outputs and evaluate the impact of program.	- Timely Flash Reports, Status Reports, Financial Management and Implementation Progress Reports - Periodic Student Assessment Reports - Timely dissemination of EMIS and Student Assessment reports to wider stakeholders - Baseline, annual, mid-term, and EOP evaluation report	- Flash reports - EMIS reports - Students assessment reports - Aide Memoire - EOP evaluation reports - FMR	- Improved planning, management, M&E will lead to improved relevance and effectiveness of MOE services and products

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<u>Objective 8: Aid Management</u> - To improve the efficiency and effectiveness of aid available for SSRP implementation	- % of physical and financial progress - % of development partners and of aid flows that use GoN's public financial management system - % of aid provided on program-based approach, consistent with the SSRP	- Aide Memoire - Status Reports - Progress Reports - FMR - Special studies	
Total Financial Input: USD: 2626 million			

Part 2: Component-wise log Frames starting from objectives over Key Results, Strategic Interventions and Component Total Budget

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Goal: - To contribute to Nepal's socio-economic development through a continuous development of its human resources capacity.	- Trends in average, median, maximum and minimum living standards. - Trends in productivity in economic sub-sectors - Trends in unemployment rates	- Population Census - Sample surveys (NLSS, NDHS) - Special studies - Economic surveys	
SSR Purpose: - To ensure that all citizens are functionally literate, numerate, and possess the basic life skills and knowledge required to enjoy a productive life.	- Literacy and numeracy rates - Average years of education per citizen	- Population Census - Sample surveys (NLSS, NDHS) - Special studies	- Children and adults make use of what they have learned to improve their economic activity (productivity) and standards of living.

Objective 1: ECED

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 1: ECED - To expand access to quality ECED services for children of four years of age to prepare them for basic education.	- % of four years age population enrolled in ECED (EOP Target 87 %) - % of new entrants in grade one with at least one year ECED experience (EOP Target 64%)	- EMIS Flash Report - Yearly Sample survey by MOE	- ECED experience helps prepare children for Grade 1 and helps reduce drop-out and repetition rates
Key Results: - 87 % of children with four years of age attain the ECED program - Minimum standards for the ECED are met by all ECED centers. - 64% of children with ECED experience enter into grade one	- % of age 4 population with access to ECED services - % of ECED centers services meeting MEC. - ECED norms and standards in place.	- EMIS Flash Report - Status Report	- ECED centers are perceived attractive and trust-worthy so that parents choose to send their 4-year children to ECED centers
Strategic Interventions:			**Component Input:**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
- Develop ECED operational guidelines			USD: **62.87** million
- Initiate coordination arrangement among different ministries (MOE, MOLD, MOH, MOWCSW,) through the high level coordination committee at NPC			
- Facilitate the establishment of new functional ECED centres in un-served and under-served areas			
- Promote community-based ECED programs			
- Ensure government funding for four year children in ECED program			
- Employ mother tongue as a medium of interaction in ECED program			
- Use existing ECED guidelines for development of partnerships with non-government organizations, teacher unions, and civil society organizations, CBOs (e.g. Mothers' Group).			
- Develop and implement code of conduct for the protection of the integrity of all children, with particular focus on dalits, girls and marginalized populations.			
- Ensure state support for the social mobilization, establishment, operation and monitoring of ECED centers to disadvantaged areas and poverty pockets.			

Objective 2:
2.1 Basic and Secondary Education

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 2: Basic and Secondary Education **2.1 Basic Education** - To ensure equitable access and quality basic education for all children in age group 5-12	- NIR and GIR (EOP Targets 94 % and 130% respectively) - GER (EOP 132 % for Basic education) - NER (EOP Targets 99 % for Primary and 85 % for Basic education) - Gr. 8 survival rate (EOP target 66%) - Number of schools meeting MECs - % of grades 3, 5 and 8 completers achieving minimum learning	- EMIS Flash Report - Periodic Sample Surveys and Studies - District level examination at grade 8 and periodic achievement tests in grades 3, 5, and 8.	- Children enrol in and complete basic education
Key Results: - Achieving 94% NIR at grade one and 66% survival rate at grade eignt	- Number of students received education through alternative provisions - Number of new classrooms constructed with MECs	- EMIS Flash Report - Report and periodic surveys - Annual Sample Surveys	- Schools are open and operate for a minimum of 220 days a year. - Development works is

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
- Achieving NER for Primary 99% and Basic 85% - 19,500 new classrooms meeting minimum standards constructed, - 13,000 schools/classrooms rehabilitated meeting minimum standards, - 100 new schools meeting the requirements of students with disabilities established, - 500 VDCs/ Municipalities implement Compulsory Basic Education (CBE), - Needy students received scholarship - 175, 000 students with disabilities received scholarship - 300 schools equipped with library and laboratory facilities, - 7,000 schools' external environment improved to meet MECs, - 625 traditional schools upgraded to meet MECs, - 95 learning facilitation materials produced in different languages, - Multilingual Education implemented in 7,500 schools, - 1,500 Schools rewarded for improvement in performance, - 10,400 Basic Schools where SMCs hired Head teacher on a contractual basis, - Multi-grade teaching implemented in 750 schools. - Each year about 150,000 student populations facilitated to receive basic education through alternative provisions,	- Number of classrooms rehabilitated - Number of schools with library and laboratory facilities - Number of new schools opened for disabled students - Number of schools with external environments improved - Number of VDC/Municipality implementing CBE - Number of traditional schools upgraded - Number of learning materials in different languages developed - Number of schools implementing MLE - Number of schools receiving rewards for better performance - Number of curriculum, teachers' guides and textbooks digitized - Number of curriculum revised and updated - Number of textbooks revised and updated - Number of teacher guide developed, updated and distributed - No of local curriculum developed and implemented - Number of quality improvements models piloted - CAS implemented in all schools - number of Head-teachers contracted - number of students received textbooks on time - Number of schools implementing Multi-grade teaching - Number of Dalit students receiving scholarships - Number of girls receiving scholarships	- DOE annual status report - MOE annual monitoring report	carried out smoothly throughout the plan period.

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
	- Number disabled students receiving scholarships - Number of student receiving scholarships		

Strategic Interventions - Prepare a phased implementation plan to provide free and compulsory basic education by making necessary legislative provisions - Introduce incentive schemes to encourage local governments to adopt and declare basic education free and compulsory in their respective areas. - Extend alternative modes of education to cater to diverse learning needs. - Make provisions to strengthen and institutionalize traditional modes of education. - Adopt competency-based CAS from grade 1 to 7 to improve efficiency - Provide incentives to all dalit, 50% girls and other needy students to complete basic education. - Develop and implement provision of incentives to motivate schools to strive for better performance, - Apply affirmative actions to increase the number of teachers from disadvantaged groups, - Implement mandatory sanitary provisions for female teachers in school. - Develop minimum quality standards and norms, and ensure resource availability for schools to meet these standards - Develop and implement a code of conduct in schools to safeguard pro-poor, non-discriminatory, and non-punitive practices. - Encourage local government to introduce entitlement scheme. - Encourage correct-age children to enroll in school from the date of enactment of compulsory education law, - Develop and implement special provisions to cater to the needs of public school students in Karnali Zone, students from the Dalit communities and students with disabilities across the country, paying special attention to girls. - Facilitate timely preparation and implementation of SIPs and DEPs - Develop and facilitate the establishment of inclusive practices in schools - Develop a comprehensive policy on MLE	**Component Input** USD: 1992.41 million

2.2 Secondary Education Objective:

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
2.2 Secondary Education - To improve access, equity, and quality and relevance of secondary education	- Number of schools meeting MECs - Transition rate from grades 8 to 9 (EOP target 80%) and 10 to 11 - NER (EOP target 27%) - GER (EOP target 66%) - Gender Parity Index (EOP target 0.96) - SLC and HSLC pass rates as percentage of initial enrolment and exam appearance (EOP targets 71% and 41% respectively) - % of learning achievement in core subjects (EOP 10% points over base level)	- EMIS Flash Report - Periodic sample surveys and studies - EMIS Flash Report - OCE Reports	- Students enrol in and complete secondary education
Key Result: - Each year 60,000 students received education in class 9 & 10 through alternative schooling provisions - 75,000 students from extreme poverty background provided scholarships to complete secondary education - 660,000 girls studying in grade 9-10 received annual scholarship - 75,000 students with disabilities received scholarship - 60 children of martyrs' family received scholarship - 375 Secondary Schools rewarded for improvement in performance - Curriculum, teachers' guides and textbooks digitized - Curriculum and textbooks revised and updated - Teachers' guide developed, updated and distributed	- No. of students received secondary education through alternative provisions - No. of schools rewarded for best performance (based on set criteria) - No. of curriculum, teachers' guides and textbooks digitized - No. of curriculum and textbooks revised and updated - No. of teachers' guide developed, updated and distributed - No. of students from poverty backgrounds receiving scholarships - % of students who have received textbook in time - No. of girls in grade 9 and 10 who have received scholarships - No. of disabled students receiving scholarships	- A framework on Quality Standards in secondary schools. - DOE status report - EMIS Flash Report - Annual Report from the National Examination Board - Periodic assessment reports and surveys. - School evaluation report	

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
- All Secondary level students received textbooks on time	- No. of students receiving scholarships		

Strategic Interventions:

- Make provision of free secondary education gradually by 2012

- Introduce special incentive package to promote access, participation and completion of secondary education for the children from disadvantaged communities,

- Promote partnership with private providers to safeguard access to secondary education

- Expand alternative schooling programs to cater to the diverse needs with cost sharing basis

- Introduce technical education and vocational training as a separate stream from grade 9 onwards

- Provide remedial support to those students lagging behind in acquiring minimum learning achievements

- Implement the affirmative actions focusing on disadvantaged groups,

- Enact legislative provisions to safeguard equity in education,

- Develop min. quality standards, Code of Conduct, and guidelines to help schools prepare and implement quality improvement plans to safeguard pro-poor, non-discriminatory, and non-punitive practices,

- Introduce TEVT in secondary schools, including soft skills, for example, on a pilot basis and subsequent integration into school education

- Implement comprehensive school mapping

- Make teacher preparation course and refresher training mandatory,

- Define and ensure minimum enabling conditions,

- Provide SIP based funding to schools,

- Make provision of a separate head-teachers' position in all secondary schools,

- Constitute an NEB as a coordinating apex body, responsible for regulating and carrying out all public examinations, certification and accreditation functions for grades 8, 10 and 12, including TEVT certification

- Facilitate the preparation and implementation of SIPs and DEPs focusing on secondary education

- Strengthen decentralized school management to improve transparency and accountability

- Establish provision for contract between SMCs and Head Teachers, and assist schools entering contracts.

Component Input:

USD: **483.79** million

Objective 3: Literacy and Life-long Learning (Continuing Education)

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 3: Literacy and Life-long Learning (Continuing Education) - To enhance functional literacy and basic competencies among youths and adults.	- No of graduates in literacy classes - % of population with functional literacy (EOP targets 85% for 6+ age group and 70% for 15+ age group)	- CBS Report - Functional Literacy Surveys (sample based)	- Beneficiaries capable of maintaining skills and use it for a more productive life
Key Result 3: - Literates and neo-literates empowered and have access to information and skills with ability to make rational choices contributing to improved livelihoods. - Enhanced system capacity and institutional learning. - 1,050 CLCs established and operational - About 700,000 youths and adults attain life skills through literacy and continuing education - Mother tongue literacy courses in local languages (through CDC experience and resourcing) introduced.	- No. of CLCs operating - No of neo-adults completing post-literacy/ life-skills related continuing education	NFEC Report	- CLCs become fully functional - Effective partnership with local agencies/ communities in place
Strategic Interventions: - Place emphasis on decentralization, empowerment and partnerships with private sector and I/NGO's to achieve goals of adult literacy and continuing education. - Incorporate literacy and life-long learning programs in existing DEPs and VEPs. - Respond to diversity needs of adults in regard to language, culture, life skills and income generating activities. - Develop and implement literacy programs through integrated approach comprising life skills and micro-credit schemes, targeting disadvantaged populations. - Provide lifelong learning opportunities through horizontal links with the formal systems and through locally managed CLC arrangement. - Implement Literacy and Lifelong Learning as a complementary to the National Literacy Campaign aimed at attaining the EFA and MDG goals on UPE/ literacy. - Render emphasis on targeted groups and areas including women, marginalized populations, dalits, endangered communities, internally displaced people, people with disability and people living with HIV/AIDs - Make CLCs functional and align with local institutions - Develop networking with multi-sectoral service agencies			**Component Input:** USD: **14.09** million

Objective 4: Technical Education and Vocational Training (TEVT)

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 4: TEVT - To equip secondary level students with TVET soft skills	- No. of students completing TVET soft skills course - No of schools with TVET soft skills piloted	- EMIS Flash Report - Special Studies	- Students are interested in further developing TVET skills and knowledge to improve their employability
Key Result 4: - Basic life skills and vocational orientations integrated in grades 6 to 8 curricula. - Vocational curricula focusing on soft-skills developed for secondary education. - Different technical/vocational components, focusing on soft skills such as arts and crafts, computer skills and so forth, are piloted and tested in 100 public secondary schools for model building.	- No. of secondary schools piloting integrated TV program/curricula - No. of schools offering specific vocational education - No. of students receiving basic vocational training - No. of teachers receiving short-term teacher training	- DOE Status Report - EMIS Flash Report - CTEVT Status/Progress Reports - Records of DOE/CTEVT - Progress Report of NCED/TITI	- Students' demand for the skills and knowledge on offering through the vocational stream and TEVT courses
Strategic Interventions: - Integrate vocational and technical education concepts in basic education curricula, beginning from grade six. - pilot the additional contents/trades for technical/vocational education and training in school education			**Component Input:** - USD: **21.62** million

Objective 5: Teacher Professional Development (TPD)

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 5: Teacher Professional Development (TPD) - To enhance teachers' qualifications and professional competencies to better facilitate students learning processes.	- % of teachers with required qualification and training (EOP targets 88% and 93% for basic and secondary respectively) - % of teachers with required Certification (EOP targets 97% for both basic and secondary levels)	- EMIS Flash Reports - NCED progress reports	- Teachers motivated, able and willing to apply earned knowledge and skills in teaching situations.
Key Result 5: Teacher Development - 750 master trainers trained and capable of conducting refresher training for teachers - All teachers' professional skills and knowledge updated through Teacher Preparation Courses and refresher training. - 4,050 head teachers completed certification training course - Competencies of 7,000 DAG candidates improved	- No. of trainers developed to conduct refresher training to teachers on different themes - % of teachers who are certified and meet minimum qualification requirements - % of teachers who have completed 1-year teacher preparation course and in-service training - % of HT who have completed management training	- NCED Report - - TMIS Report - - EMIS Report - Study Report	

Strategic Interventions:	Component Input:
Qualification upgrading program : - Upgrading the minimum qualification to entry in to teaching service in basic education. - Provide opportunities to the working primary teachers to upgrade qualifications. - Backlog clearance of ongoing certification in-service training *L/RC-Based demand driven short training* - Develop and implement L/RC based demand driven short training including the provision for 'whole-school training' *HT certification training* - Develop and implement head-teacher certification training through NCED *Monitoring and post-training support to the teachers* - Implement the Teacher Support Mechanisms (TSM) developed under TEP - Strengthen school supervision and support system for teacher professional development. - Provide job induction training to novice teachers and officials, Develop the capacity of ETCs and LRCs	USD: **10.55** million

Objective 6: Capacity Development

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 6: Capacity Development - To improve the performance of the MOE service delivery system and develop capacity to implement critical reforms.	- Timely delivery of relevant quality services that are valued and used by clients - Physical and financial progress measured as % implementation of annual targets and budget - % of service delivery agencies that have developed and implemented CD plan to close performance gaps. - Number of low performing schools that have been supported with development and completion of quality improvement programmes under SIP - Average number of days of Teacher attendance (EOP target 220 days)	- Capacity Development Evaluation Report, addressing user satisfaction with services - ERO agency-wise performance assessment reports - EMIS Flash - Status Report	- Improve performance and cost-efficiency will contribute to improved client satisfaction, reach and impact of educational services
Key Result 6: - Enabling institutional framework developed through enactment of necessary Acts, rules and regulations, and guidelines. - Organizational mandates, structures, and relationships aligned contributing to improved performance. - Individual competence and working conditions enhanced contributing to improved performance through training, orientation, awareness, research activities and incentives.	- CD Plan completion report - Updated Organization Chart, mandate- and job descriptions in place - % of basic and secondary schools meeting MECs	- 6.1: CD Plan completion report - 6.2: Updated Organization Chart, mandate- and job descriptions in place - 6.3: EMIS Flash Report	- Improved capacity will result in improved service delivery and client satisfaction - Improved enabling conditions will lead to improvement in learning achievements.

Strategic Interventions: - Develop a broad framework for capacity development and is reflect in the ASIP. - Prepare and implement capacity development plans - Establish a coordination mechanism in MoE to facilitate CD plans - Develop legal frameworks, including acts, regulations and implementation guidelines - Review and update mandates and TORs at institutional-, organizational-, unit- and individual levels. - Identify capacity gaps at all service delivery levels, prepare and implement capacity development plans - Assist DEOs in identifying the 5 lowest performing schools in each district each year, and in facilitating the preparation and implementation of these schools' quality improvement plans for meeting MECs by 2015/16	**Component Input:** USD: **21.14** million

Objective 7: Monitoring & Evaluation (ME)

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 7: Monitoring & Evaluation (ME) - To monitor program inputs, processes, and outputs and evaluate the impact of program.	- Timely Flash Reports, Status Reports, Financial Management and Implementation Progress Reports - Periodic Student Assessment Reports - Timely dissemination of EMIS and Student Assessment reports to wider stakeholders - Baseline, annual, mid-term, and EOP evaluation reports	- Flash reports - EMIS reports - Students assessment reports - Aide Memoire - EOP evaluation reports - FMR	- Improved planning, management, M&E will lead to improved relevance and effectiveness of MOE services and products
Key results: - Report on updating of M&E structures, roles and responsibilities - Monitoring and evaluation plan, based on revised M&E system - Number of evaluative reports produced - Accurate data produced in a consistent manner by all schools - DEPs prepared in 75 districts - 48 commissioned study reports prepared and disseminated - 4,000 VEPs prepared and implemented - Programs disseminated - All schools managed by communities - 30 vehicles procured and handed over to districts	- Report on updating M&E system, structures, roles and responsibilities - M&E plan - No. of evaluation reports - % of schools included in the EMIS flash reports - % of districts completing DEPs - No. of commissioned reports completed - No. of VEPs prepared - No. of programs disseminated - % of schools managed by communities - No. of vehicles procured and handed over to districts	- Copy of Report in M&E division - Copy of M&E plan in M&E Division - Copy of reports in M&E Division - EMIS Flash Report - DOE Trimester Report - Records of commissioned studies - NFEC records - M&E Report - EMIS Flash Report - Copies of entries in store register	
Strategic Interventions: - Develop capacity for M&E system at all levels to ensure effective planning and programming - Develop partnerships and establish coordination mechanism with national and international research and other line agencies - Improve EMIS mainly at central, regional and district levels to improve service delivery - Design and conduct Client Satisfaction Surveys - Prepare and implement plan for updating of M&E structures, roles and responsibilities - Develop M&E indicators			**Component Input:** USD: **39.21**million

Objective 8: Aid Management

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
Objective 8: Aid Management - To improve the efficiency and effectiveness of aid available for SSRP implementation	- % of physical and financial progress - % of development partners and of aid flows that use GoN's public financial management system - % of aid provided on program-based approach, consistent with the SSRP	- Aide Memoire - Status Reports - Progress Reports - FMR - Special studies	
- **Key results** - Improved alignment of development assistance with national priorities reducing tied aid - Improved coordination of Donors Capacity Development Support - Increased use of GoN's public procurement and financial management system - Improved predictability of aid - Increased use of the Joint Financing Arrangement (JFA) modality and Code of Conduct, promoting common arrangements and procedure			
Strategic Intervention: - Strengthen MoE's FACS and make it responsible as the point-of-entry for all foreign aid and DF/TA support made available by development partners, I/NGOs based on the Paris Declaration, Accra Agenda for Actions, JFA and the CoC - Constitute a Joint Steering Committee comprising of heads of the central level agencies and the donor contact point to improve the efficiency and effectiveness of direct funding and TA provisions. - Prepare a separate operational guideline for mobilizing TA/DF support - Monitor and review the current system of TA/DF implementation and produce progress reports			**Component Input** **USD: 7.5 million**