



School Sector Development Plan 2016 - 2023



Government of Nepal
Ministry of Education
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School Sector Development Plan

2016–2023

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Tel.: }

Ref. No.:

**Singh Durbar
Kathmandu, Nepal**

MESSAGE

Guided by the constitution of Nepal, which was promulgated in 2015 and provides the overall framework for the country's federal republic, the School Sector Development Plan (SSDP) is developed with the vision to contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socio-economic transformation of the nation. As such, the SSDP has the goal to contribute to socioeconomic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities and life skills required to enjoy a productive life. The education sector is in many ways in a state of transition due to both the prolonged transition period where the country has seen the establishment of a democratic federal republic and the promulgation of its constitution. The recent amendment of the Education Act and the implementation of the consolidated equity strategy for the school education sector will serve as enabling frameworks for the initiation of the seven-year School Sector Development Plan.

The SSDP will be fruitful for graduating Nepal from the Least Developed Country to middle-income country by 2030. It is also an important vessel to enable Nepal to achieve the Sustainable Development Goals by ensuring all children's access to a quality education with their engagement and participation in this environment through quality and inclusive teaching and learning environment. The SSDP will be implemented while the country is undergoing a major transformation to a federal system of government. This requires the SSDP to provide a clear overall framework, while at the same time preparing the sector for increased autonomy at the local level with regard to governance, management and implementation of the plan and the role of local governments.

This Plan will be helpful for reconstructing the schools that were destroyed by the earthquakes. Similarly, this Plan will be a bridge to reduce the gap of previous unfinished agenda and the remaining challenges faced in the school education sector. In spite of several challenges and issues, the initiation of the SSDP is equally an opportunity, where the new plan and its programme clearly lay out strategies and future directions while allowing for flexibility, reflection and adaptation along the way. Achieving the objectives and results envisioned to be obtained through the implementation of the SSDP will require substantial investment. In addition to the firm commitment by the Government of Nepal, the continued support of the Development Partners will be crucial in ensuring its successful implementation and completion.

Dhaniram Poudel

Minister

Ministry of Education



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**Singh Durbar
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MESSAGE

The SSDP has put quality at the core of the Plan's strategies and interventions. Measures such as the curriculum revision, teachers' professional development and the school improvement planning process are key strategies to ensure effective teaching and learning in schools and transfer the previous achievements within the school education sector in terms of access and gender parity in improved teaching-learning processes and quality learning outcomes. To advance the quality of education agenda, the SSDP recommends the promotion of child-friendly, learner-centred interactive pedagogy for active learning and the development of skills, supported by qualified teachers. Equally important is the SSDP's focus to strengthen the assessment of learning outcomes, through for example the revision of the Continuous Assessment System, the Early Grade Reading Assessments, and the National Assessment of Student Achievements. The aim is to make formative and summative assessments more skill- and learner-focused. The SSDP strengthens the teacher to student ratio in remote areas and secondary schools and an underrepresentation of female teachers and teachers from ethnic minorities.

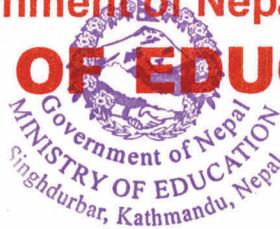
Nepal's achievements in access to education have not ensured access for all, with certain groups experiencing less access to and participation in quality education, including low participation of children with disabilities in mainstream classrooms and children from marginalized groups, Dalits and ethnic minorities. Furthermore, schools, particularly in rural areas, struggle to provide appropriate learning environments, a situation that was worsened by the earthquakes of April and May 2015. As such, there is an urgent need to ensure the structural integrity of new and existing school buildings, thereby provide safe learning environments for children. In addition to the physical safety of school buildings, risk management and mitigation are essential in order to keep children and teachers safe, thus needing to mainstream school safety and DRR in the education sector.

The SSDP will serve as the vessel for the sector to ensure the constitutional provisions of all children completing basic education and having access to free secondary education.

Dhanmaya B.K. Khanal
State Minister
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FOREWORD

The School Sector Development Plan (SSDP) has been produced in a time where there is a global move beyond the Millennium Development Goals and towards the Sustainable Development Goals, while having to yet recuperate from the 2015 earthquake that left 9,353 schools destroyed and many more damaged. The SSDP has been developed with a participatory and inclusive approach, with continuous consultation and validation of stakeholders and beneficiaries within Nepal's education sector. As such, the SSDP has been developed on a strong evidence based foundation.

The seven-year Plan and five-year Programme focus around the dimensions of supporting the country's ambition to graduate from the status of least developed country by 2022 through strengthening the access and quality of education, while recognizing the diversity in context and needs within the country. For this, the envisioned strengthening of the institutional capacity within the sector is a key strategy, as the forthcoming roll out of the nation's federal structure will further increase the responsibilities of having safe schools with skilled and committed teachers and accountable performance based management at the local level.

With regard to Nepal meeting its commitment made to the SDGs, education should both be seen as the means in terms of providing Nepal's citizens the skills and capabilities to achieve these goals, as well as an end in terms of ensuring equitable and inclusive quality education and promoting lifelong learning opportunities for all. The SSDP will therefore build on the achievements that were obtained under the previous education sector plans, transforming the progress in terms of access and increased retention and efficiency into learning outcomes.

At the same time, the SSDP is envisioned to equip the education sector in taking on the unfinished agenda of the SSRP, as challenges remain in terms of the quality of secondary education need for age-appropriate, self-reading material and the timely distribution of textbooks. Along with this, the SSDP needs to further strengthen the use of Educational Management Information System (EMIS) data in school management and decision-making processes and improve the implementation of school improvement plans.

I like to conclude with acknowledging the commitment by the colleagues that supported the timely development despite the challenging post disaster context, without compromising on the Plan's quality to meet these timelines.

Shanta Bahadur Shrestha
Secretary
Ministry of Education

EXECUTIVE SUMMARY

The School Sector Development Plan

The Government of Nepal has developed the School Sector Development Plan (SSDP) for the July 2016 to July 2023 period to continue its efforts to ensure equitable access to quality education for all. A programme has been developed for the first five years (2016-2021) of this seven-year plan. The SSDP was developed through a participatory process led by the Ministry of Education, and is in line with the country's vision of graduating from the status of a Least Developed Country by 2022. Furthermore, the SSDP is considered an important vessel to enable Nepal to achieve the Sustainable Development Goals and to reach the goal of becoming a middle-income country by 2030. The main drivers of the plan's content are the achievements, lessons learned and unfinished agenda of the Education For All programme (EFA) (2004-2009) and the School Sector Reform Plan (SSRP) (2009–2016) under the Education For All National Plan of Action (2001–2015).

The SSDP's **vision** to '*Contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation,*' and its **mission** '*to produce the needed human resources to elevate Nepal's status from a Least Developed Country by 2022 and to reach the status of a middle-income country by 2030*' have been reflected in the Plan's **goal**:

To contribute to socioeconomic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country.

The SSDP's theory of change is based on strengthening the school education sector in its core dimensions, through a number of key result areas within and across these dimensions, in order for the SSDP to achieve its goal, these dimensions are:

- *Equity*: To ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups having the lowest levels of access, participation and learning outcomes.
- *Quality*: To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations.
- *Efficiency*: To strengthen and reorient governance and management systems in the education sector to make them robust and accountable to local governments while assuring agreed overall minimum standards in teaching and learning processes and the learning environment.
- *Governance and management*: To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments.

- *Resilience*: To mainstream comprehensive school safety and disaster risk reduction in the education sector by strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.

The Constitution of Nepal (2015) entails reorientation of the governance and management of the educational system and its delivery mechanisms, especially to meet the new guarantees of free and compulsory basic education and free secondary education. The increased powers of local bodies under the new constitution call for realigning the roles of school management committees (SMCs). The June 2016 amended Education Act enables structural and functional reforms.

Taking the SSRP as a point of departure, the SSDP has improving the quality of education as its central focus while safeguarding the achievements made under SSRP on improving access to education. While the plan aims to further improve access, it puts more emphasis on equitable access to overcome the disparities suffered by children from disadvantaged groups, children with disabilities and children from remote areas.

The SSDP is also designed to address two major contemporary challenges. It supports ‘building back better’ after the earthquakes of April and May 2015 and improving disaster risk reduction in the aftermaths of the damage to the school infrastructure and the lessons learned on school safety. It also sets the scene for the reforms demanded by the move to a federal system of government, although the detailed shape of these reforms will only become evident in the first years of the SSDP. These reforms will be a priority focus of the government and it is thus recognised that a smooth transition to federalisation in the management of educational services is crucial.

SSDP’s main components

The SSDP encompasses Nepal’s school education sector, including non-formal education, with basic education covering one year of early childhood education and development and pre-primary education (ECED/PPE) to grade 8 and secondary education grades 9 to 12.

The objectives with regard to **basic education** are to develop the physical, socio-emotional, cognitive, spiritual, and moral potential for all 4-12-year-old children, through ensuring school readiness and universal access to quality basic education for all 4–12-year-old children and readiness for secondary education by students gaining the required learning competencies, and to promote life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity. To ensure school readiness, one year of ECED/PPE is incorporated as part of the basic education cycle under the SSDP. Measures will be taken under the SSDP to increase the enrolment of children from vulnerable and disadvantaged groups. Furthermore, minimum quality standards will be assured by bringing ECED/PPE services in to schools. Increasing the educational attainment of children with disabilities entails institutionalizing support systems that include early screening and interventions through closer coordination between the health and education ministries and a move from special and segregated education services. The rationale of including NFE under basic education is that NFE programmes such as flexible education schemes help bring children that are out-of-school back into formal education and provides alternative basic education for older children and adults who are unlikely or unable to enter or re-enter formal education. While overcoming access disparities is important, improving the quality of basic education remains the SSDP’s priority. For this, the SSDP focuses on improving access to safe environments that enable learning, improving access to and the quality of non-formal education and

strengthening peer support mechanisms for children. This focus encompasses the establishment of quality learning environments. Children need access to education in safe schools with resilient infrastructure and child-friendly environments free from bullying and harassment. An adequate and enabling learning environment will mean that basic education schools comply with minimum enabling conditions, build the logistical and teacher capacity to promote teaching in mother tongue languages and use mother tongues as a medium of instruction, and have quality relevant curricula in place that are regularly adjusted to suit the differing abilities of students on the basis of reliable assessments.

The objectives for **secondary education** are to make students ready for the world of work by developing skilled human resources, focus on access to education without compromising quality, provide options and accredited learning pathways for students between technical and general secondary education, strengthen institutional links and facilitate the transition to higher education, prepare students to uphold and fulfil their civic duties and ensure the acquisition of foundation skills through technical and vocational education at secondary level that will enable adolescents to acquire skill sets. For this, the SSDP aims to put more focus on ensuring access to and the quality and relevance of secondary education. This will include enforcing the fulfilment of MECs in secondary schools and targeted allocations to reduce disparities between schools to meet them. Furthermore, the SSDP aims to strengthen pathways and bridges that enable students to shift between more academic to applied focused education. It also prioritizes maths and science, which include providing an adequate supply of subject specialist teachers. This calls for reform of the curriculum and textbooks to better align with levels and streams. Another key requirement is the appointment of head teachers with management skills. Furthermore, the SSDP aims to strengthen technical and vocational education in secondary schools by introducing measures that develop qualified and technical human resources capable of earning decent incomes. This will be achieved through consolidation of the technical-vocational curricula in the secondary level (classes 9 to 12) and introduce a broad National Vocational Qualifications Framework to accredit institutions that deliver vocational education. MoE will also invest in creating opportunities for students from low socioeconomic backgrounds, while developing teachers who are qualified in technical subjects. SSDP recognises that a strategic partnership with the private sector is needed to successfully develop and sustain technical and vocational education.

The objective with regard to **literacy and lifelong learning** is to enhance functional literacy and cultivate reading and learning habits among youths and adults. Literacy and lifelong learning have a large role to play in education reform in Nepal in the light of the large number of low skilled workers, and the poor fit between tertiary education and labour market needs. Current literacy initiatives comprise programmes for basic, post-literacy and income generating activities, with a focus on women. Community learning centres (CLCs) help deliver literacy and lifelong learning programmes.

Besides these sub sectors, the SSDP focuses on a number of cross-cutting themes, as presented below:

- ***Teacher professional development and management;*** ensuring quality and needs-based teacher professional development and performance-based teacher management are some of the main elements in SSDP's theory of change. With an investment of around 70% of the total SSDP budget, teacher salaries are considered as the prime resource to establish quality

education. Strong ownership of SSDP's programme by teacher professional organizations is crucial, even more so with respect to the need to transform the teacher management and professional development structure to accommodate the upcoming decentralization of the education system under the federal system.

- **Governance and Management;** the implementation of federalism in the country is expected to revise the responsibilities of federal (or national), provincial and local levels in terms of education planning, management and budgeting. Implementing the resulting reforms and restructuring institutional arrangements will consume the education sector in the initial SSDP period. The SSDP will introduce performance-based management and resourcing at the school level. A scaling system to rank community schools on the basis of several indicators related to education achievement, school governance and facilities available will be developed and implemented.
- **Institutional Capacity Development;** as the implementation of the federal structure is expected to be initiated in the first one to three years of the SSDP period, with institutionalization in the medium term (3–5 years), the first years of SSDP implementation need to be used to prepare the system for this transformation, both in terms of the management and funding structures as well as in building human and institutional capacities. The SSDP envisions enhanced capacities, particularly of VDCs, municipalities, PTAs and SMCs, including related to their responsibilities for monitoring the performance of schools.
- **Monitoring and Evaluation;** achievement against the SSDP results is the main means of monitoring the implementation of SSDP. The framework contains the indicators for measuring progress in each sub-sector and cross-cutting area. MoE and its development partners will review the sector's performance at joint annual reviews and a joint mid-term evaluation, which will be conducted by an external evaluator approximately half-way through SSDP implementation.
- **Examination and Assessment;** the SSDP will build on the achievements of SSRP with an emphasis on making both formative and summative assessments more skills and learner focused rather than content focused. More time will be spent helping teachers understand the use of formative and summative exams to target their teaching and to thereby improve learning outcomes. For this purpose, there needs to be a greater cohesion of curriculum, textbooks and assessment and a move from the assessment *of* learning to assessment *for* learning.
- **ICT in Education;** a long-term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. To achieve this goal, the Government of Nepal is working to ensure access to quality basic education for all and to develop work and job market relevant education. With the expanding role of information and communication technology (ICT) in all areas of life, MoE considers the use of and knowledge of ICT essential.
- **Disaster Risk Reduction and Recovery;** the focus of DRR under the SSDP programme is the safe reconstruction, repair and retro-maintenance of schools in earthquake-affected areas and the safe construction and retrofitting of schools in non-affected areas. The concept of

safe schools covers all three pillars of the comprehensive school safety framework of (i) safe infrastructure, (ii) strengthened disaster risk management and (iii) strengthened resilience in communities and among stakeholders. In order to ensure access for all children to a safe enabling learning environment, comprehensive disaster risk reduction and school safety programmes are envisioned in all schools. These programmes will also improve disaster management and resilience in communities.

- **Health and Nutrition;** the SSDP takes a holistic approach in terms of children's well-being as an imperative for learning outcomes. As such the Plan aims to increase health and nutrition services in schools, including the provision of deworming, micronutrient supplementation and malaria treatment as well as vision and hearing screening. Furthermore, for all schools to have functional water and sanitation facilities that are environmentally sound and user-friendly for children, boys and girls and differently-abled students and teachers. To strengthen participation and learning outcomes, minimizing the drop-out rate of adolescent girls by fulfilling their privacy and menstrual hygiene management related needs. Finally, the SSDP aims to promote healthy behaviours through skills-based health education including HIV/AIDS prevention, hygiene and nutrition. The knowledge, attitudes, values and skills developed will enable children to stay healthy and safe long after they leave school.

SSDP programme - The SSDP programme will be implemented at a time when Nepal is going through major state restructuring as it moves towards federal and provincial levels of government as per the new constitution and school restructuring following the recent passage and enactment of the amended Education Act. Although preparations to facilitate this restructuring process have been initiated, it is assumed that the major organizational restructuring of MoE and the central level agencies that come under it will only occur after three years of the beginning of the SSDP programme. The SSDP programme governance and implementation arrangements will be undertaken through the two-pronged strategy of (i) the development of a roadmap for restructuring and realigning MoE in relation to the transition to the federal system; and (ii) strengthening existing implementation arrangements through improved programme management, technical oversight and coordination.

SSDP expenditure

The SSDP expenditure (excluding a part of construction activities) is estimated to be \$10.66 billion for the entire seven-year SSDP (2016–23), \$6.5 billion for the five-year SSDP programme (2016-21) and \$3.3 billion for the first three years of the SSDP (2016–18). This estimate includes both ongoing expenditure and additional programme budget requirements to implement SSDP. Capital costs account for 9.1% in the first three and five years and decline slightly thereafter. The cost of the DRR programme that is being implemented under the NRA framework is not included in this cost. The required amount (including DRR) is higher than the available resource envelope for all three cycles. However, the cost of SSDP excluding a part of the DRR programme (about 70% of total DRR costs) falls within the resource envelope under a plausible scenario. All DRR expenditure contributes to achieving SSDP results; but that this allocation falls outside the MoE resource envelope. SSDP programme will support expenditure from 2016 to 2021. Most SSDP programme expenditure will go for basic education (ECED/PPE to grade 8) followed by secondary education (grades 9 to 12). However, in comparison to the SSRP period, the share of secondary education is estimated to increase under the SSDP (25.4%) considering the new secondary education programmes.

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ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
ASIP	Annual Strategic Implementation Plan
AWPB	Annual Work Plan and Budget
BS	Bikram Sambat (Nepali Calendar — official Nepali date system)
CAS	Continuous Assessment System
CB-EGRA	Classroom-Based EGRA
CBO	Community Based Organisation
CDC	Curriculum Development Centre
CGAS	Computerized Government Accounting System
CID	Capacity and Institutional Development
CLA	Central Level Agency
CLC	Community Learning Centre
CSE	Comprehensive Sex Education
CTEVT	Council for Technical Education and Vocational Training
CwDs	Children with Disabilities
DDC	District Development Committee
DEO	District Education Office
DEP	District Education Plan
DFAT	Department of Foreign Affairs and Trade (Australian Aid)
DFID	Department for International Development
DIU	District Implementation Unit
DLI	Disbursement Linked Indicator
DoE	Department of Education
DRR	Disaster Risk Reduction
ECD	Early Childhood Development
ECED/PPE	Early Childhood Education and Development/Pre-Primary Education
EFA	Education For All
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
ELDS	Early Learning and Development Standards
EMIS	Educational Management Information System
ERO	Education Review Office
ESIP	Equity Strategy Implementation Plan
ETC	Education Training Centre
FCS	Foreign Coordination Section
FMR	Financial Monitoring Report
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GIS	Geographical Information System
GoN	Government of Nepal
GPE	Global Partnership for Education
GPI	Gender Parity Index

HSE	Higher Secondary Education
HSEB	Higher Secondary Education Board
IACDP	Institutional Assessment and Capacity Development Plan
ICT	Information and Communication Technology
IEMIS	Integrated EMIS
JFA	Joint Financing Arrangement
JFP	Joint Financing Partners
JICA	Japan International Cooperation Assistance
KPI	Key Performance Indicator
LDC	Least Developed Country
LRC	Lead Resource Centres
MDG	Millennium Development Goals
MEC	Minimum Enabling Condition
MEC	Municipality Education Committee
MGML	Multi Grade-Multi Level
MLE	Multi-Lingual Education
MoE	Ministry of Education
MoF	Ministry of Finance
MTB	Mother Tongue Based
MTot	Master Training of Trainers
NASA	National Assessment for Student Achievements
NCED	National Centre for Education Development
NCF	National Curriculum Framework
NDHS	Nepal Demographic and Health Survey
NEB	National Examination Board
NEGRP	National Early Grade Reading Programme
NER	Net Enrolment Rate
NFE	Non-Formal Education
NIR	Net Intake Rate
NLSS	Nepal Living Standards Survey
NPC	National Planning Commission
NPR	Nepalese Rupees
NQF	National Qualification Framework
NRA	National Reconstruction Authority
NVQF	National Vocational Qualifications Framework
O&M	Organisation and Management
OAG	Office of the Auditor-General
OCE	Office of Controller of Examinations
PCF	Per Child Funding
PDNA	Post-Disaster Needs Assessment
PDRF	Post-Disaster Recovery Framework
PIU	Programme Implementation Unit
PMEC	Prioritized Minimum Enabling Conditions
PPC	Pre-Primary Class
PPE	Pre-Primary Education

PTA	Parent Teacher Association
RC	Resource Centre
RED	Regional Education Directorate
SDG	Sustainable Development Goal
SIP	School Improvement Plan
SMC	School Management Committee
SSDP	School Sector Development Plan
SSRP	School Sector Reform Programme
STR	Student-Teacher Ratio
SWAp	Sector Wide Approach
TA	Technical Assistance
TPD	Teacher Professional Development
TSC	Teacher Service Commission
TSU	Technical Support Unit
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's in Emergency Fund
USAID	United States Agency for International Development
VDC	Village Development Committee
VEC	Village Education Committee
VEP	Village Education Plan
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

PART 1:
THE SCHOOL SECTOR DEVELOPMENT PLAN (SSDP)



1 BACKGROUND AND CONTEXT

1.1 Background

Nepal is undergoing a political, social and educational transformation. With the completion of the Millennium Development Goals (MDGs) and Education For All period and defined new approaches to development under the Sustainable Development Goals (SDGs), Nepal sees significant reform and restructuring ahead, with the introduction of the federal system under the 2015 promulgated constitution (GoN 2015). A robust school education system, which safeguards the achievements made over the past years and ensures minimum quality and accessibility while allowing adaptation to the diverse context and needs within the country, is crucial for progress towards the SDGs and for building a democratic federal republic under the new constitution.

The previous education sector plan, the School Sector Reform Plan (SSRP) (MoE 2009a) was implemented from 2009 to mid-July 2016. Under this plan there was a five-year School Sector Reform Programme (2009–2014) (MoE 2009b), which was followed by a two-year extension (2014–2016) (MoE 2014a).

The Government of Nepal has developed the follow-on School Sector Development Plan (SSDP) for the seven-year period of mid-July 2016 to mid-July 2023 (BS 2073–2080) in line with Nepal’s vision to graduate from the status of a Least Developed Country (LDC) by the year 2022 and to reach the status of the middle-income country’s level by 2030 (NPC 2014; NPC 2015a and NPC 2016). A programme has been developed covering the first five years of the plan (2016–2021), which is articulated in Part 2 of this document.

The SSDP continues the government’s efforts to ensure access to quality education for all through the Education for All (EFA, 2004-2007) programme, the Secondary Education Support Programme (SESP, 2003-2008), the Community School Support Project (CSSP, 2003-2008), the Teacher Education Project (TEP, 2002-2007) and most recently, the SSRP (2009-2016).

The SSDP aligns with Nepal’s international commitment towards the SDGs (NPC 2015a), which were adopted by the UN General Assembly in September 2015, and with the Post-Disaster Needs Assessment (PDNA, NPC 2015b and 2015c) and the Post-Disaster Recovery Framework (PDRF, (NRA 2016).

Building upon the lessons learned and the gains made in the sector under the above programmes, the SSDP is designed to enable the school education sector to complete unfinished agenda items and achieve the SDG 4 target of “Ensuring equitable and inclusive quality education and promoting lifelong learning opportunities for all”.

The SSDP also aligns with Nepal’s commitment at the Incheon Declaration of the World Education Forum and its Universal Declaration on Education by 2030 agenda (UNESCO 2015):

“to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs [...through] a renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind.”

The development of the SSDP is fully aligned with the SDG 4 and will come under the broader framework of the Nepal National Plan of Action that encompasses the entire education sector to

2030 and follows on from the Nepal National Plan of Action for EFA implementation (2000-2015) (UNESCO 2003).

Many lessons were learned and challenges faced while implementing the EFA programme and SSRP, as well as the NNPA. The SSDP therefore reflects the legacies of EFA and SSRP alongside new initiatives to address the emerging needs of the country and the people's aspirations.

Building on the lessons learned from earlier programmes, the SSDP has been developed through an inclusive and participatory approach based on an analysis of the education sector. Starting in June 2015, joint thematic working groups (TWGs) were formed, background papers developed, and knowledge gaps filled by carrying out thematic studies (MoE 2016). Consultations were undertaken with all levels of stakeholders to confirm and validate strategic priorities. These processes led to the development of the SSDP Approach Paper, which outlined the broad policy directions and provided the basis for the SSDP document.

The SSRP and previous programmes had stressed improving overall access to education, as well as quality and learning outcomes. As such, the SSDP will take the quality agenda forward through an increased focus on the quality of education and equitable access, participation and learning outcomes.

The Constitution of Nepal (2015) demands a thorough reorientation of the education system through structural and functional reforms including the policy and regulatory frameworks. The constitution guarantees the fundamental right to education and lays down the directive principles of the federal state, provinces¹ and local bodies on education and the right to education.

The Eighth Amendment of the 1971 Education Act (GoN 2016) ensures compatibility between and among educational institutions and paves the way for reforms in line with the new constitutional mandate.

The earthquakes of April and May 2015 seriously disrupted the provision of education during the development of this new national education plan. Over 35,000 classrooms were either mostly or totally damaged, leaving more than one million children without access to safe permanent places to learn (NEC 2015). This reversed much recent progress in the education sector in the 14 most affected districts and increased the risk of children not being able to eventually return to safe learning spaces through temporary and transitional learning spaces, thereby adding to the existing number of out-of-school children. The SSDP therefore prioritises reconstruction and recovery works as identified in the government's PDNA (NPC 2015b and 2015c) and PDRF (NRA 2016) in line with the Framework for Disaster Risk Reduction (DRR) that was adopted at the Third UN World Conference on Disaster Risk Reduction (United Nations 2015).

In short, the SSDP addresses the educational reform and developmental needs of the country in the current context. Education sector reform is necessitated by the forthcoming changeover to a federal system of governance. This will require changes to rules and regulatory frameworks. On the other hand, development works are needed to improve the quality of education, efficiency and service delivery and to ensure equitable access and participation by reaching out to children and youth from communities and groups with limited access to the education system. This requires

¹ The provinces are the second tier of governance under the new constitution to where many powers will be devolved.

revisiting development programmes and building the capacity of delivery units and agencies. Thus, in broad terms, the SSDP focuses on the reform and development of the education sector in line with the new constitutional mandate.

1.2 Country Context

Nepal's topography, climate, religion, and population are very diverse. The country consists of three topographic regions: the Terai plains in the south, the middle hills (Midhills), and the Himalayan mountains in the north. The country has tropical, sub-tropical, temperate, sub-arctic, and arctic climatic zones. In the early 1990s, Nepal was the only constitutionally declared Hindu state in the world. The 2007 Interim Constitution declared Nepal as a secular state. That said, the country has a majority of people who are Hindus (80.6 percent) followed by Buddhists (10.7 percent). Other religious minorities include Muslims, Kirats, Christians and Jains. The most densely populated parts of the country are the southern Terai districts, the Kathmandu Valley and Kaski district.

Nepal's formal education system is relatively new, as, until the 1950s, access to school education was confined to a limited number of schools that served elite and wealthy populations. The planned expansion of school education began with the establishment of the Nepal National Education Commission in 1956, and subsequently, the promulgation of the education system plan in 1971 (MoE 1971). Thus, Nepal's public education system is just over 50 years old. Within this short period there has been a phenomenal growth in the number of schools and enrolment rates. This expansion took place in the context of the highly diverse needs in terms of socio-demography and culture and during a period of political reform and restructuring.

Socio-demographic context

Nepal's 2011 census recorded a population of 26.5 million (CBS 2012). The population has much social, cultural and ethnic diversity. The census recorded 125 ethnic groups and 123 languages of which more than a dozen were in active use by more than 100,000 people. The 2011 census reported that 80.6% of the population were Hindus and 10.7% Buddhists with the remainder being mostly Muslims, Kirats, Christians and Jains.

The demographic dividend- There has been a sharp decline in the average growth rate of Nepal's total population in the 2001-2011 period compared to the 1991–2001 period (CBS 2014). In the previous decade, the average growth rate was 2.25 percent, compared to only 1.35 percent in 2001–2011. If the present population growth rate persists, it will take 51 years to double the population of 2011. The decline in growth rate was attributed to both a decline in fertility and the emigration of many young people. The CBS also noted that mortality has also been declining. Compared to the 2001 mortality rate of 10.3 per thousand, the 2011 rate is estimated at 7.3. Additionally, life expectancy at birth has increased from 49.6 years in 1981 to 66.6 years in 2011. Finally, the median age of the population and ageing index show that the population is getting older, and the dependency of older individuals (50 years and over) is increasing. Current trends show that Nepal, like other South Asian countries, is enjoying a demographic surplus. Appendix C visualizes Nepal's shifting demographic make-up and future projections.

Nepal's education sector caters for a very diverse group of stakeholders in terms of culture, context and needs. The main implication of this diversity for the education sector is the many different first

languages of students. Recent studies suggest that a substantial proportion of students that enrol in grade 1 have a first language other than Nepali and consequently have lower proficiency in Nepali (RTI 2014). These cultural differences are also visible in the operation of a number of traditional schools within the school education sector. The purpose of providing traditional education through traditional schools is to blend people's cultural needs and social values with core school curricula subjects in an integrated way. Also, related to cultural diversity are the different levels of educational attainment among different ethnic groups (Janajatis) and castes, and the gender-based disparities in access to and participation in education within these groups. The country's large geographical diversity explains the great variation in the number of children living in school catchment areas ranging from only a few in the high mountains to hundreds in the Terai plains (DoE 2014).

In terms of the composition of the school going population, about 22% of 4-year-old children are out of pre-school/primary school in Nepal, with no significant difference between girls and boys. Nepal has 6.13 million children (boys 51.1%, girls 48.9%) of age 5 to 12 enrolled in the basic level (grade 1-8), and 1.39 million children (boys 49.2%, girls 50.8%) aged 13 to 16 enrolled in secondary level (grade 9-12) (DoE 2016).

Political context

In 1990, the country transformed to a multiparty democracy under a constitutional monarchy. A decade-long conflict between insurgents and the government broke out in 1996 and culminated in a peace accord and the 2007 promulgation of the Interim Constitution (GoN 2007a). The monarchy was abolished soon after and the Interim Constitution declared Nepal to be a federal democratic republic. Nepal's new federal constitution was promulgated on 20 September 2015 and reaffirms education as a fundamental right (GoN 2015):

“Every citizen shall have the right to free and compulsory basic education, and free education up to the secondary level.”

Economic context

Nepal is one of the least developed countries. Its per capita income is US\$ 762. Agriculture employs 70 percent of the population but only accounts for 34 percent of GDP. Remittance have been identified as the country's largest source of income and represent a critical measure in mitigation of poverty, promoting investment, and increased investment in education at a household level. The remittances of the labour force were estimated to account for 21 percent of GDP in 2012. However, Nepalese working overseas are mainly engaged in low skill and low wage occupations (ADB 2013). At home, university graduates are the most affected by unemployment followed by secondary school, then primary school completers (World Bank 2013).

The damage caused by the 2015 May/April earthquakes is reckoned to have reduced the growth of the economy from the expected 6 percent to only 3 percent growth in 2014/15, which was further reduced to 0.77 percent in 2015/16, with the 5-month severe fuel and commodity shortages caused by constraints on import of goods at Nepal's Southern border (Paudel 2015). The share of recurrent government expenditure has increased by more than 10 percent on average for the last five years (MoF 2015).

In the last seven years (FY 2009/10-2015/16), the government's educational expenditure has consistently stayed at around 15 percent of the national budget, despite a decline to around 12

percent in the last two years of this period. The educational budget has been increasing in absolute terms, despite that its share of government expenditure has decreased from 21.4 percent in 2010/11 to an estimated 12 percent in 2015/16 as a result of a significant overall increase of the national budget, partly due to the need to respond the post disaster emerged needs for reconstruction and recovery.

A country in transition

New federal structure — The new constitution defines the Federal State of Nepal as an “independent, indivisible, sovereign, secular, inclusive, democratic, socialism-oriented federal democratic republican state.” (GoN 2015: 1). Decentralization was adopted as a government policy under the Third Five Year Plan (1965–1970) (NPC 1965). The aim was to engage people in planning and development-related decision-making under local government bodies. The government established village development committees (VDCs), municipalities and district development committees (DDCs)² as the local administrative units for decentralised governance. These local bodies have been involved in local planning and development works since the beginning of the 1960s.

After the restoration of multiparty democracy in 1990, and especially since 1999, the local bodies have been responsible for local governance under the Local Self Governance Act (1999), the Local Self Governance Regulation (1999) and the Local Body (Financial Administration) Regulations (2007) (HMGN 1999a, HMGN 1999b, GoN 2007b).

From MDGs to SDGs — Another major transition is the global move from the MDG agenda (2000–2015) to contextualizing and adopting the SDG agenda (2015–2030). Nepal made very good progress across most MDGs. The annual rate of poverty decline increased from 1.5 percent between 1996 and 2004 to 2.5 percent between 2004 and 2011 (NPC 2013: 10). The percentage of the population living below the poverty line is estimated as 21.6% (NPC 2016). Furthermore, the proportion of people living in absolute poverty (i.e. whose income was less than a dollar a day — MDG 1) halved, with the rate dropping from 33.5% in 1990 to 19.7% in 2010 and 16.4% in 2013. The drop of more than one percent per year meant that the 17% target for 2015 was achieved ahead of schedule (NPC 2013).

The decline in poverty continued even during the ten-year armed conflict. However, disparities remain, with poverty rates in rural areas, where over 80 percent of the population live, being higher than in urban areas and among certain population groups.

Nepal has also achieved substantial gains on its MDG 1 target of reducing hunger. The 2015 target for the prevalence of underweight children (29%) was just met (28.8%) while the target for the proportion of the population with below minimum dietary consumption (25%) was far exceeded with a decrease to 15.7%.

While the prevalence of stunting among children under five has steadily fallen since 1990, it remains stubbornly high, affecting 41 per cent of all children under five years of age, with the Western Mountains being the most affected (prevalence as high as 60%). This is also associated with limited to no improvement in ‘wasting’ over recent years, which currently stands at 11 per

² Initially labelled district panchayats

cent with the Central Terai facing the highest wasting burden at 15% (MoHP et al. 2012). Though maternal and young child micronutrient status has improved, anaemia especially remains a serious public health problem for both women and children, with young children (6–23 months) being the most affected (69%) (MoHP et al. 2012).

The demographic dividend - The demographic projection for 2025 shows that in 10 years Nepal's fertility rates will continue to decrease, leading to fewer new entrants in the population that are not part of the labour force (Lee and Mason 2006). At the same time, the labour force will increase more rapidly than the population dependent on it within this period. This phenomenon is known as a *demographic dividend* and identified as a 'window of opportunity' that occurs once in a country's transition.

The education sector

Education is a priority sector of the government as reflected in the large share of the budget allocated to it and the rising level of public investment in education over the past decade. The sector has received the largest share of the government's budget in recent years. Furthermore, public investment in education as a percentage of gross domestic product (GDP) increased from less than 2.9 percent in 1999 to over 4.7 percent in 2010 (CBS 2012). Considering that Nepal's GDP only grew at around 4.4 percent per year during this period, the increasing share of education of GDP represents a significant increase in investment in absolute terms. More than 80 percent of the government's annual education budget goes to school education (grades 1-12). In addition to this budget, grants at DDC and VDC level are allocated for supporting education, as well as significant support by parents and households .

Good progress has been made on the provision of and access to basic education over the past two decades. Education for All (EFA) Goal 2 was to ensure that all children, particularly girls and children in difficult circumstances and those belonging to disadvantaged ethnic groups, have access to and complete free and compulsory good quality primary education. The net intake rate in grade 1 rose to 92.7 percent of eligible girls and 93.3 percent of eligible boys in 2015. Net basic level enrolment rates have also steadily improved (to 88.7 percent in 2015), although they fell short of the SSRP target of 98 percent.

Despite the decade-long conflict and other political challenges, Nepal has made remarkable progress expanding learning opportunities for children and adults. But the quality of education is generally low, as are secondary school completion rates. Insufficiently prepared teachers, the lack of adequate and appropriate materials, and insufficient support at home are factors that prevent many children from developing foundational skills for life that will allow them to learn throughout their academic careers and beyond.

Nepal has achieved substantial, albeit uneven, progress towards its goal of ensuring universal primary education, with it meeting the MDG 2 indicator on enrolment in primary education, but not meeting the indicators on primary education survival and literacy despite making reasonable progress on these indicators. However, some of this progress is likely to have been reversed by the damage wrought by the 2015 earthquakes and the economic blockade, which had a negative impact on the enrolment, retention and completion rates within education and are expected to have longer-term effects that could further reduce achievements and disrupt the positive trends in

other education outcomes. If this is the case, it may be difficult to meet the targets it committed to under MDG 2 and to graduate from being a least developed country by 2022 (UNESCO 2015).

The structure of the education sector

Nepal's education system comprises school education and higher education. Up to the beginning of the SSRP, school education was divided into early childhood education and development/pre-primary education (ECED/PPE), primary education and secondary education. However, under the SSRP a new overall structure was introduced with basic education covering grades 1 to 8 and secondary education grades 9 to 12, amounting to 12 years of formal school education. Currently, basic education includes one year of ECED/PPE and class 1 to 8 and secondary education includes grade 9 to 12. The intermediate level, which was equivalent to higher secondary level, was also being offered under university education.

Higher education consists of three to four year-long bachelor's degrees and two year masters' degrees. Some universities also offer postgraduate diploma and Master of Philosophy (MPhil) courses. The Doctorate of Philosophy (PhD) is the highest degree offered.

Technical and vocational education (TVE) subjects are offered in secondary schools to orient students on technical and vocational skills. The SSDP aims to strengthen students the teaching and learning of technical and vocational subjects in secondary schools from grade 9. The School Sector Reform Plan (2009-2016)

Plan objectives

The SSRP (2009–2016) was implemented by the Ministry of Education (MoE) through a sector wide approach (SWAp), with financial contributions from the Government of Nepal (GoN) and development partners, including support from the Global Partnership for Education (GPE). The SSRP was the latest and final programme in the 15 year EFA National Plan of Action, 2001-2015. MoE was responsible for implementing recurrent and development programmes in the school education sector under the SSRP in accordance with the agreed strategic framework, a joint financing arrangement (JFA), annual strategic implementation plans (ASIPs), and annual work plans and budgets (AWPBs).

The SSRP programme focused on the three pillars of access, inclusion, and quality, structured across its three components, which were as follows:

1. *Basic education (grades 1-8), ECED/PPE, literacy and lifelong learning* — The primary objective was to prepare pre-school aged children through ECED/PPE for basic education, ensure equitable access to and quality of basic education for all 5 to 12 year olds, and deliver basic numeracy and literacy to youths and adults, especially women and people from marginalized groups.
2. *Secondary education (grades 9-12) and technical and vocation training pilot programmes* — The aim here was to improve access to, the equity of, and the quality and relevance of secondary education for 13 to 16 year olds. This component focused on improving the relevance of secondary education grade 9 and 10, by introducing and exposing children to vocational and technical education programmes that facilitate the school-to-work transition.

3. Institutional capacity strengthening (including teacher management) for the planning, delivery and monitoring of educational services and products — This component aimed to improve the capacity of SSRP implementation agencies and partners to enhance the delivery and monitoring of educational services and products.

Main achievements of the SSRP

Under SSRP, an independent mid-term review (Cumming et al. 2012) and final review (Poyck et al. 2015) were carried out, in addition to the joint annual reviews of progress in the education sector.

Overall awareness of the importance of education increased during the SSRP period (2009-2016), which in turn increased overall expectations of the public education system. One of the most important innovations was the realignment of basic education to cover grades one year of ECED/PPE to grade 8. This was done to promote and facilitate the more balanced distribution of resources across all school grades.

With regard to access and equity, the SSRP helped address disparities linked to caste, ethnicity, religion and geography, while also helping avert potential conflicts and political divisions. Though access has increased across the board, disparities remain, especially for certain geographical areas, children with disabilities (CwDs) and children from certain caste and ethnic groups.

With regard to establishing an enabling learning environment, learning outcomes and student-teacher ratios have improved considerably, though here again, large disparities persist. Furthermore, a set of minimum enabling conditions (MECs) were introduced to provide school communities with a benchmark for their operational planning, although they were later prioritized to five priority minimum enabling conditions (PMECs). This initiative has increased need-based support to schools to reduce disparities in learning environments, although resource constraints and the 2015 earthquakes have left a considerable number of schools unable to meet all five PMECS. The timely receipt of textbooks by students is a key PMEC. To reduce delays in textbook distribution, the production process has been decentralized and opened up to private companies, which has somewhat reduced delays.

The SSRP introduced decentralized planning and arrangements to strengthen planning and implementation within the school education sector at all levels. The requirement for school improvement plans (SIPs) sees local stakeholders preparing plans for their schools and brings local education stakeholders together for planning and monitoring purposes. The SSRP period also saw the strengthening of the role of school management committees (SMCs) and parent-teacher associations (PTAs), and the creation of the Education Policy Committee (EPC) and the Education Review Office (ERO). The institutional capacity for monitoring and needs-based planning was improved by strengthening the Education Management Information System (EMIS), introducing the National Assessment for Student Achievements (NASA), and establishing the ERO.

Public financial management was a priority area. Measures were taken to mitigate fiduciary risks, including the implementation of the Financial Management Improvement Action Plan, strengthening the fund flow tracking mechanism, developing a teacher development plan, establishing a database of student and school facilities and rolling out the payment of teacher salaries directly into their bank accounts. These measures have helped reduce ineligible expenditure.

Other promising initiatives begun under the SSRP include the National Early Grade Reading Programme (NEGRP) and other programmes aimed at improving learning outcomes. An important study on the medium of instruction and languages of education (AASSO 2015) provided the basis for a strategic framework on the languages of education (NIRT 2016). Furthermore, competency-based curricula, which focus on the attainment of skills (rather than memorising facts), have been developed and soft skills programmes piloted, although the didactical material produced by different projects is yet to be integrated into the school curricula.

1.3 Key Issues and Challenges

Despite the many gains made under the SSRP, the programme's objectives were not fully met in some areas, most notably on quality, learning outcomes and efficiency. Whilst significant strides have been made in ensuring access many marginalized groups still lack access to quality education.

Large achievements have been made in securing access to education, and it is now necessary to focus more on the quality and efficiency of education provision. It is necessary to address the challenges related to the quality of education and the achievement of learning competencies without leaving those behind who have been unable to access education. The SSDP therefore needs to balance the limited available resources between safeguarding and completing the agenda of the SSRP and the EFA while promoting higher quality education. This, however, became more challenging after the 2015 earthquakes and the economic constraints associated with the constitution-related agitations in the Terai. Furthermore, the institutional capacity within the education sector will be partly consumed by the roll out of the federal structure and the decentralization of education planning and management.

The following are the major challenges that face Nepal's education system. The challenges that are directly related to implementing the SSDP's strategic focus areas are covered in Chapter 3.

Quality of ECED/PPE and basic education

The strengthening of quality across the system and regarding education outcomes were flagged as key issues by Cumming et al. (2012) and Poyck et al. (2016). The progress on access and other education sector indicators was commendable but was yet to be translated into quality outcomes. The challenges related to the quality of education have resulted in many children not learning as they progress through the system. Thus school dropout and repetition rates are still quite high, especially in the early grades and grade 8 (although the repetition rate in these grades is declining). The basic and secondary education survival rate and grade 10 exam scores are low with large disparities in achievement between public and institutional (private) schools. About 86.8% of children who enrol in grade 1 reach grade 5 and only 74.6% survive to grade 8 (UNICEF 2016).

In terms of learning readiness, access to ECED/PPE has increased significantly in recent years, and is strongly correlated with reduced dropout and repetition in early grades. Many students' learning is compromised by very low levels of early grade reading and maths proficiency, thus preventing them from progressing across other subjects due to inadequate literacy and numeracy. This shows that improved learning opportunities need to be at the centre of SSDP reforms. For this, the quality of inputs needs to be assured in terms of teachers, teaching-learning resources and the enabling education environment. This also includes the implementation of the Early Learning Development Standards (ELDS), which is a national standard of measuring the physical, cognitive, cultural,

linguistic, social and emotional status of children aged 48-60 months (DoE 2004b and ARNEC 2015). Furthermore, teaching needs to become more child-centred with inputs matching the learning needs and styles of children. There is also a need to balance demands for teaching in children's mother tongues, the national language and English.

Teachers at all levels, especially core subject teachers, need to strengthen their subject knowledge. Teaching tends to be too textbook-focused, lecture-oriented, and needs to be strengthened to foster creative thinking and enable core skills. The professional development of teachers will result in a more child-centred approach to teaching, particular in the lower grades. This approach will be supported by the introduction of grade-wise, rather than subject-wise teaching.

Adolescents aged 10-19 years constitute about 25% of Nepal's population (CBS 2012). Research shows that good quality sex education, particularly education that integrates gender and human rights in a meaningful way, can lead to a decrease in unintended pregnancies and sexually transmitted infections and that it does not encourage young people to initiate sexual activity earlier.

With regard to quality, not only in ECED/PPE and basic education but also in secondary education, teacher professional development and management is a key agenda that is yet to be achieved. The main issue here is that initiatives launched under the SSRP to strengthen teachers' professional development have yet to result in improved teaching and learning in the classroom and teachers currently do not spend the required time-on-task. Furthermore, the harmonization of the different types of teachers and their distribution across regions and types of school is another priority that needs addressing. Linked to this, the management and distribution of teachers is yet to be rationalised and the requirements for appointment continue to be defined by certification and training rather than also by demonstrating competencies.

The strategy to reduce disparities in enabling learning environments by establishing MECs and the five priority MECs (PMECs) in all schools has fallen short as only a few schools are providing all five PMECS. Also, these PMECS do not include the necessary condition of classrooms being constructed to DRR standards. The great majority of school buildings do not meet minimum safety standards. However, following the recent earthquakes, the policy to 'build back better' means that schools are being (re)constructed in line with guidelines and specifications to provide safe learning environments. Due to the 2015 earthquakes, the achievement of the existing MECs in the 14 most affected districts have largely been lost, and thus a new baseline is being established with new targets. Resource limitations are a major challenge to establish or ensure minimum standards in schools.

Whereas the SSRP successfully strengthened the use of the EMIS and established the NASA and the Education Review Office, school-level monitoring and evaluation still faces challenges. Many schools lack the required capacity and conceptual clarity to implement the Continuous Assessment System (CAS) as envisioned. Classroom-level formative assessments are being used by very few teachers to systematically guide, improve and adapt their teaching. The implementation of classroom-based assessments by teachers has not brought about the envisioned improved quality outputs. And, many students do not receive the minimum prescribed number of teaching-learning days.

Supervision capacity at school level remains limited in terms of the capacity of SMCs. The current system of school supervisors and resource persons is insufficient to meet evaluation needs and for supporting pedagogical processes within schools.

Quality of secondary education

As teaching and learning in classrooms is largely driven by the nature of the board exams in grades 10, 11 and 12 and the higher secondary education certificate exams, teachers and students tend to focus mainly on memorisation and knowledge recall. Critical thinking, analysis, and creativity are insufficiently emphasized. Other issues related to the examination system are the need for further standardisation of board exams, while recognizing the contemporary move in education discourse away from the standardized testing of children. One reason for the high rates of failure in grade 10 and 12 examinations has been the examination-focused approach and students being required to pass all subjects at the same time. Provisions were made under SSRP for introducing single subject certification.

With regard to the enabling learning environment, the secondary schools MECs have yet to be finalised. Furthermore, supplementary, age-appropriate, self-reading material for helping children develop the reading habits and interests are mostly not available. Many teachers, especially those who teach science, maths and English in community schools, need to strengthen their subject knowledge. Many community school teachers do not have the requisite capabilities for teaching English as a subject, and very few schools, including even those with English as the medium of instruction, have teachers who can effectively teach in English. Many schools have an inadequate number of subject teachers with the government only funding two subject teachers for grades 11 and 12 per school. Also, the secondary level textbooks have quality issues and the timely receipt of textbooks by students is still a major concern.

The upcoming federalization of the education system will establish a large degree of autonomy for provinces and local governments in terms of allocating resources and planning and implementing education programmes. As such, it will be a challenge to ensure that minimum quality standards are guaranteed for children in terms of learning environments and teaching-learning processes while allowing the flexibility for the different provinces to manage the education sector according to local needs and the diversity of their constituencies.

Equity and access

Nepal's large language and cultural diversity means that the country's children have diverse learning needs. Meeting these needs poses a challenge not only in terms of access but also for the appropriateness of content and the languages of education. The access of children from the most disadvantaged and marginalised communities, groups and remote geographical areas has not improved in line with the national increase in access to education, therefore increasing the disparity between these groups and the rest of the school-aged population.

The mountain areas have the highest proportion (24.3%) of 4-year-olds not in pre-school or primary school. In terms of absolute numbers, the Terai has the most out-of-school children due to its higher density of primary-aged children. According to the 2011 census, Nepal had approximately 0.77 million children not attending school, of whom 0.57 million were of 5-9-years age and 0.19 million of 9-12-years age. About 46.5% (0.36 million) of Nepal's out-of-school population in Nepal are in the Central Development Region (UNICEF 2016).

While there has been progress against the overall education outcome indicators in terms of enrolment, retention and completion, certain groups have not been able to adequately gain, and in some cases disparities have increased (DoE 2014). As such, equitable access will remain a priority under the SSDP alongside strengthening the quality of education:

- While the net enrolment rate (NER) at the basic level increased significantly during the SSRP period, there continues to be a large number of out-of-school children. As many of these children face multi-dimensional barriers, it is important to have evidence-based and targeted programmes tailored to meet their specific learning needs. A priority is the implementation of the Consolidated Equity Strategy for the School Education Sector (DoE 2014), including incorporating its Equity Index within the EMIS, to allow for such targeting, monitoring and follow-up.
- The disproportionate provision of ECED/PPE opportunities in urban areas increases disparities in access and retention in basic education for children from disadvantaged groups. Also, the rapid expansion of the one year ECED/PPE programme has gone ahead with insufficient attention to ensuring quality. A priority here is to improve the quality of these programmes and carry out limited targeted expansion for more equitable access.
- Children with disabilities suffer from by far the largest challenges in terms of access, participation and learning outcomes in the education sector. But there is only limited data on education outcomes for this group to inform targeted interventions. It is very important to strengthen diagnostic and referral mechanisms and the collection and analysis of more disaggregated data on this area within EMIS.
- Another major challenge is to ensure access to quality education in safe learning environments for children affected by natural disasters and who live in disaster-prone areas.

Low enrolment is a concern at the secondary education level, especially at grades 11 and 12. Many students drop out of the school system as they progress to higher levels of education. Nepal Living Standards Survey (NLSS) data shows a strong correlation between households' economic status and participation in schooling at secondary and higher secondary (grade 11 and 12) levels (CBS 2011). These data also show that a major reason for children dropping out of school is having to help with household and family farm work. Furthermore, it is often difficult for poorer students to pursue further studies as secondary schools charge monthly fees in grades 11 and 12.

Nepal's early marriage rates are one of the highest in the region, with 18% of women aged 20-49 years-old having married before the age of 15 and 48.5% of women aged 20-49 years old having married before the age of 18 (CBS 2014). In Nepal, married girls are 11 times more likely to be out of school compared to their unmarried peers and early marriage is cited as the second most common reason for school drop-out for girls aged 15-17 and the most common reason for school drop-out for women in the age range 20-24 years (Sekine and Hodgkin 2016). In 2016 the Government of Nepal launched a national strategy to end early marriage by 2030 and concerted efforts will be needed across line ministries, including the Ministry of Education, to realize the vision articulated in this document.

The upcoming restructuring of the system of government is likely to have implications for access to resources within the new provinces. The Mid-Western hills and mountains (the Karnali Zone) and the Central Terai are 'pockets of marginalized communities' in terms of educational outcomes (DoE 2014) The challenge is to establish a strong evidence- and needs- based resource allocation formula

that allows for targeting education interventions that reduce disparate access, participation and learning outcomes.

Efficiency

The envisioned reforms in the institutional structure of the education system are yet to be accomplished. School management, and especially SMCs, are yet to institutionalize their role in needs-based planning and the quality assurance of education in schools. The results-based monitoring and evaluation of progress to inform children's education, rather than to rate their performance (assessment *for* education instead of assessment *of* education), is yet to become institutionalized and embedded in planning processes. Finally, it is important to note that dropout rates are particularly high in grades 1 (4.6%) and 8 (5.2%) (DoE 2016).

There has been continuous improvement in the sector's internal efficiency during the SSRP period. The key performance indicator on internal efficiency increased from 65% in 2008 to 76% in 2016 for the basic level of education. Despite this, educational 'wastage' is evident, especially in the early grades (which does not, however, affect the efficiency rating as much as wastage in the higher grades), as well as in the transition from grade 5 to 6 and from grade 8 to 9.

Regarding the expected private and socioeconomic rates of return on education (the sector's external efficiency), this continues to be low as opportunities for translating educational achievements into employment opportunities remain limited and one of the largest employment opportunities is unskilled labour abroad (EIU 2014).

Governance and accountability

The main governance and accountability challenges are as follows:

- Weak public financial management leads to the common late release of funds throughout the education system, and to ineligible expenditure, reporting delays, and lapses in financial record-keeping by schools. While most schools carry out social and financial audits, this has yet to result in the envisioned strengthening of their public financial management.
- Although the EMIS is a robust data management system, the quality, accessibility and use of its data need strengthening to prevent the inclusion of inflated enrolment numbers. The shift to the use of the school-based Integrated EMIS (IEMIS) addresses the need for individual student level data and informs equity-based education indexes and targeted allocations and allows for tracking the distribution of scholarships and incentive schemes.
- The availability of textbooks remains an issue in terms of their timely printing and distribution.
- Issues related to the position of head teachers needs to be addressed as their role in teacher performance evaluations and their authority to hold teachers accountable is limited.
- The effective implementation of SIPs is a challenge while the mechanism for allocating district budgets to schools is not adequately aligned with the production of these plans.
- Existing rules and regulations need reviewing to align school governance and management (including the functions of SMCs) with the new constitutional mandate, especially relating to management and monitoring.

School governance and management also faces the following two contemporary challenges:

- Federal restructuring is expected to make large demands on the system’s human and institutional capacity, as well as assigning additional roles and responsibilities to execute the further decentralization of educational management and planning. At the same time, the existing institutional capacity is in need of strengthening to ensure performance-based management and adequate skills and competencies. Establishing the federal transformation, while at the same time ensuring sufficient institutional capacity, is a major challenge.
- The 2015 earthquakes brought new challenges, as large reconstruction and recovery needs and non-infrastructural needs have emerged (such as the need for teachers to teach several grades in one classroom in an environment that is still affected by infrastructure damage). The implementation of the SSDP will have to balance the addressing of these needs with addressing the pre-existing needs.

Overall, in terms of building the capacity of teachers and school managers, there is a need to progress:

“from a narrow training focus to a comprehensive planning for capacity and institutional development (CID) exercise, which would greatly improve sustainability both of strategies and outcomes for educational development into the medium and long terms” (EU 2015).

1.4 Financing SSDP

The GDP growth rates projected under the Fourteenth Periodic Plan (2016–2019) (NPC 2016) and the projected forecast in the Education Sector Analysis (MoE 2016) have been used to simulate different growth rate scenarios for Nepal’s education sector. The average growth rate of GDP in the last seven years (2008 to 2015) has been used to calculate a plausible growth scenario considering the anticipated impact of events that adversely affected Nepal’s GDP in 2015. All three scenarios are presented in Chapter 10. In the plausible scenario, the total estimated cost of the seven-year SSDP is projected at US\$ 10,577 million, of which \$6,461 million is estimated for the first five years (2016/17–2021/22).

Furthermore, the SSDP will be implemented at the time of a projected decrease in the number of children in basic education and a bulge of children moving into secondary education (MoE 2016, which will require the refocusing of priorities and the calculation of the cost implications and adjustments. This will provide the opportunity to strengthen the quality of basic education by increasing the average investment per child as the number of students in grade 1-5 decreases. The rationalization of investment is crucial in the current fast changing governance, financing structure and demographic scenarios. The SSDP seeks to ensure standardized minimum quality standards while allowing for flexible approaches that cater to the diverse context and needs in which the programme will be implemented.

1.5 Opportunities

The strong foundation that has been laid for school-based education in Nepal provides many opportunities for determining and implementing new plans and programmes. The achievements under SSRP and the identification of the major challenges provide a solid base for an effective and efficient SSDP. The following are some noteworthy opportunities for SSDP to capitalize on:

- a) School-level education has a high priority in government plans and policies.
- b) Schools have been opened in sufficient numbers down to village and community levels, and these schools have the capacity to sustain the demand for pupil enrolment.
- c) The Consolidated Equity Strategy (DoE 2014) is the first of its kind; and the envisioned implementation of its two-fold approach to prioritize resource allocations through disparity-based formulas and to consolidate and target existing equity strategies, is a major opportunity.
- d) The implementation of the Information and Communication Technology in Education Master Plan (MoE 2013) has increased access to computers and the internet in schools, which allows for the scaling-up of the use of ICT in school education.
- e) Nepal has articulated its commitment to education through the constitution and by subscribing to the Universal Declaration on Education by 2030 (UNESCO 2015). This is expected to foster international cooperation and collaboration for educational development in the country.
- f) The professional knowledge of teachers is increasing. The recently deployed cohorts of teachers are entering the profession through a competitive process, a practice that is likely to continue.
- g) Functioning mechanisms are in place for curriculum development and for school management for overall quality, examination systems, teacher selection, teacher training, professional development and the measurement of student achievements.
- h) Parental and household investment in education is increasing dramatically covering an estimated 48% of the total cost of education. This shows that parents are increasingly ready to support and invest in their children's education (CBS 2016). And NGOs and other civil society organizations are increasingly involved in the education sector.
- i) There is an increasing interest and commitment across sectors on providing skill-oriented education in line with the focus on LDC graduation and the provision of certified skills for working abroad.
- j) The Sustainable Development Goals and Nepal's goal to graduate from Least Developed Country to Developing Country by 2022 and become a middle-income country by 2030 provide a strong impetus to strengthen lifelong education.
- k) The comprehensive data gathered by the education sector on the impact of the 2015 earthquakes has resulted in a sense of urgency to ensure that Nepal's schools are safe. The sector has initiated the production of a DRR strategy, the resilience of education stakeholders has been strengthened and contingency planning updated. The lessons learned will be used to inform the planning and implementation of reconstruction and recovery in the education sector and best practices, such as the retrofitting of schools, need to be scaled up.
- l) The institutional setup envisaged by the constitution allows state and local governments to oversee the provision of school education.
- m) In line with the commitment to the SDGs, the government, civil society and the donor community are committed to improving health and nutrition in education especially through introducing comprehensive sex education and improving water and sanitation for health (WASH) facilities in schools.
- n) The initiation and nationwide rollout of the IEMIS provides an opportunity to strengthen access to and the use of data by stakeholders for increased accountability and need-based planning.

2 VISION

2.1 SSDP Vision

In line with the Thirteenth Periodic Plan NPC (2014), the vision for the SDGs (NPC 2015a) and the Fourteenth Plan (NPC 2016), the SSDP has the following vision:

Contribute to the development of self-sustainable, competitive, innovative and value-oriented citizens for the socioeconomic transformation of the nation.

2.2 SSDP Mission, Goal, Purpose and Objectives

The SSDP has been developed to support the achievement of the country's vision 2022 by working towards the following mission, goal and purpose:

SSDP's mission:

For Nepal's school education to produce the needed human resources to elevate Nepal's status from a Least Developed Country by 2022 and to reach the status of a middle-income country by 2030.

SSDP's goal:

To contribute to socioeconomic development and reduce disparities in the country through the continuous and inclusive development of its human resources capacity by facilitating all citizens with opportunities to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country.

SSDP's purpose:

To improve the equity, quality, efficiency, governance and management of the education sector by achieving the following overall objectives:

- *Equity:* To ensure that the education system is inclusive and equitable in terms of access, participation and learning outcomes, with a special focus on reducing disparities among and between groups identified as having the lowest levels of access, participation and learning outcomes.
- *Quality:* To increase students' learning through enhancing the relevance and quality of the learning environment, the curriculum, teaching and learning materials (including textbooks), teaching methods, assessment and examinations.
- *Efficiency:* To strengthen and reorient governance and management systems in the education sector to make them robust and accountable to local governments while assuring agreed overall minimum standards in teaching and learning processes and the learning environment.
- *Governance and management:* To accommodate the political and administrative restructuring of the education sector in line with the identified needs and the federal context and to ensure sustainable financing and strong financial management by introducing a cost-sharing modality between central, provincial, and local governments.

- *Resilience*: To mainstream comprehensive school safety and disaster risk reduction in the education sector by strengthening school-level disaster management and resilience amongst schools, students and communities and to ensure that schools are protected from conflict.

The specific objectives of the plan are set out in the following chapters for each of the levels of education and for the cross-cutting themes. Their achievement will contribute to the fulfilment of the purpose, goal, mission and vision of the overall plan.

2.3 Policy Framework

The changed context and evolving socio-political order under the new constitution provide the foundation for reforming the country's governance and management systems. Alongside this and best practices and the lessons learned from SSRP, the following policies and instruments provided the guiding principles for developing the SSDP document:

Constitutional provisions and legal instruments — The new constitution (2015) provided the fundamental basis for the new plan, while the subsequently enacted related policies, acts and regulations will guide its implementation. The governance and management of the educational system and its delivery mechanisms need reorientation to fulfil the intent and mandates of the new constitution including the new constitutional provisions of free and compulsory basic education and free secondary education. The devolution of governance and management to the local level is another major focus of the plan.

Eighth amendment to the Education Act — The eighth amendment of the Education Act (GoN 2016) has strengthened the enabling environment for school education by providing the basis for structural and functional reforms. It has also realigned the school structure into basic (ECED/PPE to grade 8) and secondary (grade 9 to 12) levels of education. Other key amendments are as follows:

- The establishment of a National Education Council (NEC), led by the minister for education with the mandate to review education policies and make recommendations to the Government of Nepal.
- Examination reform through the establishment of a National Examination Board (NEB) and the standardization of exams at national, provincial and district levels.
- The institutionalization of the Education Review Office (ERO).
- The reformation of SMCs, as the appointment of roles/positions within the SMC will now be undertaken by its members.
- The strengthening of teacher management through the rationalization of teacher positions and types.

Governance and management – The Education Act gives SMCs major responsibilities for governing and managing schools. However, the extended roles bestowed on local bodies (VDCs and municipalities) by the new constitution make it necessary to realign SMCs' roles and responsibilities. Their roles also need realigning by reactivating and strengthening village education committees (VECs). While SMCs need to focus more on school level planning, head teachers will have an increased focus on instructional leadership including reviewing teacher performance, monitoring teachers' time on task and building the teacher capacity. SMCs and PTAs are responsible for the internal management and day-to-day functioning of schools while VDCs and

municipalities and mostly responsible for ‘external’ administrative and logistical functions, including financing and accountability to provide access to quality education.

National periodic plans — The thirteenth national periodic plan (2013–2016) (NPC 2014), provide the foundation for Nepal graduating from an LDC to a developing country by 2022. In addition to this, the fourteenth periodic plan (2016-2019) (NPC 2016) aims to prepare Nepal to further graduate to the status of a Middle-Income Country (MIC) by 2030. In addition to this, the Fourteenth periodic plan also states the recovery from the 2015 earthquakes as a priority. All sectoral objectives, including those in the SSDP, are aligned with the overarching national goal.

International and regional covenants and commitments — Nepal historically and currently supports the major covenants directly related to the education sector. It strongly committed to Education for All (EFA) by 2015 (2001–2015) and is committed to the SDGs by 2030 (NPC 2015a). These commitments have provided the basic guidelines for drafting the SSDP’s programme and strategies for the next seven years and beyond.

2.4 SSDP Key Performance Indicators

Table 2.1 gives the 30 key performance indicators against which the progress of the implementation of the SSDP will be measured. These indicators are part of the overall Programme and Results Framework (PRF) (Annex 2) and may be adjusted as the implementation of the plan proceeds.

Table 2.1: SSDP key performance indicators

Sub sector/thematic area		Baseline (2015/16)	3-year target (to 2018/19)	5-year target (to 2020/21)	7-year target (to 2022/23)
Indicators					
1. Early childhood education development/pre-primary education (ECED/PPE)					
1.1	Gross enrolment ratio (GER) in ECED/PPE	81 ^a	86	89.5	94
1.2	% of ECED/PPE teachers with required qualification	93.7 ^a	95.5	97	100
1.3	% of ECED/PPE teachers with one month training	0	30	65	100
1.4	% of grade 1 new entrants with ECED/PPE experience	62.4 ^a	68.5	73	85
2. Basic education (grades 1–8)					
2.1	Gross intake rate in grade 1	136.7 ^a	130.5	127	115
2.2	Net intake rate in grade 1	93.9 ^a	95	96	100
2.3	GER of basic (grades 1-5)	135.4 ^a	130.5	125.5	115
2.4	Net enrolment ratio (NER) in basic education (grades 1-5)	96.6 ^a	97.5	98.5	100
2.5	GER of basic education (grades 1-8)	120.1 ^a	118	115	112
2.6	NER of basic education (grades 1-8)	89.4 ^a	94	95	100
2.7	Gender parity index (GPI) in NER in basic education (grades 1-8)	1 ^a	1	1	1
2.8	Survival rate for grade 8	76.6	86	92	97
2.9	Completion rate for basic education level	69.6 ^a	78.5	85	90
2.10	% of out of school children in basic	10.6 ^a	7.5	5	0

Sub sector/thematic area		Baseline (2015/16)	3-year target (to 2018/19)	5-year target (to 2020/21)	7-year target (to 2022/23)
Indicators					
	education (age 5-12)				
2.11.1	Students' reading proficiency (%) in grade 3	27.2	42.2	52.2	60
2.12.1	Students' learning achievement scores (%) in grade 5	Maths: 48 ^b	52	56	60
2.12.2		English: 47 ^b	53	57	60
2.12.3		Nepali: 46 ^b	54	59	65
2.13.1	Students' learning achievement scores (%) in grade 8 (based on National Assessment for Student Achievements, NASA)	Maths: 35 ^c	48	55	60
2.13.2		Nepali: 48 ^c	52	57	62
2.13.3		Science: 41 ^c	49	55	60
3. Secondary education					
3.1	GER in grades 9-12	56.7 a	72	85	90
3.2	NER in grades 9-12	37.7 ^a	45	53	60
3.3	Survival rate to grade 10	37.9 ^a	50	65	75
3.4	Survival rate to grade 12	11.5	18	25	31
3.5	GPI in NER in grades 9-12	0.99 ^a	1	1	1
3.6	Number of model schools	0	600	1,000	1000
3.7	Number of students enrolled in technical subjects in grades 9-12	9,750 ^a	72,540	102,600	126,600
4. Non-formal education and lifelong learning					
4.1	Literacy rate 6 years+	78 ^d	85	87	90
4.2	Literacy rate 15-24 years	88.6 ^e	92	95	98
4.3	Literacy 15+ years	57 ^f	70	75	80
5. Teacher management and professional development					
5.1	% of female teachers in basic level	38.8	42	45	50
6. Sector finance					
6.1	Education sector budget as % of national budget	12.04%	15%	17%	20%

Sources: a. DoE (2016); b and c. ERO (2016); d. NPC (2016); e. NPC (2014); f. CBS (2012)

3 SSDP THEORY OF CHANGE

Tremendous progress has been made in school education in Nepal over the past two decades under the series of education sector plans and programmes. The overarching challenges have also been identified (see Section 1.4). SSDP has been developed to build upon the achievements in the education sector, particularly under SSRP, whilst addressing the challenges and focusing on the key result areas where further progress is crucial. SSRP and earlier plans and programmes have resulted in access to education for most children in Nepal. The aim is now to ensure equitable access to quality education for all children. However, experience shows that this cannot be fulfilled through a narrow set of interventions. Effective strategies need to be applied simultaneously across a number of areas to build an equitable system in which all children benefit from a quality education and gain high learning outcomes.

The SSDP is based on a Theory of Change that was informed by the education sector analysis (MoE 2016). This analysis considered the rich qualitative and quantitative data accumulated within the Nepal education sector over the past decade, supported by supplementary thematic studies to address knowledge gaps identified through the consultations within SSDP's thematic working groups (TWGs) and with stakeholders and experts. Based on the analyses of context, progress, remaining challenges and constraints, imperatives and key result areas were identified as components of the Plan's Theory of Change (ToC) to bring about transformative change and the envisioned results and outcomes of the SSDP as stated in chapter 2. Improvements in each focus area need to be sustained through various strategies, interventions and activities from ECED/PPE through to the secondary education phase. It is essential that progress is made in all focus areas across the various phases and on all plan components. The cumulative effect of success in each strategic priority area will fulfil the SSDP's purpose to improve equity, quality, efficiency, governance and management, and resilience of the education sector. The full SSDP's Theory of Change is in Annex 3.

3.1 Imperatives for change

The Education Sector Analysis identified three major imperatives for the education sector development and reform that captured in the SSDP's TC. With Nepal's constitution, enshrining education as a universal right of all citizens by committing the State to:

"[make] education scientific, technical, professional, skill-oriented, and employment and people oriented in order to prepare the human resources to be competent, competitive, moral, and committed to national interest." (Article 51 h1).

The constitution's call for education to be an engine for national development and the advancement of national interests highlights at least the following three education reform imperatives: (1) post-disaster recovery, (2) exploiting the demographic dividend, and (3) graduating from LDC status.

Post Disaster Recovery

Nepal is located on fault line between the Indian and the Eurasian plates making it one of the world's most earthquake prone countries. The 2015 April/May earthquakes, were the strongest quakes in 80 years, with a death toll of nearly 9,000. Over 35,000 classrooms were severely

damaged or destroyed, leaving more than a million children lacking access to a safe, permanent place to learn (NEC 2015). However, the disaster also displayed the priority given to education amongst affected communities, with education being identified as the second highest priority in terms of post disaster needs, only to be passed by safe shelter (Plan et al. 2015).

From a post-disaster perspective, education reform is a humanitarian imperative because better schools emphasize resilient humans in resilient buildings. This means improved structural design that ensures accessibility for and the safety of all children including those with disabilities. It also means resilient teachers, students, and communities, taking responsibility for the risks associated with disasters, and are ready to rely on themselves to mitigate damage when disasters hit. Nepal's education reform imperative is, therefore, to ensure that the post disaster needs in the education sector are addressed through a holistic approach of school safety including safe infrastructure, strengthened school level disaster risk management and resilient school communities to ensure education can perform the envisioned role of catalysts for building a cohesive, resilient, and prosperous nation.

The Demographic Dividend window of opportunity

A demographic dividend window of opportunity opens up when The demographic dividend, therefore, represents the rate increase of economic growth that results from an increase in the working age ratio and greater female labour supply (Bailey 2006), which tends to result in higher savings, more domestic resources. Nepal's demographic dividend will be at its maximum in the period 2016-2025, before it is projected to start shrinking in 2030. With Nepal's fertility rate expecting to decrease and its labour force simultaneously expecting to increase over the coming 10 years, the country's demographic dividend constitutes an undeniable one time window of opportunity and thereby imperative for change. The size of the demographic dividend opportunity hinges on the productivity of young adults (Lee and Mason 2006). Like other South Asian countries, the window for the demographic dividend in Nepal began in the mid-1980s. Herein lies the education reform imperative. Based on the current school attainment of Nepal's youth (15-24 year olds), this part of the population is not adequately prepared to optimize its demographic dividend, with 12 percent not having received education, 10 percent have not completed primary education, and 41 percent have not completed secondary education (CBS 2011). Major investment in quality education and training recognizes that highly productive citizens are the key to enduring national prosperity. The number of young people emigrating out of the country increased from 762,181 in 2001 to 1,921,494 in 2011. In light of the decreasing fertility rate, emigrants' numbers will gradually reduce, causing remittances to fall accordingly.

Nepal's Vision for Graduation by 2022 and 2030

Nepal's vision for graduating from the LDC category should be recognized as the third imperative for change in providing an enabling environment for the country to achieve the goals and objectives set out under the SSDP. The Nepal National Planning Commission (NPC) has identified (i) the rebuilding a resilient nation, (ii) entrepreneurial farmers and productive farms, (iii) gender equality with conscious empowered women, (iv) building infrastructure and creating jobs, (v) policy reforms for growth take off, (vi) connecting communities with markets, and (vii) nurturing nature to harness its riches as the main development goals to achieve the graduation. Achieving these

goals depends on entrepreneurial, productive, and resourceful individuals who believe in the national vision and have the requisite skills to achieve it. The NPC identifies improving competency in education, science, and technology as one of at least nine target areas for graduating the country from LDC category to the status of developing or middle income country by 2022 (Sainju 2013). For this vision to be achieved, the per capita gross national income (GNI) has to be 20 percent above the threshold for inclusion in the LDC category, the Human Assets Index (HAI)³ has to be 10 percent above the LDC inclusion level and the economic vulnerability index has to be 10 percent below the LDC inclusion level.

3.2 SSSDP's strategic priority areas for change

Based on these imperatives and the SSSDP goals and objectives, the following strategic priority areas have been identified within which educational development and reforms will simultaneously need to take place:

Decentralized Governance and Federalism

Challenges — While the new constitution is a major national achievement, its federal nature presents a number of challenges for the education sector related to how the federal state will function. The implementation of the federal system entails reorientation of the education system through structural and functional reforms including the policy and regulatory frameworks. These reforms will have to be determined during the first years of the SSSDP.

Status — The constitution of Nepal guarantees the fundamental right to education and lays out the directive principles of the federal state on education and concurring rights. This has provided the parameters for developing the SSSDP. The transformation into a federal system will build on the policy of decentralization that was initiated decades ago. In the 1960s the government established local administrative units for decentralized governance. These local bodies have functioned at varying degrees of effectiveness as the political landscape has shifted from time to time. It is expected that their functions will be enhanced under a federal system.

Decentralized planning and the building of capacity at district, sub-district and school levels was a major strategy under SSRP. SMCs and PTAs were mainstreamed to involve local communities in managing schools. The responsibilities and powers of district education offices (DEOs) were enhanced with a number of functions transferred from central to district level. Under SSRP most of the sector's funds were used at the district and school levels with only a small part retained for operating the central level system. All this provides a solid basis for further decentralization and the transferring of functions under a federal system.

Strategic interventions — SSSDP has been developed to support the further decentralization of the education system. To the extent possible this anticipates the transformation to a federal state. However, there are a number of specifics that have to be worked out after the responsibilities and powers of each province are defined with regard to education. Considering this, the major strategic interventions will include the following:

³ The HAI comprises percentage of population undernourished, mortality rate for children five years or under, gross secondary school enrolment ratio, and adult literacy rate.

- The continuation of initiatives to build capacity at school and district levels and the devolution of powers and responsibilities to lower levels of the system.
- The consolidation of the capacity of central level agencies to provide oversight, to set standards and to support district level stakeholders as more responsibilities are transferred to the provincial level.
- The annual review and adaptation of strategies and activities during the first three years of the programme to accommodate changes in the delegation of responsibilities and the promulgation of new rules and procedures.
- The comprehensive review in the third year of SSDP as part of the mid-term review of the programme to identify necessary adjustments according to the directives and needs of the federal state.

Quality and Effective Pedagogy for Improved Learning Outcomes

Challenges — Despite the many achievements of SSRP and earlier plans and programmes, the quality of education remains low at all levels of education. The quality objectives of the SSRP were not fully met, particularly in terms of improved learning outcomes.

The quality of education is affected by many factors including the pedagogical approach of teachers in schools. Despite many efforts to change approaches to teaching and learning, many classrooms remain textbook and teacher-focused with didactic teaching methods that emphasize rote learning and the uncritical absorption of facts. The joint evaluation of SSRP (Poyck et al. 2016) noted that although teachers were being trained, new learning methods had not been transferred to classrooms. This is a major reason for learning outcomes remaining low.

Status — Although SSRP did *not* result as expected in a major breakthrough in terms of quality and improved learning outcomes, awareness of the problems has increased and there is a better understanding of how to address related issues. Encouraging developments under the SSRP have been the development of a teacher competency framework and a strengthened and standardized teacher professional development framework, increasing its relevance to subject specific classroom instruction. Furthermore, diverse modalities of teacher professional development that have been developed and the revision of curriculum and learning materials provide a solid point of departure for improved quality and learning outcomes under the SSDP.

The plans which have been developed for teachers' professional development, although not implemented under SSRP, could have a major transformative effect in the future. It is recognised that the pedagogy practised in classrooms is a major determinant of children's learning achievements. The school improvement planning process could be a critical tool for integrating the various quality inputs in schools and translating them into effective teaching and learning. Although SIPs have in general been used as mechanisms for allocating funds and improving the physical environment of schools, a number of organisations have worked with schools to use SIPs for more transformative activities including improving teaching and learning. However, the SSRP did not give enough emphasis to embedding quality at the school level.

Strategic interventions — Improving pedagogical practice to improve learning outcomes is one of SSDP's key strategies. As is the case with quality improvement in general, transforming pedagogy is intrinsically linked with a number of factors.

The SSDP promotes child-friendly, learner-centred and interactive pedagogies for active learning and the development of a range of skills. Experiential learning is to be emphasised in ECED/PPE. Basic education needs to emphasise the laying of the strong foundations of literacy and numeracy skills in grades 1–3. Grade-wise teaching will be promoted and both basic and secondary school subject teachers need a firm grasp of their subjects and an understanding of the skills that need to be developed in students. Teachers need to use child-centred active learning methods. This approach is not a separate intervention, but needs to be an integral part of all aspects of improving the quality of education.

Curriculum Framework and Learning Materials

Challenges — Although the first National Curriculum Framework was adopted in 2007 based on grade-specific competencies (CDC 2005), it did not cover ECED/PPE and there has been no systematic review since then of the curriculum from ECED/PPE through to grade 12. Some subjects, topics and grades have been revised, and some aspects, such as life skills, added, but a number of aspects have not been reviewed. The curriculum itself is not well understood by many teachers. Poyck et al. (2016) found that although some teachers had been orientated on the curriculum, most had not been comprehensively trained to understand how to implement a competency-based curriculum. Many teachers and the general public consider textbooks to be the end-all and be-all of the curriculum and all teaching is therefore tied to these books, with only the memorisation of the text often being the result. The examination system often reinforces this approach.

Although the distribution of textbooks to schools before the start of each school year improved under SSRP, a significant number of schools still do not receive their textbooks on time. Issues regarding the quality and timely receipt of textbooks were not adequately addressed under SSRP. There is also a scarcity of other teaching and learning materials, which results in over-reliance on textbooks.

Status — Some aspects of the curriculum were reviewed and further developed under SSRP, but not in a systematic way. The mid-term review (Cumming *et al.* 2012) found the curriculum framework to be generally sound and based on good practices. Although further progress is needed, there was significant improvement in the delivery of textbooks, and some other teaching and learning materials are now being supplied to schools. Textbooks have also been developed in 22 languages other than Nepali.

Strategic interventions — Under the SSDP the curriculum is to be interpreted broadly as a framework that includes skills, aptitudes, knowledge, understanding and values. It also encompasses the approaches that will be used to teach and facilitate learning (including pedagogy and classroom organisation). The curriculum is to be supported by both textbooks and other teaching and learning materials including in languages other than Nepali. SSDP's strategic interventions will thus include the following:

- A review of the curriculum and subsequent development of a revised comprehensive national curriculum framework that encompasses the requisite skills, aptitudes, knowledge, understanding and values that are acquired from ECED/PPE through to grade 12. Life skills, environmental awareness and disaster preparedness will be included along with the more academic skills. Experiential learning will be the basis for the ECED/PPE curriculum and child-centred active learning methods will be incorporated throughout. Competencies for effective

literacy and numeracy acquisition in the early grades will be included, and emphasis given to priority subjects such as maths, science and English. Guidelines will also be prepared for developing local curricula and for the development of textbooks and other learning materials in languages other than Nepali.

- Based on the revised curriculum framework, textbooks will be systematically revised over the first five years of the SSDP. Other teaching and learning materials supportive to acquiring the various skills of the curriculum will be identified and promoted. Guidelines may also be prepared for the private development and production of textbooks and other teaching and learning materials.
- Efforts to ensure the timely production and distribution of textbooks to all schools will be intensified with the aim of at least 95% of schools receiving the textbooks and other teaching and learning materials before the start of each school year.

Assessment and Examinations

Challenges — Across the world, teachers ‘teaching to the test’ over-emphasise the importance of examinations. However, it is unlikely that teachers will change the way they teach unless there is a change in the ways by which teachers and their students are assessed. In Nepal, there is a high dependence on summative exams with the majority of schools using term and annual tests, and public exams at the end of grades 10, 11 and 12. The assessment and examination system is yet to strengthen its focus on application and synthesis skills. This starts from the early grades all the way through to the secondary level. The result is an emphasis on rote memorization and a lack of time spent on developing students’ analytical skills. Nepal is yet to fully benefit from the international good practices of using assessments to strengthen learning outcomes.⁴ Although the continuous assessment of students (CAS) was introduced in 2009, according to Poyck et al. (2016), it is yet to be fully comprehended by parents and teachers to be preferred over summative exams. Despite the many hours spent memorizing facts, the pass rates for grade 10 and 12 exams have remained less than 50 percent in recent years.

Status — A major SSRP initiative was to strengthen the CAS in primary schools and introduce it at the secondary level. The purpose was to take the focus away from the mere recall of information for passing term and annual tests. The information from continuous assessments was meant to be used by teachers to target their teaching to learners’ needs. However, there have been a number of problems with implementing the CAS. Teachers have reported that it is confusing and cumbersome and difficult to implement. The focus seems to be on recording in a rather mechanical way rather than assessing whether or not children have learned the requisite skills and concepts. The use of the CAS in most cases does not seem to have been used by teachers to inform how and what they teach.

There has been slow progress on exam reform at the secondary level with the result that students still spend unnecessary amounts of time on memorisation and continue to achieve low results in the grade 11 and 12 exams. One achievement of SSRP has been the adoption of the policy of single subject exam certificates for grade 10, although this has yet to be fully introduced in other levels of

⁴ These good practices are formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

the education system. In the early grades, standardised early grade reading assessments (EGRA) have been developed and used in some districts to assess children’s reading skills in grades 1–3. These assessments have indicated that improved methods of teaching are needed in the early grades. The methodology can be adapted for use by class teachers to assess their students’ reading skills and to adjust their teaching accordingly.

Another accomplishment of the SSRP has been the introduction and institutionalisation of the National Assessment of Student Achievement (NASA). There have been two rounds of NASA for grades 3, 5 and 8. The results have confirmed that student learning outcomes are low. Following the administration of each NASA there is an analysis of the results to identify the areas in which students are weak and areas where they are strong. The results are also analysed to show differences in achievement by factors such as gender, social and economic status and geographical location. The NASA is a tool that decision makers can use to target efforts and resources for maximum gains in effectiveness and efficiency.

Strategic interventions — The SSDP will build on the achievements of the SSRP with an emphasis on making both formative and summative assessments more skills and learner-focused rather than content-focused. Based on the experience of SSRP it is recognised that more time must be spent helping teachers understand the use of formative and summative exams to target their teaching and to thereby improve learning outcomes. Exam reform will remain a major focus with the aim of standardizing exams and ensuring that exams assess the competencies that students need to acquire in each subject. The results of EGRAs and NASAs will be analysed to inform the ways in which the curriculum, pedagogy and teachers’ professional development need to be adjusted to improve learning outcomes. The results will also be used to identify populations that perform poorly and to target efforts to raise their learning achievements. The strategic interventions will thus include the following:

- A National Examination Board (NEB) will be established to oversee and provide quality assurance for public exams. The NEB will raise the standards of public exams and ensure that they are competency-based and standardized.
- EGRA and NASA will continue as part of the system and NASA will be extended to grade 10. The results will be used to show whether or not learning achievement is improving over time and to identify areas of weaknesses and strengths. The findings will be used to inform curriculum development and teachers’ professional development courses. Both will be institutionalised under the ERO.
- The efficient and effective use of formative and summative assessments will be incorporated into changes in the curriculum and into teachers’ professional development courses. Teachers will also be supported to use CAS as not only an assessment tool but also as a teaching strategy.
- The single subject certificate policy for grade 10 will be fully implemented as per the adopted policy and rolled out to grade 12 in line with the recently amended Education Act.

Teacher Management and Professional Development

Challenges — The following are the main challenges for teacher management and professional development:

- Teacher’s salaries consume the major share of the education budget (about 70% of school education sub-sector budget).
- In some parts of the country there is an excess of teachers whilst in other parts there is an insufficient number. Due to unbalanced distribution of teachers, there is a shortage in more remote areas. Overall, there is an excess of teachers in basic education and a shortage in secondary education. Female teachers are under-represented throughout the system and their numbers are lowest at the secondary level.
- Despite some improvements teacher absenteeism remains a problem; and there is inadequate monitoring to ensure that teachers comply with the most basic requirements of their positions. Many teachers, even when present in the school, do not spend sufficient time on task to ensure student learning.
- Although a variety of training courses have been provided, including on child-centred and activity based learning, there has been insufficient transfer of these methods to classrooms.
- There is no effective performance management of teachers and there is a lack of teacher career paths and incentives. There are insufficient rewards for effective teaching and in general the teaching force lacks motivation and public support.

Status — SSRP recognised the importance of a motivated and well-equipped teaching force; but it has been difficult to implement an effective teacher management system due to the many different types of teachers and contracts. In the last two years, there has been considerable progress on the needs-based re-deployment of teachers across 65 districts and the application of quotas that will increase the low numbers of female, Dalit and Janajati teachers.⁵ The provision in the amended education act provides an opportunity to temporary teachers to upgrade to permanent teachers or leave their post accepting a ‘golden handshake’, making space for the recruitment of new permanent teachers. After many years, in 2013/14 the Teacher Service Commission appointed 13,000 new permanent teachers, and recently an additional 12,000 such teachers were recruited. This has greatly boosted the number of permanent teachers in the system.

Even before SSRP, Nepal had a well-developed infrastructure for the continuous professional development of teachers through the network of resource centres and resource persons. However, there is a need to strengthen the correlation between teachers participating in professional development courses and the increased quality of teaching-learning processes within the classroom in terms of teachers demonstrating effective teaching methods. The needs-based training introduced under SSRP seemed too flexible to ensure standards in terms of design and implementation. The intention was to encourage teachers to identify their own training needs and thereby increase their motivation; but in fact it has led to disconnected training courses that have not in general enhanced teachers’ skills or qualifications. The findings of a teacher management study undertaken in 2013 led to the development of a teacher competency framework, and MoE’s approval of a Teacher Management and Development Strategy. A number of actions were taken based on the strategy.

⁵ Dalits are the people belonging to the lowest groups in the traditional caste hierarchy while Janajatis are people belonging to ethnic groups.

Strategic interventions — Although some updating is needed, the teacher management and development strategy provides a solid foundation for improvements under the SSDP. It is recognised that the management and professional development of teachers needs to be given top priority if teaching practices are to improve. Effective teaching practises are essential for improving learning outcomes at all levels. The full gambit of strategies and activities to be employed for teacher management and professional development are given in Chapter 8. The following overarching strategic interventions are called for under the SSDP:

- The Teacher Service Commission will be strengthened to conduct the licensing of teachers based on appropriate academic qualifications, and all teachers will successfully complete at least a one-year professional development course and demonstrate the professional standards appropriate for a teacher entering the profession. This will provide a pool of licensed teachers from which schools and local bodies can appoint teachers in the decentralized system.
- Teachers will take pre-service and in-service professional development courses based on a teachers' competency framework; and the growth of their pedagogical and subject skills will be enhanced through a combination of course attendance, mentoring by peers and head teachers, and their own classroom practice.
- The National Centre for Educational Development (NCED) will, in phases, prepare a suite of courses and professional development modalities to aid teacher professional development. Emphasis will be given to subject knowledge, child-centred and active learning, inclusive education, formative assessment and differentiation to meet the learning needs of every student, with approaches that support teachers to apply theoretical knowledge into classroom practice through supportive communities of practice.
- Continue to redeploy teachers to ensure that the needs of each school are met, and undertake special initiatives to recruit promising new graduates as teachers in priority subjects such as science, mathematics and English.

Languages of Education

Challenges — Nepal is a linguistically diverse country. Although this is a strength, it also presents challenges for the country's under-resourced education system. The medium of instruction in most schools is Nepali; but there has been a shift in two directions. On the one hand, many educationists and some political groups have advocated that education should be provided to children in their mother tongues, and MoE has a policy of supporting mother tongue-based multilingual education up to grade 3 (DoE 2009). The move to federalism is likely to give this fresh impetus. On the other hand, most private schools use English as the medium of instruction and a number of community schools have also started using English as the medium. There is a general demand for English from parents and communities. However, most community schools are not resourced in terms of teachers or of teaching and learning materials to effectively deliver the curriculum in English. The same is true for schools in terms of teaching in children's mother tongues.

The acquisition of literacy skills is also a challenge. Recent research confirms what has been observed for a number of years. Many children are not acquiring adequate literacy skills in the early grades of schooling. One survey (RTI 2014) found that of the children assessed over 50% of third graders were unable to understand half of what they were reading and most were reading only at a grade 1 level. The same study found that 19% of grade 3 students and 37% of grade 2

students could not read a single word! The reading skills of children who did not speak Nepali as their mother tongue were even more problematic. The proportion of non-Nepali speaking grade 3 students who scored zero on reading comprehension was 70% higher than for the Nepali speaking grade 3 students.

Status — The Constitution of Nepal provides that every Nepali community living in Nepal shall have the right to acquire education in its mother tongue. There is also provision to establish a language commission ensuring representation of the provinces within a year from the commencement of the constitution. Under SSRP, various mother tongue-based multilingual education (MLE) programmes were tried out in the early primary grades.

Strategic interventions — A languages of education framework will be finalised and endorsed within the first year of SSDP. The purpose is to provide a framework for the effective teaching of languages in schools as subjects and for their appropriate use as the medium of instruction. The goal is for all students to develop their linguistic skills over time in their mother tongue, as well as in Nepali and in English and to use these skills for their academic, social and economic advancement and for building a socially and economically vibrant society. At the same time children will be assisted to acquire Nepali if it is not their mother tongue so that they can fully engage in the national education system. English is to be added as a second or third language to prepare students to use an international language for their future social and economic advancement.

The sequence in which the various languages are used for instruction and/or introduced as subjects will depend in part on the type of communities served by individual schools. School catchment communities are generally of three types and the use of languages should be adapted accordingly:

- Type 1 schools are made up mainly of learners who are homogeneously Nepali speaking on entry to ECED/PPE or grade 1 (estimated as accounting for 60-70% of schools). In these schools, no interventions other than early grade reading (EGR) and effective English language teaching are needed.
- Type 2 schools are made up of learners that homogeneously speak a language other than Nepali as their mother tongue on entry to ECED/PPE or grade 1 (estimated as 10-15% of schools). For these schools the mother tongue will play a prominent role in children's learning in ECED/PPE through grade 3. Progressively their mother tongue will be supported and developed as well as used to assist children to transition to Nepali as the medium of instruction.
- Type 3 schools are made up of learners from diverse language backgrounds with no common mother tongue on entry to ECED/PPE or grade 1 (estimated as 15-20% of schools). For these schools, all the children's languages will be valued, but Nepali will be used as the medium of instruction throughout basic and usually throughout secondary school. Children who do not speak Nepali upon entry will be given additional support to learn it as a second language and to develop their skills in Nepali as the medium of instruction. Special attention will go to comprehension as part of the EGR programme, and English will be taught as a subject from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools (type 1 schools).

The following strategic interventions will be undertaken to enhance the teaching and use of languages in schools and for schools, districts, provinces and the nation to progressively implement the Languages of Education Strategic Framework:

- *Development of teaching and learning materials in mother tongues:* Making use of the materials developed through the NEGRP and textbooks already developed, the Curriculum Development Centre (CDC) will work with provinces and language communities to develop appropriate teaching and learning materials in Nepal's major languages.
- *Expansion of the National Early Grades Reading Programme:* Materials are being developed through the NEGRP for the effective teaching of literacy skills in Nepali and some of Nepal's other languages. As literacy materials are developed in various languages they will provide the basis for the use of mother tongues as a full or partial medium of instruction in ECED/PPE and grades 1-3.
- *The improved teaching of English as a subject:* Special initiatives will support the teaching of English in schools through the widespread use of multimedia resources, the development of learner-friendly and attractive teaching and learning materials, the recruitment of capable users of English as English subject teachers, and the professional development of English teachers in modern technologies and the use of multimedia resources.
- *The professional development of teachers:* Training programmes will be provided for mother tongue teachers on how to develop children's language skills in these languages and to facilitate their transition to Nepali.
- *Provision of bilingual support:* Provision will be made for schools to engage bilingual teachers, ECED/PPE teachers and/or assistants to ensure that students who speak only limited Nepali language upon entry to school receive necessary language support in their mother tongue.
- *Assessment and monitoring system of languages of education:* The flash system will start to collect information on schools' languages of education and their use of languages will be monitored. DEOs will assess each school's language provision, work with schools to ensure that the most appropriate option is being implemented and monitor progress in language use.

Equity and Inclusion

Challenges — Nepal has a very diverse population. During the past two decades, there has been an emphasis on increasing access to education in Nepal, and girls' education has been given a high priority. As a result, there has been significant progress on strengthening equity, and there is now gender parity on a number of basic and secondary education indicators. However, many differences remain with children receiving inequitable access to quality education due to gender, socioeconomic status, language, ethnicity, caste, geographical location and differing abilities. Although efforts are being made to include children with various forms of disability in mainstream classrooms, the enrolment and meaningful participation of children with disabilities (CwDs) in regular classrooms remains low. CwDs tend either to be not enrolled in school or to be placed in special schools or special classes with little interaction with other children. Education can be a tool to change perceptions and address inequities, but there are still many challenges to address if it is to bring about transformative change in classrooms, in schools and in society at large.

Status — There is a solid basis for SSDP to address all kinds of inequity within and outside the education system. Besides the progress made by SSRP, the preamble of the new constitution commits to:

ending all forms of discrimination and oppression created by feudal, autocratic, centralized, and unitary system. It further commits to embracing multi-caste, multi-lingual, multi-cultural, and diverse geographical specificities, by ending discrimination relating to class, caste, region, language, religion, and gender including all forms of racial untouchability.

Under SSRP a range of strategies were implemented that have collectively resulted in improved access and enrolment outcomes. With regards to resource allocation, one significant gap in the SSRP seems to have been the lack of focus on reducing disparities between schools in contrast to reducing inequalities between children; but the former point is now recognised as an issue that needs attention. The Consolidated Equity Strategy for the School Education Sector in Nepal (DoE 2014) was approved in December 2014. An Equity Index has been prepared that will help identify population groups in need of special efforts to ensure their full access, participation and learning within the education system.

Strategic interventions — The preparatory work carried out under SSRP means that there is a solid foundation for SSDP to address equity, gender and disability issues. The proposed activities are aligned with the consolidated equity strategy. It is important that actions are taken simultaneously (i.e. not sequentially) to produce the maximum effect. The planned strategic directions thus include the following:

- As part of the implementation of the Consolidated Equity Strategy consolidate equity-based strategies and implement them directed by the ranking and identification of dominant drivers through disparity based formulas (an equity index) in order to reduce disparities in access, participation and learning outcomes.
- The use of disparity based formulas and indexes as a part of EMIS to inform need and evidence based planning and implementation.
- Strengthening the evidence base and rationalization of criteria and modalities of scholarships and other incentive schemes and developing the comprehensive monitoring and evaluation of such schemes.
- Strengthening the institutional capacity to provide inclusive education for children with disabilities and special needs and establishing partnerships with non-state actors and other relevant line ministries to respond to the needs of children with complex or severe disabilities.

Enabling Environment

Challenges — Until recently, the environment in most schools in Nepal, both basic and secondary, was not conducive to effective learning. Schools in most cases have been built by communities without following any standards in terms of size, appropriateness for learning activities or safety. Very often schools, including ECED/PPE classes, were characterized by an uninviting interior with bare walls and a scarcity of teaching and learning materials. ECED/PPE centres lacked basic equipment and play materials. Challenges remain and schools, particularly in rural areas, still struggle to provide an appropriate learning environment. The earthquakes of April and May 2015

exacerbated the situation and many of the gains made over the years were reversed in the 14 most affected districts.

Status — The implementation of the EFA programme and the SSRP saw the progression from the implementation of a ‘child friendly schools’ programme to agreement on a set of national minimum enabling conditions (MECs) to provide a conducive learning environment in schools. The MECs framework provides guidelines for 25 different components that are considered as the minimum needs for an enabling school environment. The criteria mostly cover physical conditions and measures such as student-teacher ratios; but some outputs such as student attendance are also included. The framework provides school communities with a benchmark for their operational planning.

Considering the enormity of the task for all schools to meet the MECs and budget limitations, in 2013 it was decided to focus on five priority MECs (the PMECs), covering the student-teacher ratio, classroom space, sets of textbooks per child per year, separate girls and boys toilets plus water, and book/learning corners in all classrooms. This reduced set of criteria led to an acceleration of progress and the number of schools providing data on their achievement of the PMECs has increased. The monitoring of the PMECs has increased needs-based support to schools to reduce disparities in learning environments. However, resource constraints and the impact of the 2015 earthquakes have left many schools not meeting all five PMECs. According to DoE data, only a few schools were meeting all five PMECs at the end of the SSRP period. Although schools may use the non-salary part of per child funding (PCF) grants to improve their learning environments and the quality of teaching, many schools need additional resources, particularly for infrastructure development. The PMECs were set mainly with primary (grade 1-5) schools in mind. In addition, a set of MECs has been drafted for secondary schools, covering a sufficient teacher to student ratio, safe school buildings, gender sensitive WASH facilities, science and ICT labs in identified schools, and the availability of curriculum, textbooks and learning materials. MEC indicators also need to be set for ECED/PPE centres.

Strategic interventions — The SSRP provided a solid foundation to promote child-friendly enabling environments in all schools. Although the damage caused by the 2015 earthquakes has lengthened the time needed for schools to achieve the PMECs; over time the focus will shift to ensuring that more comprehensive criteria are met to ensure that truly enabling environments are in place in basic and secondary schools. This will include the creation of conducive conditions for the full participation of children with disabilities in mainstream schools, which in turn will promote inclusive education. ICT facilities and opportunities will increasingly be made available to enable learners to engage with the rapidly changing technological world. The following major interventions are thus needed to promote enabling conditions for learning:

- Develop guidelines for minimum quality standards for ECED/PPE and for ensuring that children with disabilities have full access to learning activities in schools.
- Strengthening teaching-learning processes, particularly in science, maths and English, through increased access to and the use of ICT-based teaching and learning.
- Finalise the PMECs for secondary schools and for ECED/PPE centres and/or pre-primary education in basic schools.

- Progressively include all aspects of a gender sensitive learning environment, including segregated toilets and water and sanitation facilities, in the list of minimum conditions.⁶
- Strengthen governance and management, particularly at district and school levels, to ensure minimum standards are monitored and met.

Infrastructure Development and School Safety

Challenges — The rapid growth of Nepal’s education system since the 1960s has been possible only because of the active involvement of local communities. Many school buildings have been constructed, at least in part, using locally raised funds and often with volunteer labour. Although this participation has resulted in high levels of community ownership and enabled the rapid expansion of the education system, one of the negative results has been poorly constructed school buildings. An ambitious infrastructure development initiative was undertaken under SSRP, but only a small percentage of schools were provided with new buildings or retrofitted (made structurally safe). This situation was exacerbated by the April and May 2015 earthquakes, which resulted in 35,000 classrooms being mostly or entirely damaged leaving over one million children without safe permanent places to learn. The first major earthquake happened on a Saturday, the one day of the week that schools are closed. Otherwise, judging from the damage to schools, there would have been tens of thousands of deaths of children in their classrooms. This highlights the urgent need to ensure that new and existing buildings are safe and earthquake resistant, especially considering that large areas of Nepal that are disaster-prone.

Status — A comprehensive Post Disaster Needs Assessment and Recovery Framework was completed following the 2015 earthquake (NPC 2015b). Education was one of the sectors assessed (NPC 2015c). The assessment identified over 45,000 classrooms in need of repair or reconstruction as well as many toilets, boundary walls and water supply and sanitation facilities. A pilot project had previously retrofitted a few schools (making them safe and earthquake resistant) (NSET 2014). This provides the blueprint for retrofitting school buildings in Nepal. The project also included school safety and DRR promotion and awareness building. The PMECs do not include classrooms being constructed to DRR standards, and most school buildings do not meet minimum safety standards. However, the education sector is developing a DRR strategy in line with the national school safety framework. The SSDP targets are based on this.

Strategic interventions — The government and its development partners have committed to the construction, reconstruction and retrofitting of schools to standards that ensure they are earthquake resistant, and to promoting school safety and DRR. Schools are to be (re)constructed and/or retrofitted in line with national guidelines and specifications to ensure safe learning places. This entails safe site selection, adherence to building codes, disaster resilient designs, retrofitting, construction supervision and quality control. The following strategic interventions are thus called for under the SSDP:

- Ensure that short, medium and long term recovery efforts related to the 2015 earthquakes are carried out in line with national standards and within overall national plans.

⁶ Including disability friendly physical infrastructures.

- Mainstream comprehensive school safety and DRR in the education sector by strengthening school level disaster management and resilience amongst schools, students and communities.
- Strengthen the preparedness and risk reduction capacity of the education system from national to school levels through multi-hazard risk assessment and mapping for disaster management (structural and non-structural), action planning to reduce risks at the school level, the incorporation of school safety into school improvement plans, planning for educational continuity, and by building response and preparedness capacities.
- Establish a joint coordination mechanism that focuses on comprehensive recovery in the earthquake-affected districts by addressing the holistic needs of schools and communities, including for DRR and school safety.

Capacity Development

Challenges — Ensuring sufficient capacity at all levels of the system to deliver high quality education was a challenge throughout (and before) SSRP. It is recognised that the existing institutional capacity is in need of strengthening. It will be a major challenge to build capacity within the system while at the same time transitioning to the federal system. Federal restructuring is expected to be accompanied by a large demand on the existing human and institutional capacity within the system, as well as for additional roles and responsibilities to execute the further decentralization of educational management and planning.

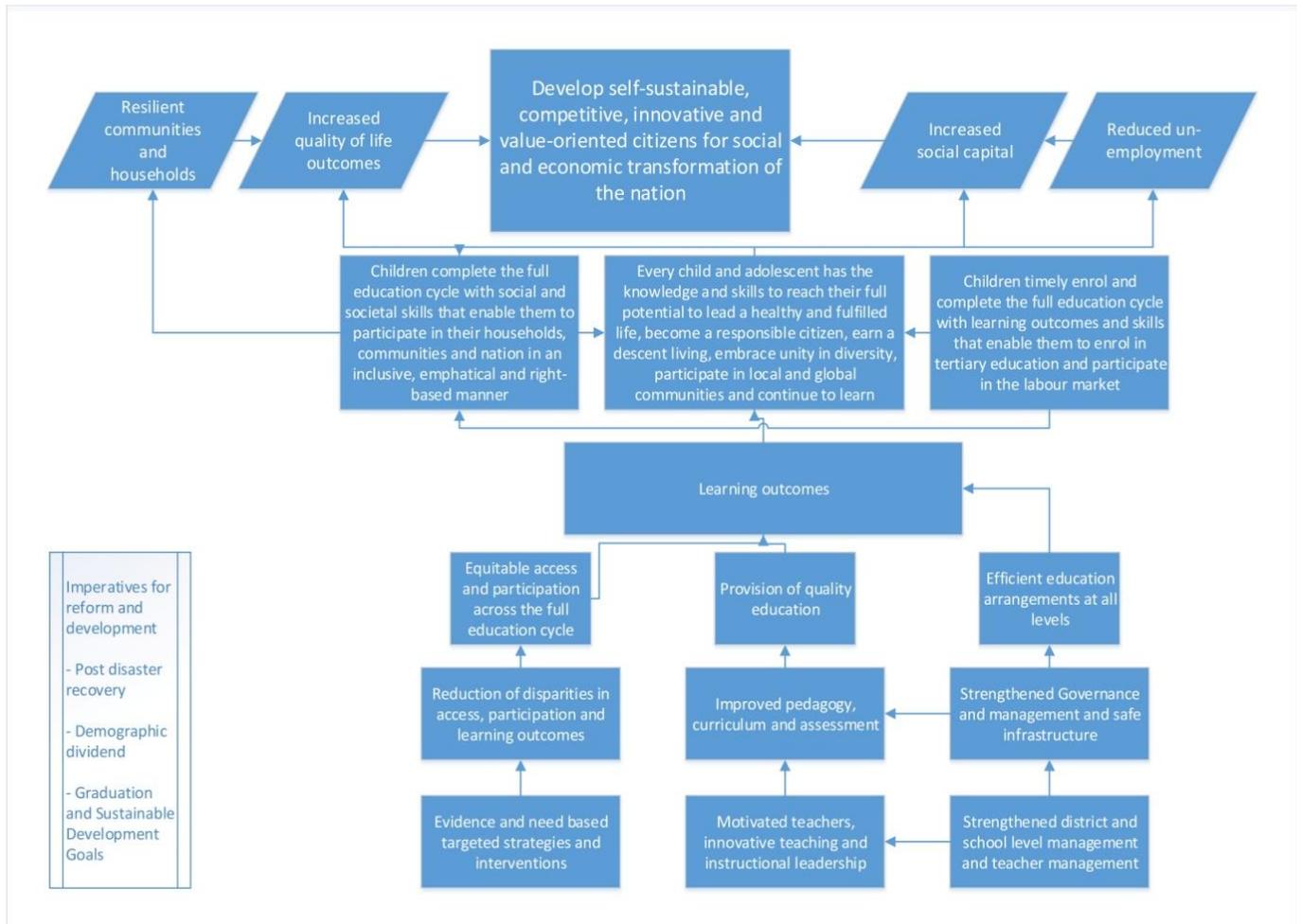
Status — Good progress was made on building the capacity of the education sector during the SSRP period. This included strengthening planning and monitoring systems, establishing a national assessment of learning achievement system, and improving public financial management and improving teacher deployment. In 2013 an Institutional Assessment and Capacity Development Plan (IACDP) was produced under the SSRP (Moriani et al. 2013). The findings of a rapid assessment survey of administrative staff, which was carried out as part of the IACDP, suggested that MoE, DoE, and DEO staff all doubted the adequacy of professional development opportunities. This indicates that incentives were not perceived to be in place to meet the professional development needs of staff. Staff concerns are also symptomatic of broader supervisory capacity challenges that the IACDP report described as operational rigidities, weak public disclosure, weak governance and weak public financial management. The study's recommendations provide a good starting point for addressing capacity challenges.

Strategic interventions — The underlying principle for all capacity development activities in SSDP is preparation for and eventually the implementation of a decentralized federal system of governance. Although the timeline and specific arrangements remains unknown, it is certain that capacities will need to be developed at provincial, district and school levels in order for the relevant officials and stakeholders to perform their duties and fulfil their assigned roles. Administrative staff will need support for (i) phasing in the federal structure of education governance, (ii) strengthening the leadership skills of provincial and local officials in educational planning, (iii) management, (iv) budgeting and vi) developing clear professional profiles and recruitment criteria to ensure that staff have the requisite competencies to undertake their duties successfully.

Based on the foundational principle of further decentralisation the following strategic interventions are needed:

- Develop a national framework to support local governments to establish roles and functions including the capacity of SMCs to strengthen school governance and management.
- Develop a costed capacity development plan that outlines competencies and skills sets of different positions and levels in the education sector with reference to decentralisation.
- Strengthen the awareness of parents and communities to increase the capacity of SMCs and PTAs and through them the accountability of schools for providing quality education.

Strengthen the capacity of school management personnel on account keeping, linkages between planned activities and budgets and disaster management and strengthen the leadership of head teachers.



4 BASIC EDUCATION

4.1 Introduction

Education for All (EFA) Goal 2 aimed for all children, particularly girls and children in difficult circumstances and those belonging to disadvantaged ethnic groups, to have access to and complete free and compulsory quality primary education. This is also a responsibility of the state.

Several major gains have been made in basic education in Nepal.⁷ There have been large increases in the net intake rate in grade 1, increasing to 92.7 percent of eligible girls and 93.3 percent of eligible boys in 2015, and a steady improvement in basic level net enrolment rates (to 88.7 percent in 2015), although these figures fall short of the SSRP target of 98 percent.

To ensure school readiness, one year of ECED/PPE is incorporated as part of the basic education cycle under the SSDP. Significant gains have been made in improving access to ECED/PPE during the Education For All and SSRP periods (2001–2015). The National Policy on Early Childhood Development (DoE 2004a) provided the basis for large investments by MoE in ECED/PPE and PPE centres, with the number of centres increasing to over 35,000 by 2014. As a result, the gross enrolment rate (GER) in ECED/PPE has reached almost 78 percent (DoE 2015). In 2002, only about 10 percent of grade 1 students had taken part in ECED/PPE. Measures will be taken under the SSDP to increase the enrolment of children from vulnerable and disadvantaged groups. Furthermore, minimum quality standards will be assured by, where possible, bringing ECED/PPE services in to schools and upgrading the minimum requirements and professional development of ECED/PPE facilitators/teachers. Parental education will be a key strategy to strengthened community engagement in the schools and the education of children.

The Education Sector Analysis (ESA) (MoE 2016) notes that although there has been overall progress in access to basic education, students from disadvantaged groups have disproportionately low access and high repetition and drop-out rates (MoE 2016). While the difference between boys and girls in quality and efficiency indicators is quite small, girls consistently perform less well than boys and are more likely to drop out and repeat across all grades. This indicates systematic barriers that prevent girls from benefitting from enabling learning conditions. With regard to caste and ethnic-based disparities in learning outcomes, only 23.1 percent of Terai Dalits are literate compared to 80 percent of Terai Brahmins and Chhetris. In addition to efficiency problems evident in the high repetition and low survival rates, student career and college readiness indicators reflect wider problems in the education sector's external efficiency. These disparities increase exponentially when children face multiple drivers of inequity as do, for example, Dalit girls in the central Terai and children with disabilities in remote area (DoE 2014).

CwDs generally have the least access to basic education. Increasing their educational attainment entails institutionalizing support systems that include early screening and interventions through closer coordination between the health and education ministries and a move from special and

⁷ Note that in line with reforms began under SSRP, basic education now covers one year of ECED/PPE, grades 1 to 8 and non-formal education (NFE). ECED/PPE and NFE as well as grades 1 to 8 are therefore covered in this chapter.

segregated education services to the mainstreaming of CwDs through inclusive education models, ensuring that the institutional capacity and the expertise needed for this are in place. This requires updating and regularly collecting data on the types and prevalence of disability and their levels of severity, updating teacher training to include special education and addressing the social stigma associated with disability.

The rationale of including NFE under basic education is that NFE programmes such as flexible education schemes help bring children that are out-of-school back into formal education and provides alternative basic education for older children and adults who are unlikely or unable to enter or re-enter formal education.

Non-formal education has a large role in education reform in Nepal in the light of the country's high school dropout rates, the high number of out-of-school children, the large number of low-skilled workers, and the poor fit between tertiary education and labour market needs. In 2008, the Non-Formal Education Centre (NFEC) launched the National Literacy Campaign Programme (NLCP) to eradicate illiteracy, mostly catering to adult literacy and out-of-school children through school outreach programmes. Community learning centres (CLCs) help deliver literacy and lifelong learning programmes. However, Cumming et al. (2012) noted only marginal increases in literacy among fifteen year olds from 55.6 percent in 2008 to 57 percent in 2011. Gender and regional disparities remain a source of concern, with urban areas having 77 percent literacy and rural areas only 57 percent literacy in the above six-year-old age range. Cumming et al. (2012) also noted limited institutional capacity at district and below levels to manage the programme and an inadequate quality of facilitators.

While overcoming access disparities is important, improving the quality of basic education is also a priority. Student achievement is a major problem at all levels of education in Nepal. In 2013/2014, on average, 48 percent of students (51 percent of grade 5 students and 52 percent of grade 8 students) did not pass the grade level in science, maths or English (ERO 2013). The data shows that the level of attainment does not seem to have changed significantly since 2011 and the levels of attainment are even less for disadvantaged groups.

The main challenges in basic education relate to the many lingering problems of the sector. Demand side challenges include the low awareness and engagement of communities, which is tied to the lack of capacity of SMCs and PTAs. On the supply side, The education sector analysis (MoE 2016) identified teaching and learning factors that undermine the quality of education.

Set against this background, SSDP focuses on improving access to safe environments that enable learning, improving access to and the quality of non-formal education and strengthening peer support mechanisms for children.

A main focus is on quality learning environments. Children need access to education in safe schools with resilient infrastructure and child-friendly environments free from bullying and harassment. This includes making sure that gender inclusive (girl-friendly) practices are implemented and gender-based violence is addressed by promoting equal access to education, including learning opportunities that empower girls to succeed, and training opportunities for female teachers to serve as professional role models for girls.

An adequate and enabling learning environment will mean that basic education schools comply with the MECs, build the logistical and teacher capacity to promote teaching in mother tongue

languages and use mother tongues as a medium of instruction, and have quality relevant curricula in place that are regularly adjusted to suit the differing abilities of students on the basis of reliable assessments.

By taking a holistic approach to students' well-being, the SSDP envisions increasing knowledge on food, nutrition and health in students and communities, which leads to enhanced cognitive abilities. This will include further instituting school health and nutrition programmes (midday meals) in areas of poverty and food insecurity.

SSDP calls for strengthening non-formal education by expanding flexible and open programming for skills-development and income generation with programmes targeted at underserved populations. Improving the quality of NFE-related educational institutions is important for achieving the objectives of this sub-sector. CLCs will continue to be the main mechanism for delivering non-formal education, but part of their funding will be tied to the results they achieve. MoE will invest in creating an expert pool of facilitators at district and local levels and provide them with capacity enhancement opportunities. As a growing number of civil society organisations offer NFE catering to diverse learning needs, MoE will standardize the NFE curricula and initiate accreditation/equivalence of NFE programmes to ensure minimum standards are met while also extending support to enhance their capacities.

Finally, the SSDP calls for strengthening child clubs as peer support mechanisms to increase education outcomes for children in the transition grades where the highest attrition takes place and expanding and strengthening social networks to counter harmful social norms and support learners to stay in school education.

4.2 Objectives and Strategies

SSDP's basic education objectives are as follows:

- To promote a rights-based approach to ECED/PPE programmes for developing the physical, socio-emotional, cognitive, spiritual, and moral potential of children below five years, and ensure school readiness.
- Ensure universal access to quality basic education for all 4–12-year-old children.
- Ensure student readiness for secondary education by students gaining the required learning competencies.
- To promote life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity.
- To complement formal education by providing alternative and flexible modes of education.

SSDP's strategies for improving basic education are arranged under the topics of equity, quality and efficiency:

Equity

- a) Develop annual equity strategy implementation plans (ESIPs), as a part of annual strategic implementation plans (ASIPs) and annual work plans and budgets (AWPBs). The production of ESIPs will strengthen the relevance and targeting of support and incentive schemes,

including through tailored packages of strategies and activities for targeted groups⁸ and regions, conditional cash transfer schemes and poverty cards, and mobile education in remote locations.

- b) Institutionalize the use of the Equity Index to rank, analyse and compare prevalence, composition and trends of education disparities within and across districts. The aim is to strengthen equitable access, participation and learning outcomes and to strengthen awareness among local stakeholders to enhance needs-based school-level planning.
- c) Establish a one-year school based ECED/PPE programme in all basic education schools. Towards achieving this relocate and merge ECED/PPE facilities within school catchment areas to maximise access to school based ECED/PPE and the use of available resources.
- d) Establish different models of ECED/PPE services such as school-based, community-based and home-based programmes that respond to identified needs and projected trends and comply with the approved norms and implementation frameworks, prioritizing expansion in communities with low basic education net intake rates (NIR) and low percentages of children that enrol in grade 1 with ECED/PPE experience.
- e) Support community-based ECED/PPE centres to establish links with neighbouring and nearby community schools for technical and administrative support and to receive individual EMIS codes.
- f) Increase the engagement of parents and communities in ECED/PPE through the provision of parental education and packaged programmes, linking ECED/PPE with family literacy, income generation, health and hygiene awareness and skills training programmes.
- g) Establish and strengthen diagnostic and referral mechanisms to identify and support children with disabilities, including the establishment of specialized CwD ECED/PPE facilities and home-based support for children with complex or severe disabilities.
- h) Develop and identify criteria and guidelines to prioritize locations for new schools by using geographical information system (GIS) tools for mapping existing and potential locations. Different models are needed (see description of models under 'Quality' below) depending on needs.
- i) Ensure gender-sensitive learning environments and district and school-based support structures, including strengthening the national gender education and gender focal point network to address gender-based violence in schools in order to increase girls' participation and their completion of basic education.
- j) Ensure access through the one-teacher small school (grades 1-3) concept in remote and marginalized/disadvantaged communities.
- k) Develop a long-term inclusive education plan (based on expert and stakeholder consultations) including a strategy for special and residential schools (that are gradually transformed to serve as resource centres serving clusters of inclusive mainstream schools). Also, strengthen diagnostic and referral mechanisms for children with disabilities and develop education resources that are adapted for children with special needs.

⁸ The targeted groups are children who face barriers to access, participation and learning outcomes based on their economic status, gender, abilities, location, caste and ethnicity and vulnerability.

- l) Ensure that schools are safe spaces to learn in and equip teachers and school managements with the skills to identify and address the bullying and harassment of and among students and staff in schools. Also, strengthen the grievance and complaint referral system in schools.
- m) Scale up school health and nutrition activities, prioritizing schools in food deficient areas, including the continuation and need-based expansion of school-based nutrition programmes, such as midday meals in the Karnali districts.
- n) Roll out the nationwide tracking and monitoring of access, retention and completion of individual students through school-based data collection (school-based EMIS) with data uploaded to a central database embedded in the government's EMIS.
- o) Deliver education through different modes on-demand including through formal, alternative and open schools and ensure that the National Qualification Framework includes the accreditation/equivalence of NFE programmes.
- p) Link with established mother groups to ensure enrolment and retention within school catchment areas.
- q) Develop a component for the recovery of the basic education (including ECED/PPE and NFE) sub-sector from the impact of the 2015 earthquakes as part of the overall recovery roadmap, including both hardware and software needs.

Quality in ECED/PPE

- a) Develop guidelines for (i) ECED/PPE facilities to be school-based where possible, and (ii) for the different types and modalities of ECED/PPE including their administration and management links with a nearby school.
- b) Develop and approve regulations and guidelines for minimum quality standards of ECED/PPE programmes, including for enabling learning environments, thus enabling children to benefit from the Early Learning Development Standards (ELDS) (DoE 2004b).
- c) Ensure that all ECED/PPE teachers have minimum qualifications (grade 10 graduation) and pre-service education in line with the ELDS requirement. At the same time develop and approve a comprehensive capacity development action plan for all ECED/PPE teachers currently employed who do not meet the minimum requirements and/or have the required pre-service training.
- d) Formalize technical and administrative support for ECED/PPE by developing guidelines and requirements, and by SMCs monitoring approved minimum quality standards and early childhood development minimum conditions (ECDMCs).
- e) Develop incentives for ECED/PPE teachers by aligning their remuneration with grade 10 level government employees and developing career paths with specifications for different levels and their remuneration.
- f) Standardize the existing ECED/PPE curricula through the Curriculum Development Centre and prepare one year and multiple year packages, of which the former will be mandatory across all ECED/PPE programmes and the latter optional for schools that operate multi-year ECED/PPE programmes.
- g) Introduce ECED/PPE as a module for graduates of basic education (at grade 9) to increase the availability of competent ECED/PPE teachers, with incentives for graduates who

successfully complete this module, such as priority enrolment in ECED/PPE-related academic courses.

- h) Develop interactive classroom-based assessments of children's overall development against the ELDS, and guidelines for teachers in a way that minimizes administrative implications.

Quality in basic education

- a) Ensure the presence of the MECs in all public and institutional schools including infrastructure requirements, inclusive designs, and teacher and education resources. And support schools that do not meet the MECs (as identified by regular EMIS monitoring) based on the quality framework, prioritising the neediest schools.
- b) Establish alternative school building designs in line with approved guidelines and the MECs and requirements, such as grade 1-3 and grade 1-5 models, and implement multi-grade multi-level (MGML) education programmes in communities with lower student populations and in remote geographic locations.
- c) Ensure accountable, competent and qualified teachers across the basic education cycle, prioritizing qualified science and maths subject teachers for grades 6–8 in line with student-teacher-ratio norms and reservation quotas for strengthening equitable representation of female teachers and teachers from ethnic groups (see teacher management and professional development in Section 7.1)
- d) Strengthen teacher support structures and networks by (i) making strategies to address the shortage of subject teachers, and (ii) supporting the teaching of English, maths and science in return for credit hour certificates to count towards future employability in education, for teaching licenses, and in higher academic degrees.
- e) Formulate the National Qualification Framework (NQF) for accrediting formal and alternative modes of learning including non-formal and informal learning.
- f) Develop a National Curriculum Framework (NCF) for the entire school education cycle (grades 1-12), specifying the provisions for developing local (and in time provincial) curricula, and including guidelines on the application of digital and interactive teaching-learning resources and the integration of life-skills, soft skills and value based education.
- g) Strengthen the monitoring of compliance with the minimum quality standards and learning outcomes in traditional schools including gumbas (Buddhist monasteries), gurukuls (Vedic schools) and madrasas (Muslim educational institutions).
- h) Implement the NEGRP phase-wise. The CDC to formulate standards for grade and level-specific learning competencies in grades 1-3, including developing appropriate instructional design and materials to meet language requirements based on the results of EGRA and early grades maths assessments (EGMA) assessments. As a part of NEGRP, provide libraries and reading corners in schools to foster a reading culture.
- i) Implement a policy for the medium of instruction and mother tongue education in early grades, and for schools to introduce a trilingual medium of instruction as well as providing Nepali as a subject for children with a first language other than Nepali. Also, provide additional education instructional resources and English reading materials for English medium schools that agree to return to providing English as a subject.

- j) Undertake regular national assessments of learning outcomes (NASAs, EGRAs and EGMAs) in grades 1-3, 5 and 8 and use findings to inform ASIPs and AWPBs (see Section 7.5 on monitoring, evaluation and assessment).
- k) Mobilize child clubs at the basic education level to provide peer support networks for students to improve learning outcomes (including reading habits) and reduce attrition in the transition grades (grades 6-8).
- l) Based on the ICT master plan (MoE 2013), develop an overall plan and timeline for assimilating ICT in a systematic way in school education to improve teaching and learning. Implement this phase-wise by introducing interactive classes, online modules and digital teaching-learning materials, such as digital libraries and videos for English, science and maths for basic level (grades 6-8).

Efficiency

- a) Mandate local governments to operate and manage ECED/PPE programmes in their jurisdictions and encourage them to allocate revenue to fund the expansion of ECED/PPE where possible through local government. And engage non-government and private sector actors to expand the availability of ECED/PPE in underserved areas and to mitigate overlaps and duplication in services provided by different actors.
- b) Strengthen the roles of local governments to supervise and monitor ECED/PPE with the focus on providing support following the establishment of centres and develop and approve regulations and guidelines for programmes for additional second years of childhood development provided by communities (including schools) and non-government actors.
- c) Strengthen coordination between central level ministries for integrated interventions across health, nutrition, education and protection, and take a more holistic approach to drive results for children in education.
- d) Strengthen cross-sectoral coordination within districts on early child development and prepare multi-sectoral early childhood development district plans with inputs from DEOs and district health offices.
- e) Revisit the roles of the current resource centres and the systems for recruiting resource persons and introduce resource teachers in centres on a pilot basis to strengthen monitoring and supervision focusing on teaching and learning support.
- f) Develop time-bound action plans for the timely printing and distribution of textbooks at the beginning of each academic year, including provisions for involving the private sector to provide technical backstopping for printing textbooks.
- g) Strengthen SIP-based planning, including the contributions of teachers and education stakeholders focused on 'converting' quality inputs at the school level into effective teaching and learning.
- h) Introduce local mechanisms for NFE monitoring and supervisory support.

4.3 Outcomes, Results and Major Interventions

Table 4.1: SSDP's basic education outcomes, results, interventions, targets and indicators

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
Improved access and equity	Needs-based distribution of school-based PPE/ECED/PPE	<ul style="list-style-type: none"> → Revise guidelines for establishing new ECED/PPE centres and rationalize existing provision based on need and demand. → Develop and disseminate ECED/PPE orientation materials and packages for local bodies and parents. → Enhance parental awareness and engagement. → Need-based rationalization and expansion of school-based ECED/PPE. 	<ul style="list-style-type: none"> → By age four 3.6 million children receive at least one year ECED/PPE learning → 32,000 school/community-based ECED/PPE centres operational 	<ul style="list-style-type: none"> → Percentage of grade 1 new entrants with ECED/PPE experience → GER in ECED/PPE
	Reduced disparities in school readiness			
	Enhanced parental awareness and engagement			
	Enabling safe environments and safe schools	<ul style="list-style-type: none"> → The need and criteria-based construction of classrooms, other rooms and WASH facilities (based on surveys by DEO technical personnel). → Revised scholarship schemes (targeting and amounts). 	<ul style="list-style-type: none"> → 38,000 additional safe classrooms established in earthquake-affected districts → 21,000 additional safe schools with at least four rooms established → Maintenance and retrofitting in 19,500 schools 	<ul style="list-style-type: none"> → Number of schools reconstructed → Number of schools retrofitted
	Universal enrolment at basic level (grade 1-5)			
	Increased completion of basic education	<ul style="list-style-type: none"> → Use the Equity Index to identify the most disadvantaged districts and to mainstream out-of-school children. 		<ul style="list-style-type: none"> → Survival rate for grade 8
Reduced geographical and social disparities including for CwDs		<ul style="list-style-type: none"> → 365 integrated schools with resource classes for children with disabilities → 620,000⁹ children receive midday meals annually in target districts and all Karnali districts → 34 special schools and eight residential schools in operation for students with hearing impairments → 10 mobile schools in operation in remote and 	<ul style="list-style-type: none"> → GPI in NER in basic education (grade 1-8) → % of previously out of school children in basic level (age 5-12) 	

⁹ The midday meal target includes both cash and in-kind modalities

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
			mountain regions	
	Increased % of out-of-school children (re)enrolled in formal education	<ul style="list-style-type: none"> → Implement needs-based NFE programmes. → Provide tailored programme packages for out-of-school children, working youth, adolescents, CwDs. → Strengthen the transition to formal education through the accreditation and equivalence of NFE programmes. 	<ul style="list-style-type: none"> → 165,000 out of school children receive flexible education programme basic (1-5 and 6-8 grade equivalent), secondary level equivalent 	<ul style="list-style-type: none"> → Qualification framework for lifelong and non-formal education is prepared
Increased school readiness upon enrolment in grade 1	Improved quality of PPE/ECED	<ul style="list-style-type: none"> → Development of minimum standards for ECED/PPE programme. → Provision of qualified and trained ECED/PPE facilitators/teachers. → Appoint teachers to ECED/PPE centres (as vacancies arise), and where needed appoint assistant teachers to match languages of students → Increase number of teachers who have completed the month-long training including on Nepali and mother tongue language skills. → Availability of ECED/PPE teaching-learning materials. 	<ul style="list-style-type: none"> → 32,000 ECED/PPE facilitators/teachers' positions filled with trained personnel → 1,400 master training of trainers (MTot) courses run on basic training for ECED/PPE teachers → All 32,000 ECED/PPE facilitators/teachers receive ECED/PPE refresher training 	<ul style="list-style-type: none"> → Number of ECED/PPE teachers with required qualifications → Number of ECED/PPE teachers with one months' training
	Availability of qualified and trained ECED/PPE teachers			
Improved teaching-learning and equitable student learning outcomes	Improved minimum enabling conditions for learning	<ul style="list-style-type: none"> → Deploy and redeploy teachers based on revised norms. → Develop integrated curriculum and textbooks for early grades and revise the curriculum (including reduced subject loads in basic and secondary covering ICT, languages, Comprehensive Sex Education (CSE) and soft skills). → Phase wise implementation of the NEGRP rolled out nationally, including EGR materials development & distribution, and classroom-based EGRA. → Approve and implement the Strategic Framework for Languages in Education (see Annex 4). → Provide professional development in early grade 		<ul style="list-style-type: none"> → Number of teachers receiving training in soft skills component
	Improved curriculum (including assessment framework), textbooks and learning materials		<ul style="list-style-type: none"> → 7.5 million children annually have access to a full set of textbooks and supplementary reading materials 	
	Enhanced early grade reading skills		<ul style="list-style-type: none"> → Early Grade Reading Programme is implemented nationally → 29,000 schools have library corners and supplementary reading material in grades 1-3 → 25,000 schools implement classroom-based EGRA → 56,000 basic level (grade 1-5) teachers trained in EGR 	<ul style="list-style-type: none"> → Number of grade 1-3 teachers who receive training in early grade reading instruction and assessment → % of grade 3 students reading grade level texts with fluency and comprehension
	Improved		<ul style="list-style-type: none"> → Free textbooks provided 	<ul style="list-style-type: none"> → % of students

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
	curriculum, textbook and learning materials	reading instruction and assessment for grade 1-3 teachers. → Develop the National Curriculum Framework (NCF), and revise the curriculum. textbooks and materials.	to 6.1 million students in basic education annually → 11,245 basic schools supported with science and maths kits	in basic education who receive full set of textbooks on time
	Improved student assessment and examination system	→ Revise grade 1-3 textbooks and curriculum. → Train teachers on teaching the soft skills component. → Develop standardized test items for grades 3, 5 and 8 exams and standardized exams at end of grade 8		→ Students' learning achievement → (NASA) scores (%) in grade 5 and 8 in maths, English and Nepali
	Improved teacher attendance and performance	→ Carry out NASA in grades 5 and 8	→ 48,000 basic teachers provided with one month certification training	
	Schools teaching languages and in languages appropriate for their student populations	→ Revise and develop additional teacher professional development packages (on EGR, Nepali as second language and medium of instruction, mother tongue-based multi-lingual education (MTB-MLE), interactive English, ICT, soft skills, maths and science kits, CAS and remedial education). → Implement targeted programme to improve acquisition of English by students including use of interactive methods and equipment. → Develop and distribute e-learning resources and videos.		

5 SECONDARY EDUCATION

5.1 Introduction

There have been large improvements on enrolment, survival rates and gender parity in secondary education. Net enrolment has increased from only 17.3 percent in 1995 to 56.1 percent in 2015 and gross enrolment has increased from 28 percent in 1990 to 70.1 percent in 2014. These gains have, however, not been consistent across all sections of society. Girls from the lowest wealth quintile and from Madhesi¹⁰ and Muslim communities are under-represented in secondary education. Grade 10 graduation rates have mostly remained below 50% nationwide, with a similar situation in grades 11 and 12, suggesting that while disparities in education outcomes need to be minimized, the sector will also focus on improving overall learning outcomes. Core subjects like maths, science and English have remained the most demanding subjects for students as reflected in performances in grade 10 examinations. The employability of students remains a huge challenge.

The SSDP therefore aims to put more focus on ensuring access to and the quality and relevance of secondary education. This will include enforcing the fulfilment of MECs in secondary schools and targeted allocations to reduce disparities between schools to meet them. Furthermore, the SSDP aims to strengthen pathways and bridges that enable students to shift between more academic to applied focused education. It also prioritizes maths and science, which include providing an adequate supply of subject specialist teachers. This calls for reform of the curriculum and textbooks to better align with levels and streams. Another key requirement is the appointment of head teachers with management skills.

Drawing on the lessons of SSRP, the SSDP aims to strengthen technical and vocational education (TVE) in secondary schools by introducing measures that develop qualified and technical human resources capable of earning decent incomes. To achieve this, MoE will consolidate the technical-vocational curricula in the secondary level (classes 9 to 12) and introduce a broad National Vocational Qualifications Framework to accredit institutions that deliver vocational education. MoE will also invest in creating opportunities for students from low socioeconomic backgrounds, while developing teachers who are qualified in technical subjects. SSDP recognises that a strategic partnership with the private sector is needed to successfully develop and sustain technical and vocational education. Therefore, local and national private sector organisations will be made partners to develop relevant curricula and for providing on-the-job and apprenticeship opportunities to students.

5.2 Objective and Strategies

SSDP's secondary education objectives are as follows:

- Make students ready for the world of work by developing skilled human resources.
- Focus on access to education without compromising quality.

¹⁰ The term 'Madhesi' is generally used as the identifier of most ethnic and caste groups who live in Nepal's Terai areas who do not originate from the Midhills and mountains of Nepal.

- Provide options and accredited learning pathways for students between technical and general secondary education.
- Strengthen institutional links and facilitate the transition to higher education.
- Prepare students to uphold and fulfil their civic duties.
- Ensure the acquisition of foundation skills through technical and vocational education at secondary level that will enable adolescents to acquire skill sets.

The strategies for meeting these objectives and improving secondary education are as follows:

Equity

- a) Encourage partnership models for implementing free secondary education.
- b) Develop annual equity strategy implementation plans (ESIPs) as a part of ASIPs and AWPBs to strengthen the relevance and targeting of support, including providing open and alternative, residential, and inclusive education to cater to the learning needs of children from groups with less access and participation and low learning outcomes.¹¹
- c) Institute the performance-based allocation of resources (schools and teachers) while providing grants to schools (basic grants, special needs school grants, large/model school grants).
- d) Rationalize distribution of different types of schools(model, special schools, etc.) based on needs as identified with support of GIS mapping.
- e) Introduce programmes to support outstanding students on a merit basis.
- f) Pilot a scheme to support poor students to continue with secondary education by supporting grade 8 completers from the poorest households (who would otherwise be likely to drop out) to continue secondary education from grades 9 to 12.
- g) Support outstanding students from among grade 10 completers who secure above 90% to continue grades 11 and 12.
- h) Develop a specific component for the recovery of the secondary education sub-sector from the impact of the 2015 earthquakes as part in the overall recovery roadmap, including both hardware and software needs.
- i) Increase the participation and completion of girls in secondary education through strategies aimed at (i) push factors such as strengthening the gender network and peer support and the establishment of gender-sensitive learning environments that take the specific needs of adolescent girls into account, and (ii) pull factors such as ending early marriage and reducing the expectation of girls' involvement in home based chores and labour.
- j) Expand school-based technical and vocational programmes, prioritizing the provision of these subjects in secondary schools in communities with low socioeconomic status.
- k) Increase the access to secondary education of students from families with low socioeconomic status by providing needs-based scholarships.

¹¹ Including children with disabilities and children from marginalised groups such as Chepangs, Rautes, Badis, Musahars, Doms, Chamars, Dusadhs, Rajmamas and Kusundas.

- l) Develop a specific component for the recovery of the school-based technical and vocational education (TVE) sub-sector from the damage caused by the 2015 earthquakes as part of the overall recovery roadmap, including both hardware and software needs.

Quality

- a) Introduce a broad National Qualification Framework, including vocational qualifications, to accredit certificates provided by different education systems (such as open, alternative and informal learning) to allow vertical and lateral entry from and within levels of education.
- b) Develop a National Curriculum Framework for the entire school education cycle (grades 1–12), including core skills such as critical thinking and collaboration while promoting the use of digital and interactive teaching-learning resources and the integration of life-skills, soft skills and values-based education.
- c) Initiate processes to accredit formal, non-formal and informal learning to ease vertical and horizontal access to education. Do this by developing a National Qualifications Framework (NQF) and a National Vocational Qualifications Framework (NVQF) including the introduction of soft skills value-based education programmes linked with economic, social and cultural diversity.
- d) Review and consolidate the number of subjects offered in secondary level.
- e) Introduce and implement regulatory provisions and institutional arrangements to operate the technical-vocational education programme.
- f) Review and reorient the secondary curricula to (i) focus on basic maths and science, (ii) orient and train students to become skilled human resources, (iii) educate students about civic duties and their obligations to their families and society, and (iv) make students competent scholars to join higher education.
- g) Review and consolidate technical-vocational curricula in the secondary level curriculum (classes 9 to 12) in collaboration with the private and public sectors.
- h) Enforce quality standards by defining sets of MECs to be met by public and institutional schools in order to operate secondary schools and, where possible, form partnerships and shared responsibility to meet the MECs in public schools.
- i) Institute an accountability and performance audit system to award and regulate secondary schools.
- j) Introduce a comprehensive support scheme for schools that operate technical and vocational subjects in secondary education, and introduce support packages for underachieving schools.
- k) Provide teacher management and professional development support (further elaborated under 'Cross cutting issues' in Section 7.1) with a focus on improving the teaching and learning of science, languages (Nepali and English) and maths.
- l) Carry out annual reviews of schools' operations and management standards through performance audits to ensure accountability.
- m) Strengthen readiness for the transition to higher education subject-specific classroom teaching when the latter is made available through model schools.

- n) Expand testing and certification centres to accredit vocational and technical skills earned through formal or informal modes.
- o) Provide professional development support for technical and vocational education (TVE) teachers.

Efficiency

- a) Institute the demand-based allocation of residential and model schools with provision in them of technical and vocational subjects.
- b) Develop instructional design in collaboration with established business houses and industrial sectors to foster entrepreneurial skills and provide on-the-job training including apprenticeships to students.
- c) Institute the demand-based allocation of model TVE schools that have grades 9–12.
- d) Introduce the demand-based distribution of subject-specific schools under the technical-vocational subjects.
- e) Develop instructional design in collaboration with local and national business houses and the industrial sector to support students to develop entrepreneurial skills and access on-the-job training including apprenticeships.
- f) Review and consolidate the technical-vocational curricula in the secondary level curriculum (classes 9 to 12) in collaboration with the private and public sectors.

5.3 Outcomes, Results and Major Interventions

Table 5.1: SSDP’s secondary education outcomes, results, interventions, targets and indicators

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
Improved access and equity	Adequate school buildings with safe structures	<ul style="list-style-type: none"> → Build new school buildings, additional classrooms and water and sanitation facilities as per norms. → Provide more higher value scholarships for poor and marginalized students (residential and non-residential). 	→ 4.7 million 13-year old children enrolled in grade 9 in secondary level	<ul style="list-style-type: none"> → GER and NER in grades 9-12 → GER and NER in grades 9-10 → Survival rate in grade 10 & 12 → Transition rate from grade 8 to 9
	Reduced disparities in access and participation across gender, regions/districts, disadvantaged social groups and for CwDs	<ul style="list-style-type: none"> → Provide free textbooks up to grade 12 for selected groups. → Establish open schools and special schools. → Upgrade secondary schools to provide up to grade 12, based on mapping and needs. → Run targeted programmes in districts with low GER/NER and low GPI (increase the no. of scholarships). → Establish at least one secondary school providing science at grade 11 in each 	<ul style="list-style-type: none"> → 40 special schools with full residential and care services operating for children with disabilities → 86,400 grade 8 graduates with poor economic conditions receive incentive support to continue secondary education 	→ GPI in grades 9-12
	Increased access to the science subject			→ 1,650 subject teachers deployed in

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
	in grades 11–12 NQF and NVQF developed and implemented	constituency. → Head teachers conduct mandatory biannual performance appraisals of all their teachers.	secondary schools	schools having qualified and trained subject teachers for English, science and maths
Improved teaching-learning and equitable student learning outcomes	Minimum enabling conditions (MECs) fulfilled (teachers, safe buildings, science and ICT labs for identified schools, curriculum, textbooks and learning materials)	→ The phased placement of subject teachers (maths, science and English). → Separate head teacher positions created and filled and training provided. → Build libraries and science labs → Revise the curriculum, textbooks and teacher guides.	→ 8,200 additional teachers deployed in secondary level	→ Improvement of NASA results in grade 10
	Improved curriculum (including assessment framework for regular and TVE subjects), textbooks and learning materials	→ Establish the National Education Board; develop quality test items; improve exam administration, scoring and grading and data analysis; and introduce standardized board exams, including single subject certification, in grades 10-12. → Extend NASA to grade 10.		
	Reforms in assessment and examinations	→ Implement revised teacher professional development through various modalities	→ Single subject certification in grade 10 and 12	
	Implementation of revised teacher professional development	(induction, science, maths and English, head teacher leadership and management, ICT). → Develop model schools with separate head teachers, full complements of subject teachers, DRR infrastructure, science labs, ICT learning centres, extra curricula activities (ECA), remedial teaching, and enhanced teaching-learning.	→ 6,000 secondary teachers provided with one month certification training	→ % of teachers trained → % of teachers with certification
	Model schools established to demonstrate improved teaching-learning and student learning outcomes	→ Develop and distribute subject-wise e-learning resources for students and teachers.	→ 1,000 model schools equipped with ICT and separate head teachers	→ Number of model schools in operation
	ICT enabled teaching-learning in science, maths and English			
	Strengthened monitoring of school performance and academic support			
	Improved standards and quality of TVE programme	Strengthened TVE subjects in secondary schools	→ Maintain minimum standards of TVE instruction.	→ 301,740 children, youth and adults receive school-based TVE education → 540 schools offer five specific TVE subjects

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
	Training for TVE subject teachers provided		→ 5,912 teachers receive tailored TVE professional development as part of their pre- and in-service training.	

6 LITERACY AND LIFELONG LEARNING

6.1 Introduction

Literacy and lifelong learning have a large role to play in education reform in Nepal in the light of the large number of low skilled workers, and the poor fit between tertiary education and labour market needs. In 2008, the Non-Formal Education Centre (NFEC) launched the National Literacy Campaign Programme (NLCP) and Later Literate Nepal Mission (LLNM) to eradicate illiteracy, mostly catering to adult literacy and out-of-school children through school outreach programmes. As a result, 29 districts have been declared as literate districts by the end of 2015/016 and 30 additional districts are expected to be declared by literate within the first year of the SSDP (2016/017). Current literacy initiatives comprise programmes for basic, post-literacy and income generating activities, with a focus on women. Community learning centres (CLCs) help deliver literacy and lifelong learning programmes. Gender and regional disparities remain a source of concern, with urban areas having 77 percent literacy and rural areas only 57 percent literacy in the above six-year-old age range. Cumming et al. (2012) noted limited institutional capacity at district and below levels to manage the programme and the inadequate quality of facilitators.

6.2 Objective and Strategies

SSDP's literacy and lifelong learning objective is as follows:

- Enhance functional literacy and cultivate reading and learning habits among youths and adults.

SSDP's strategies for improving literacy and lifelong education are as follows:

Equity

- a) Scale-up continuous education programmes by expanding libraries and community reading centres.
- b) Establish community learning centres as the main mechanism to operate lifelong learning.
- c) Develop a specific component for the recovery of the non-formal education sub-sector from the impact of the 2015 earthquakes as part of the overall recovery roadmap, including both hardware and software needs.

Quality

- a) Develop and implement career-based programmes focused on work-related skills and professional development support.
- b) Enhance the technical capacity of facilitators by giving them basic and refresher training opportunities.

Efficiency

- a) Empower local governments to design and develop, plan and implement literacy and post-literacy programmes in a coordinated way.
- b) Launch national volunteer campaigns in collaboration with local governments and primary stakeholders such as civil society organisations.

6.3 Outcomes, Results and Major Interventions

Table 6.1: SSDP's literacy and lifelong learning outcomes, results and major interventions

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
Increased functional literacy and reading and learning habits cultivated among youths and adults	Increased access to continuous education and literacy programmes	<ul style="list-style-type: none"> → Implement tailored programme packages for working youth and adolescents. → Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes. 	<ul style="list-style-type: none"> → 2,400,000 illiterate and neo-literate people receive continuing education → 165,000 children in basic education receive flexible education programme (basic (1-5 and 6-8 grade equivalent), secondary level (9-12 equivalent)) 	<ul style="list-style-type: none"> → Literacy rate for 6+ year olds → Literacy rate for 15-24 year olds → Literacy rate for 15+ year olds
	Increased quality of literacy and lifelong learning programmes	<ul style="list-style-type: none"> → Provide professional development training for literacy and lifelong learning facilitators. 	<ul style="list-style-type: none"> → 160,000 facilitators receive basic and refresher training. → 4,242 CLCs in operation providing continuing education 	

7.1 Teacher Management and Professional Development

Ensuring quality and needs-based teacher professional development and performance-based and accountable teacher management is one of the main elements in SSDP's theory of change. With an investment of around 70% of the total SSDP budget, teacher salaries are considered as the prime resource to establish quality education. Strong ownership of SSDP's programme by teacher professional organizations is crucial, even more so with respect to the need to transform the teacher management and professional development structure to accommodate the upcoming decentralization of the education system under the federal system. With regard to teacher management, this will mean that the Teacher Service Commission at the federal level will continue to accredit and certify teachers as well as monitor the criteria for the recruitment, appointment, and promotion of teachers at the provincial level. To ensure ownership, local bodies will participate in the recruitment and appointment of teachers.

The role of education training centres (ETCs) at district levels will be further strengthened and professional development packages developed at provincial and district levels to allow contextualization, after which they will be approved at federal levels by the National Centre for Educational Development. During their tenure, teachers will return to ETCs for in-service and refresher training at set times and will be linked with senior teachers to mentor and guide them on translating the obtained skills into practices in the classroom. Teachers will also be capacitated to undertake continuous assessment for education within their classrooms to ensure that the strategies applied unleash learning outcomes that accommodate the needs and interests of students. Within available in-service training and professional development opportunities, teachers will be encouraged to undertake regular self and peer assessments to identify their professional development needs.

Objectives and strategies

SSDP's teacher management and professional development objectives are as follows:

- To enhance teachers' qualification and professional competencies to better facilitate student learning processes.
- The provision of qualified competent teachers.
- To ensure that teaching-learning days and teachers' time on task is in line with government directives and guidelines.
- To maintain high morale and motivation for teaching and learning among teachers and students.

SSDP's strategies for improving **teacher management** are as follows:

- a) Strengthen the Teacher Service Commission (TSC) to conduct licensing and to select candidates for school teacher positions. The TSC will recommend selected candidates as school teachers with local governments appointing and deploying teachers to the appropriate schools.

- b) Review and strengthen eligibility criteria for teacher licensing and participation in teacher service examinations. For example, persons fulfilling basic qualifications and having taken a one-year preparatory course will be eligible to participate in teaching licence examinations.
- c) Regularize the intake of new teachers through the TSC to address issues related to the deployment of temporary teachers.
- d) Enforce teacher recruitment and performance assessment based on the to be developed teacher competency framework.
- e) Create an enabling environment that is supportive towards recruitment of female teachers and teachers from targeted and marginalised groups until the reservation quotas are met.
- f) Fill additional teacher positions to address the needs at secondary level by first consuming the surplus of basic education teachers and then further recruiting based on the identified need and deficit of secondary school level teachers.
- g) Develop a strategy to allow effective teacher management through harmonization of the many existing types of teachers and their service conditions and in line with the constitutional mandate.

- h) Develop a roadmap for the appointment of subject teachers in secondary education in a phased way, including targets on the numbers of teachers to be upgraded from basic level and additional subject teacher positions based on mapping needs at the school level.
- i) Introduce standard norms and guidelines to manage temporary teachers or teachers appointed through resources mobilized at school level.

SSDP's strategies for improving **teacher professional development** are as follows:

- a) Redefine roles and responsibilities among the institutional arrangement for teachers' professional development, such as (local) resource centres and ETCs.
- b) Run teacher preparation programmes to supply adequate teachers to teach core subjects such as science, mathematics and English, as well as TVE subjects.
- c) Develop teacher performance appraisal systems that recognise outstanding teachers with certification and link these systems to further career development opportunities and incentives.
- d) Introduce career paths for the promotion of teachers to higher levels.
- e) Develop a mentor programme that enforces peer support for and the monitoring of the translation of professional development into improved quality classroom teaching-learning practices with special consideration for an induction year for new teachers.
- f) Introduce a compulsory inclusive education (IE) module in pre-service programmes to provide basic knowledge and skills on (i) the needs and abilities of children with special needs, (ii) child-centred pedagogical methods and (iii) active and participative learning techniques, instructional accommodation and activity differentiation.
- g) Strengthen CAS as a tool that guides teachers in self- and peer assessment on applying student-centred and child-friendly teaching methodologies.
- h) Engage with universities to reform and strengthen the preparatory courses for teachers and to strengthen student-centred and child-friendly learning methodologies.

- i) Make teacher professional development (TPD) mandatory using centrally designed modules for teachers of different levels and subjects, including on early grade reading (especially focusing on the teaching of languages), the use of basic science kits, student assessments (including formative and summative), activity-based learning, and English, maths and science at secondary level.
- j) Provide demand-based as well as needs-based short and medium term training programmes for teachers.
- k) Provide training for teachers on teaching children with a first language other than Nepali, Nepali as a second language, and teaching multiple languages, including the transition between languages.
- l) Develop strategies to respond to the professional development needs of teachers in the context of disaster-affected areas (for example strengthening counselling and multi grade-multi level teaching in temporary facilities).

Outcomes, results and major interventions

Table 7.1: SSDP’s teacher management and professional development outcomes, results and major interventions

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
Strengthened quality education through improved teaching and management	Enforcement of minimum qualifications and competencies	<ul style="list-style-type: none"> → Strengthen teacher allocation through recruitment, deployment and redeployment based on revised norms → Develop a national teacher competency framework and a national framework for teacher preparation and professional development. 	<ul style="list-style-type: none"> → 51,000 basic education teachers trained and certified → 25,000 secondary education teachers trained and certified 	→ % of teachers with approved competency established
	Strengthened school based teacher management		<ul style="list-style-type: none"> → 18,000 head teachers’ management training → 32,000 ECED/PPE teacher/facilitator positions filled and trained 	
	Harmonized teacher positions		<ul style="list-style-type: none"> → 1,650 subject teachers deployed in secondary school → 8,200 additional teachers deployed at secondary level 	
	Efficient recruitment and distribution of teachers across sub-sectors and subjects		<ul style="list-style-type: none"> → 4,800 refresher trainings taken by PPC/ECED teachers/facilitators 	
	Improved teacher attendance and performance		→ No. teacher attendance days per year	
Strengthened quality education through improved teacher professional development	Increased quality of professional development modalities	<ul style="list-style-type: none"> → Revise and develop additional TPD packages for basic school teachers (EGR, Nepali as second language medium of instruction, MTB-MLE, interactive English, ICT, soft skills, maths and science kits, CAS 	→ 56,000 basic level (grade 1-5) school teachers take EGRP training	→ Number and percentage of teachers trained
	Strengthened provision of professional development for sub-sectors and on subjects		→ 5,912 teachers trained on technical	

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
	Increased in-service support to transfer knowledge into practice	and remediation). → Revise TPD for secondary school teachers implemented in various ways (induction, science, maths and English and ICT). → Strengthen capacity for continuous professional development of teachers, including peer support, mentoring and coaching.	and vocational education → School-based professional development for basic level schools → School-based professional development for secondary schools	

7.2 School Governance and Management

The implementation of federalism in the country is expected to revise the responsibilities of federal (or national), provincial and local levels in terms of education planning, management and budgeting. Implementing the resulting reforms and restructuring institutional arrangements will consume the education sector in the initial SSDP period. Lessons learned for improving overall governance and management of schools during the SSRP will, however, remain pertinent. Therefore, SSDP calls for clarifying the responsibilities of SMCs, PTAs, VDCs, municipalities and head teachers to support schools to be more accountable to the communities they serve and to take a larger role in their overall management. SIPs will remain as important planning tools for SMCs and will be linked to the resources provided to the districts.

In the initial years of SSDP, MoE will introduce performance-based management and resourcing at the school level. A scaling system to rank community schools on the basis of several indicators related to education achievement, school governance and facilities available will be developed and implemented.

Objective and strategies

SSDP's governance and management objective is as follows:

- Effective efficient delivery of public education services within the decentralized governance and management structure.

SSDP's strategies for improving governance and management are as follows:

- a) Develop a three-year roadmap for the reform and restructuring of institutional arrangements to accommodate the federal structure.
- b) Gradually transition school governance and management in line with the constitutional mandate and upcoming federal structure to be the responsibility of local governments.
- c) Strengthen the roles of village and municipality education committees (VECs and MECs).
- d) Review existing rules and regulations to align school governance and management with the following overall responsibilities for SMCs, PTAs and VECs:

- SMCs: School level planning, including disaster planning and response.
 - SMCs and PTAs: Internal management and day-to-day functioning of schools.
 - Head teachers: Technical functions of teacher performance, teachers' time on task and teacher capacity building.
 - VDCs and municipalities: External and logistical functions.
- e) Develop a national framework to support local governments to revisit their roles and functions including the capacity of SMCs to strengthen school governance and management.
- f) Strengthen the use of SIPs as tools for quality improvement at the school level and establish a mechanism to link them with resource allocation to districts.
- g) Establish efficient and effective educational services by strengthening public financial management and school level management.
- h) Develop a strategy to reduce the political affiliation of school level staff, teachers and managers and to strengthen community affiliation.
- i) Promote study circles and visits to good performing schools, and platforms for sharing knowledge among SMC members to improve education delivery at the school level.
- j) Introduce performance-based management and resourcing for ensuring accountability at the school level.
- k) Introduce separate service contracts for school head teachers. These will be signed by school head teachers based on the proposed reform plan and their capacity to implement them by demonstrating improved student learning results.
- l) Establish a grievance handling mechanism so education stakeholders and beneficiaries can directly report their grievances to the DoE.
- m) Establish a coordination mechanism between the DoE, the National Centre for Education Development (NCED) and CDC, as well as their district institutions (ETCs, LRCs/RCs) to partner with external institutes for the development of quality products.

Outcomes, results and major interventions

Table 7.2: SSDP's school governance and management outcomes, results and major interventions

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
Strengthened institutional arrangements	Strengthened school based management	→ Revise education regulations, prepare action plan, and review central level agency reporting arrangements and budget release mechanisms in line with results-based financing. → Complete a roadmap for the restructuring and realignment of MoE in relation to state restructuring and the findings of an organisation and	→ 10,000 basic level head teachers trained → 4,000 basic level head teachers trained → 500 education managers trained.	
	Strengthened financial management			

Outcomes	Results	Major interventions	Physical targets and beneficiaries	Key performance indicators
	Improved grant management at central and school level	<p>management (O&M) survey.</p> <p>→ Ensure financial management and procurement support.</p> <p>→ Prepare and implement overall grant management mechanism at central and district levels.</p> <p>→ Train education managers on formulating district education plans (DEPs), village education plans (VEPs), SIPs, social accountability and transparency through social auditing.</p> <p>→ Develop a Financial Management Action Plan (FMAP).</p> <p>→ Develop and disseminate financial management guidelines and other mechanisms to strengthen financial management in schools.</p> <p>→ Train schools on simplified accounting and reporting formats.</p> <p>→ Implement unified accounting software (CGAS) in MoE.</p> <p>→ Carry out school performance audits, and establish incentives and support mechanisms.</p> <p>→ Review school financing (needs-based, and performance based incentives, in addition to per child funding).</p> <p>→ Conduct fund flow tracking surveys.</p>	<p>→ 500 pilot community schools receive financial management capacity strengthening support</p> <p>→ Computerized accounting software system implemented in all 75 districts</p>	

7.3 Institutional Capacity Development

As the implementation of the federal structure is expected to be initiated in the first one to three years of the SSDP period, with institutionalization in the medium term (3–5 years), the first years of SSDP implementation need to be used to prepare the system for this transformation, both in terms of the management and funding structures as well as in building human and institutional capacities. While education planning, management and budgeting responsibilities will be revised for federal, provincial and local levels under the federal structure, lessons from efforts undertaken in the past suggest that there is a need to improve capacities in all these areas. SSDP envisions enhanced capacities, particularly of VDCs, municipalities, PTAs and SMCs, including related to their responsibilities for monitoring the performance of schools. Additionally, significant capacity development measures are needed at the national level to introduce the National Curriculum

Framework, the National Quality Framework and a National Examination Board, all of which are paramount for improving learning outcomes.

Traditionally, capacity development is perceived as a synonym for training; however, this perception is insufficient as training often does not result in strengthened institutional capacity or the improved quality of teaching and learning processes. Strengthened skills sets and competencies and institutional performance require a more holistic and results-based approach.

Objective and strategies

SSDP's institutional capacity development objectives are as follows:

- To prepare human and institutional resources within the education sector for the forthcoming federalization of the country's system of governance.
- To improve the quality and efficiency of service delivery by establishing a capable and result-oriented workforce in the public education sector.

SSDP's strategies for institutional capacity development are as follows:

- a) Develop a capacity development plan for MoE, DoE, central level education agencies and district bodies to respond to the needs related to the implementation of the SSDP that will emerge as a result of the federal restructuring of institutional arrangements.
- b) Strengthen the capacity of school governance and management and work with SMCs, PTAs, VDCs and municipalities according to the revised roles and responsibilities of each of these entities.
- c) Develop tailored intervention packages to strengthen district and local management in areas with the lowest education outcomes, such as the central Tarai and the Karnali zone
- d) Scale up the development of skills on inclusive education and children with special needs at the national levels for DoE, NCED and CDC and at district levels for DEOs and assessment centre coordinators, supported by relevant academic institutions.
- e) Develop a capacity development plan to introduce the National Curriculum Framework (NCF) for the entire school education cycle (grades 1-12), including core skills such as critical thinking and collaboration while promoting the use of digital and interactive teaching-learning resources and the integration of life-skills, comprehensive sex education, soft skills and values-based education.
- f) Develop a capacity development plan to introduce a broad National Qualification Framework to accredit certificates provided by different education systems such as open, alternative and informal learning to allow vertical as well as lateral entry from and within streams and levels of education.
- g) Develop a capacity development plan to introduce the National Examination Board.

Outcome, outputs and key interventions

Table 7.3: SSDP’s institutional capacity development outcomes, results and major interventions

Outcomes	Results	Major interventions
Sufficient institutional capacity to implement the SSDP at all levels	Central level institutional capacity strengthened	<ul style="list-style-type: none"> • Prepare and implement a costed capacity development plan to accommodate federalization at all levels. • Strengthen and functionalize district education committees • Train education managers on formulating DEPs, VEPs, SIPs and social accountability and transparency through social auditing. • Train schools on simplified accounting and reporting formats.
	Regional, provincial and district level institutional capacity strengthened	

7.4 Disaster Risk Reduction and School Safety

Large areas of Nepal are disaster prone, and the country has experienced a number of earthquakes and other natural disasters over the past decades, with the April and May 2015 earthquakes causing extensive human losses and damage to livelihoods and infrastructure. The Post Disaster Needs Assessment (PDNA) and Recovery Framework (PDRF) (NRA 2016) identified over 45,000 classrooms as in need of repair or reconstruction, along with toilets, school walls, water supply and sanitation facilities. As such, the focus of disaster risk reduction in the education sector is focused on strengthening education facilities in non-affected areas, as well as ensuring that the recovery of education facilities is undertaken in line with the three pillars of comprehensive school safety.

Objectives and strategies

SSDP’s disaster risk reduction (DRR) and school safety objectives are as follows:

- To ensure all children can access safe enabling learning environments.
- To mainstream comprehensive school safety and DRR in the education sector by strengthening school level disaster management and resilience among communities.

SSDP’s strategies for disaster risk reduction and school safety are as follows:

- a) Strengthen the preparedness and risk reduction capacity of the education system from national to school level through multi-hazard risk assessment and mapping for disaster management (structural and non-structural), and action planning to reduce risks at the school level.
- b) Incorporate school safety measures into SIPs, plan for educational continuity, build response and preparedness capacities, and strengthening awareness on school disaster management (SDM) within communities.
- c) Mainstream risk reduction and resilience into formal and non-formal education through national and local curricula and teachers’ professional development.
- d) Identify pre- and post-disaster lessons learned within the education sector and suggest policies and strategies to inform the development of the SSDP.
- e) Identify a minimum package for schools on comprehensive school safety and disaster risk reduction (CSS-DRR) to reach children, teachers, head teachers, SMCs, parents, communities, education authorities and officials at all levels through existing government mechanisms.

- f) Increase national level leadership and oversight in recovery in the affected districts by establishing a national level education sector coordinating mechanism and leveraging funding and other support from partners to achieve set goals aligned to minimum standards.
- g) Map the main actors and on-going and future initiatives including the Comprehensive School Safety Master Plan and other relevant strategies and initiatives that will support the MoE's and DoE's leadership in ensuring the mainstreaming of DRR and school safety.
- h) Develop a roadmap with education sub-sector specific components to balance the needs that emerged from the 2015 earthquake with those remaining as a result of the unfinished agenda of the SSRP, taking available dedicated human resources and capacities, as well as social and non-infrastructure impact and needs into account.
- i) Establish inter-sectoral linkages with the Ministry of Federal Affairs and Local Government (MoFALD), the Ministry of Home Affairs (MoHA) and the Department of Urban Development and Building Construction (DUDBC) to leverage local resources and enhance coordination for mainstreaming DRR.
- j) Develop specific strategies to respond to the professional development needs of teachers in the context of disaster-affected districts (for example by strengthening counselling and multi grade-multi level teaching in temporary facilities).

Outcomes, outputs and key interventions

Table 7.4: SSDP's disaster risk reduction and school safety outcomes, results and major interventions

Outcomes	Results	Major interventions
School facilities resilient to different kinds of disasters	Increased number of schools resilient to various types of disasters	<ul style="list-style-type: none"> • Develop and implement time-bound action plan for the (re)construction of safe basic and secondary schools with committed resources for all costs (assessment, planning, supervision, implementation, consulting, coordination, research and development, awareness and capacity building). • Develop and approve prototype designs for new school construction that are resilient to multiple hazards and are inclusive. • Increase the number of qualified staff (including engineers) and develop guidelines for supervision to enforce mandatory certification by authorized government agencies and technical oversight during the construction and retrofitting of schools. • Register and monitor all organisations involved in school construction to ensure they comply with government rules and regulations.
Strengthened school disaster management	Specific DRR related roles and responsibilities are included in SMCs' terms of reference	<ul style="list-style-type: none"> • Define and monitor community involvement by introducing block grant modes to ensure safe school facilities and more resilient communities. • Develop and monitor a standard set of key messages on comprehensive school safety and disaster risk reduction in schools and standard operating procedures for different types of disasters. • DEOs to produce and regularly update district education emergency preparedness plans. • Enhance the responsiveness of teachers, students, and other school stakeholders on DRR and emergency preparedness. • Incorporate DRR and school safety in SIPs and train head teachers and teachers on these matters. • Develop standard educational training packages on DRR for teachers, head teachers and SMCs, using different approaches including audio-
	DRR indicators incorporated within EMIS	

Outcomes	Results	Major interventions
		visual materials such as videos and dramas. <ul style="list-style-type: none"> Regularly update the education sector's contingency and preparedness plans.
Institutionalization of risk reduction and resilience education	Children become aware about disaster risk mitigation and are able to assess their environment for risks and make fast adequate responses to minimise human losses during disasters	<ul style="list-style-type: none"> Review the scope and sequence of the curriculum and incorporate learning outcomes for DRR throughout ECED/PPE, basic and secondary grades. Mobilize child clubs to engage children in active learning on DRR. Integrate DRR into academic, informal (non-formal) and professional curricula progressively from basic awareness to vocational training and advanced knowledge and skill sets. Develop a communications strategy to promote the use of a range of tools to disseminate DRR information to children, communities and parents.

7.5 Monitoring, Evaluation and Assessment

Achievement against the SSDP results framework (Annex 2) is the main means of monitoring the implementation of SSDP. The framework contains the indicators for measuring progress in each sub-sector and cross-cutting area. MoE and its development partners will review the sector's performance at joint annual reviews and a joint mid-term evaluation, which will be conducted by an external evaluator approximately half-way through SSDP implementation. These reviews will help MoE and its development partners make necessary adjustments to achieve the results framework results.

The results framework uses information and data from routine information systems, primarily the EMIS. SSDP envisions strengthening the EMIS by expanding its use and availability to improve planning, implementation and review processes at all levels. At the local level, EMIS data will support VDCs and SMCs to inform their annual plans while at the national level it will inform policy makers about the implementation status of educational programmes and measure their impact.

Objective and strategies

SSDP's monitoring, evaluation and assessment objectives are as follows:

- To monitor programme inputs, processes and outputs and evaluate the impact of programmes.
- To inform policy making bodies about the status of the education system in general and learning achievements in particular.
- To provide regular feedback to implementing agencies about the status of programmes and activities.
- To ensure that data is accessible for duty bearers and stakeholders to inform planning at local and district levels.

SSDP's strategies for improving monitoring, evaluation and assessment are as follows:

- Design a mid-term review of SSDP and reflect this in the proposed three-year institutional capacity roadmap for the reform and restructuring of institutional arrangements to accommodate the federal structure of the education sector.

- b) Strengthen the institutional capacity of the Education Review Office (ERO) to independently review and audit the education system, including student assessments, and build its capacity to regularly conduct NASAs and EGRAs.
- c) Strengthen student assessments by effectively implementing the continuous assessment system, classroom-based EGRAs, and EGRAs.
- d) Strengthen the results-oriented monitoring and evaluation system and the EMIS.
- e) Develop a specific component within the Programme and Results Framework to monitor the status of the implementation of the proposed roadmap with sub-sector specific components to respond to the needs that emerged from the 2015 earthquake.
- f) Implement communication strategies on school level education outcomes to strengthen the monitoring and engagement of management and provision of education by communities and parents.
- g) Strengthen the use of technology for managing educational data.
- h) Establish linkages between the EMIS and ASIPs and AWPBs as well as different datasets to link the results of NASA, ERO and M&E with policy-making and annual planning.
- i) Ensure that disaggregated data on children with different types of disabilities is in line with international standards and is collected regularly and is available to inform policy and planning processes.
- j) Strengthen institutional research and the analysis of education trends at the policy level to ensure evidence based policy and plan development.
- k) Operationalize the Equity Index within the EMIS at all levels to inform the government's central and decentralized planning and its budgeting processes on reducing disparities.
- l) Design and develop a framework for carrying out periodic evaluations of educational programmes.
- m) Develop a research-based/oriented monitoring and evaluation system.
- n) Carry out client satisfaction surveys and formative research.
- o) Strengthen EMIS to enable it to monitor progress of recovery and reconstruction and DRR indicators.

Outcomes, outputs and key interventions

Table 7.5: SSDP's monitoring, evaluation and assessment outcomes, results and major interventions

Outcomes	Results	Major interventions	Key performance indicators
Increased institutional capacity for policy level analysis and evidence based planning	Strengthened capacity of the Education Review Office (ERO) to independently review and audit the education system including student assessments	<ul style="list-style-type: none"> • SSDP programme support, monitoring and coordination (PSMC) mechanism established within MoE. • Establish and make functional the National Examination Board with its functions aligned with examining bodies (Office of Controller of Examinations [OCE], HSE Board). • Strengthen the capacity of the ERO to independently review and audit the education system including 	→ NASA outcomes for 5, 8 and 10
	Strengthened links of		→ Early

Outcomes	Results	Major interventions	Key performance indicators
	<p>policy level EMIS to DoE's EMIS and other education datasets as well as strengthened institutional capacity to undertake formative research</p> <p>The integration of NASA, EGRA, NFE-MIS, grade 10 & 12 exam data and DRR into EMIS to establish a comprehensive dataset for the school education sector and the reflection of this in flash reporting</p>	<p>student assessments.</p> <ul style="list-style-type: none"> • Enable student/beneficiary monitoring of teacher attendance. • Implement the independent verification of EMIS data, and agreed corrective actions. • Design and implement ICT-based system for strengthening the monitoring and reporting system (with orientation to senior management) • Enable resource centres to undertake results based monitoring at the school level. • Institutionalise the monitoring of time-on-task of all teachers • Carry out studies/assessments, such as impact evaluations and client satisfaction surveys. • Develop the automated production of regional, district and school profile cards using IEMIS data; then prepare tools to support the analysis of district and school profile cards to inform resource centres, DEOs and SIPs. 	<p>grades reading scores</p>
<p>Strengthened quality and use of educational data at district, sub-district and local levels</p>	<p>Strengthening EMIS for increased transparency and accountability</p>	<ul style="list-style-type: none"> • Categorize and compare districts and schools based on Equity Index scores at district and sub-district levels to inform school grant formulas. • Pilot and introduce new technologies for data collection and feedback, including for monitoring time-on-task and assessing physical maintenance priorities • Verify and validate data on out-of-school children in EMIS at school level through the use of district, VDC and school profiles • Collect information and standardise public reporting on languages of students, languages taught in schools and caste/ethnic identities of students. • Develop the Equity Index as an integral part of EMIS. • Strengthen the EMIS and other databases (e.g. Teacher Information System and Scholarship Management System) to provide reliable and timely information on key performance indicators including MECs, availability of subject teachers, scholarships, school infrastructure status and student learning outcomes. • Increase survival, retention and completion rates for different social groups • Make EMIS web-based and school-based enabling the tracking of the progress of individual schools. • Enhance transparency by making the databases available in the public domain. • Ensure learning outcomes are captured in the EMIS (e.g. grade 10 database, EGR assessment results). 	
<p>Strengthened classroom-based assessments for education</p>	<p>Improved learning outcomes through application of simplified classroom-based assessment by teachers.</p>	<ul style="list-style-type: none"> • Conduct classroom-based EGRAs in a phased manner • Simplify the continuous assessment system. 	

7.6 Examination and Accreditation

A National Examination Board will be made responsible for regulating and carrying out all public examinations, certification and accreditation functions for grades 8, 10 and 12, including TVE subject certification based on letter grading and single subject certifications. Public examinations will be held at three levels: federal, provincial and local. Federal level examination will be conducted at the end of grade 12 administered by the National Examination Board. Provincial level examinations will be conducted at the end of grade 10 and district level exams will be conducted at the end of grade 8.

SSDP will build on the achievements of SSRP with an emphasis on making both formative and summative assessments more skills and learner focused rather than content focused. More time will be spent helping teachers understand the use of formative and summative exams to target their teaching and to thereby improve learning outcomes. For this purpose, there needs to be a greater cohesion of curriculum, textbooks and assessment and a move from the assessment *of* learning to assessment *for* learning.

Objectives, policy direction and strategies

SSDP's examination and accreditation objectives are as follows:

- A credible system of certification of educational qualifications.
- The accreditation and acceptance of certification across the country.

The overarching examination and accreditation policy direction is:

- The decentralisation of student examinations and certification.

SSDP's strategies for improving examination and accreditation are as follows:

- a) National Examination Board to be made fully operational for accreditation of education qualifications.
- b) Adopt letter-wise grading and single subject certification in all educational certificates.
- c) Review and rationalise the level of cohesion of the curriculum, textbooks and assessment and move from the assessment of learning to assessment for learning.
- d) Introduce and strengthen formative and summative assessments and exam reform strategies.
- e) Hold examinations at three levels to test at the end of grades 8 (district), 10 (provincial) and 12 (national/federal), for which all certificates will be issued by the NEB. Schools to issue educational certificates in all other grades.
- f) Develop specific strategies to respond to the needs of students and schools during examinations in the context of disaster-affected districts (for example for students from areas that face related challenges in undertaking their grade 10 exams).
- g) Implement the yet to be developed exam reform roadmap that will be based on international best practices and Nepal's context.

Outcomes, outputs and key interventions

Table 7.6: SSDP’s examination and accreditation outcomes, results and major interventions

Outcomes	Results	Major interventions
Assessment and examination reform	Comprehensively reformed grade 10 and 12 examinations	<ul style="list-style-type: none"> • Implement single subject certification policy for grade 10, and 12 exams. • Develop assessment framework for grades 8, 10 and 12 that supports desired learning including higher order, application-based learning. • Implement NASA in grade 10. • Standardize the grade 10 and 12 exams. • Reform the institutional structure of the National Examination Board. • Improve the quality of term tests and annual examinations by using standardized test items. • Use the analysis of results of school-based assessments to identify weaker students and arrange revision and remediation for them. • Reform district level examinations in grade 8 with a special focus on standardization across districts and the use of items to measure all cognitive domains as well as skills and attitudes. • Reform school-based periodic tests and exams with the use of standardized test items that measure all cognitive domains as well as skills and attitudes.
	Minimum standards established for achievement in key areas of each subject	

7.7 Application of ICT in education

A long-term goal of education in Nepal is to provide citizens with the knowledge and skills they need to work for the development of the country and to integrate Nepal into the global community. To achieve this goal, the Government of Nepal is working to ensure access to quality basic education for all and to develop work and job market relevant education. With the expanding role of information and communication technology (ICT) in all areas of life, MoE considers the use of and knowledge of ICT essential. MoE therefore aims to provide students with ICT skills and use ICT as an important tool to:

- improve classroom delivery;
- increase access to learning materials; and
- improve the effectiveness and efficiency of educational governance and management.

MoE has introduced ICT into the school sector by establishing computer labs in selected schools and internet connectivity in DEOs and schools. Furthermore, central level agencies, regional education directorates and all 75 DEOs have launched websites and the DoE has developed interactive digital learning materials for students in grades 2 to 6 in Nepali, maths, English and science. However, the ICT equipment in schools is mostly being used for administrative purposes. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and education managers to maximize the impact of introducing ICT in education. It is crucial to ensure that ICT is used in relevant and appropriate ways and that an ICT enabling environment is established with the institutional and professional capacity to maintain, update and use applications and features, as well as that educational facilities support the use of ICT in terms of power supplies, internet connectivity and other necessities.

Objectives and strategies

SSDP's ICT objectives are as follows:

- The appropriate use of ICT to improve classroom delivery by establishing an ICT enabling learning environment (including institutional and professional capacity of managers and implementers) and based on need and context.
- Appropriate development access to learning materials and supporting professional development packages and guidelines to ensure adequate capacity for incorporating these in the curriculum.
- The use of ICT for the improvement and increased effectiveness and efficiency of overall educational governance and management.

SSDP's strategies for improving knowledge of and the use of ICT are as follows:

- a) Establish an ICT enabling learning environment by including ICT prerequisites as enabling conditions in secondary schools and the provision of ICT infrastructure and teaching-learning materials for pedagogy.
- b) Establish ICT learning centres in model schools with enhanced teaching-learning processes.
- c) Incorporate ICT in the secondary curriculum through the development of professional development packages and guidelines.
- d) Develop need based educational materials for children with visual and hearing impairment and support computer education in secondary deaf schools.
- e) Develop portals and websites including e-libraries.
- f) Train teachers on the use of ICT in teaching and learning.
- g) Develop online and offline training courses and materials (focusing on science, maths and English).
- h) Prepare ICT teaching and learning materials, initially for science, maths and English.
- i) Develop and distribute subject-wise e-learning resources for students and teachers and establish a repository of them.
- j) Strengthen school governance and management through a strengthened EMIS, including the enhanced use of ICT to improve the EMIS and implement a unified accounting software, the Computerized Government Accounting System (CGAS) in MoE.

Outcomes, outputs and interventions

Table 7.7: SSDP's ICT outcomes, results and major interventions

Outcomes	Results	Major interventions
Appropriate application of ICT in education	Strengthened ICT infrastructure	<ul style="list-style-type: none"> • Provide ICT teaching-learning materials to strengthen teaching interactive approaches. • Establish ICT learning centres in model schools. • Prepare ICT teaching and learning materials initially for science, maths and English. • Provide ICT infrastructure and teaching-learning materials. • Implement unified accounting software (CGAS) in MoE's system. • Introduce school based integrated EMIS, including an Equity Index, school profiles and unique student IDs.
	ICT enabled teaching-learning for science, maths and English implemented	
	Strengthened EMIS, including by enhanced use of ICT in it	

7.8 Health and Nutrition in Schools

Nutritional and micronutrient deficiencies are national challenges, particularly in food insecure areas and contribute to poor attentiveness in schools. As a result, many children attend school hungry, which impacts their concentration levels and educational outcomes. There are quite a few food deficit areas in Nepal and chronically malnourished and stunted children face lifelong barriers to learning. For this reason, the School Health and Nutrition (SHN) strategy (MoE 2006) was developed and implemented under the SSRP. It focuses on schoolchildren having access to essential health and nutrition by improving water, sanitation and hygiene. The strategy aims to improve the physical (nutritional), mental, emotional, and educational status of school children. Ensuring health and nutrition for school children requires multidisciplinary and multi-sectoral collaboration and technical and financial assistance from partner agencies and the participation of local communities, CBOs and local government bodies.

Regarding the importance of adequate sex education, well-trained, supported and motivated teachers play a key role in the delivery of good quality sex education. Clear sectoral and school policies and curricula help teachers in this regard. Teachers who teach sex education will have professional support and opportunities for pre-service and in-service teacher training on comprehensive sex education.

Schools have significant gaps in water supply, sanitation and waste disposal facilities, which results in a huge burden of disease among young children. Poor hygiene habits lead to increased disease prevalence. Furthermore, lack of proper menstrual hygiene management facilities and support for girl students results in their increased absence from schools. Also, lack of disabled friendly WASH facilities are a barrier for children with disabilities to enrol and remain in school. Water, sanitation and hygiene (WASH) education programmes provide and advocate for safe drinking water, improved sanitation facilities and good hygiene practices. WASH in school programmes help to improve health, foster learning, contribute to dignity and gender equality, reduce dropout rates of adolescent girls and enable children to participate as agents of change for their siblings, parents and communities. The broad aim is for all schools to have user-friendly functional water and sanitation facilities and provide safe, healthy and comfortable environments where children can grow, learn and thrive. The large investments made by the government on WASH in schools have led to around 80% of all basic schools having access to water and sanitation.¹² However, 20.3% of schools do not have water supplies and 18.7% do not have toilets.

Objectives and strategies

SSDP's health and nutrition objectives are as follows:

- To increase health and nutrition services in schools, including the provision of deworming, micronutrient supplementation and malaria treatment as well as vision and hearing screening.
- For all schools to have functional water and sanitation facilities that are environmentally sound and user-friendly for children, boys and girls and differently-abled students and teachers.
- To strengthen participation and learning outcomes, minimizing the drop-out rate of adolescent girls by fulfilling their privacy and menstrual hygiene management related needs.

¹² Access to water and sanitation in basic schools is 79.7% and 81.3% respectively.

- To promote healthy behaviours through skills-based health education including HIV/AIDS prevention, hygiene and nutrition. The knowledge, attitudes, values and skills developed will enable children to stay healthy and safe long after they leave school.

SSDP's strategies for improving the health and nutrition of school children are as follows:

- a) Provide midday meals to children enrolled in basic education in food deficit areas.
- b) Position school nutrition programmes within the national safety net framework to allow for a targeted and scaled approach in schools across the country, as well as determining the role of such programmes in emergency responses.
- c) Support school nutrition in close collaboration with agriculture by boosting the use of local produce to support social equality and the local economy.
- d) Provide pre/in-service training on CSE as a supply subject.
- e) Support the integration of nutrition into life-skills education for adolescent girls, with a focus on improving maternal and child nutrition.
- f) Raise adolescent girls' knowledge of reducing chronic malnutrition.
- g) Prepare updated resource materials on parenting education for improved maternal and child care and feeding practices.
- h) Organize programmes to enhance parental knowledge on maternal and child care and feeding practices.
- i) Provide nutritional support to adolescent girls (iron folic acid with deworming) to adolescent girls.
- j) Align non-formal education programmes for out-of-school children with the formal school curriculum cycles and revisions on CSE to ensure that out-of-school young people also benefit from the Social and Financial Skill package in terms of life skills and financial literacy.
- k) Ensure consistency of the CSE topics linking each grade with age appropriate and culturally accepted information during revision of the curriculum
- l) Improve WASH behaviour and infrastructure, including gender and differently-able friendly facilities in schools to improve health and nutrition outcomes.
- m) Foster inter-agency complementary services in schools such as deworming and vision checks to reduce absenteeism due to commonly preventable illness.
- n) Nominate WASH focal teachers and menstrual hygiene management female teachers in all schools for coordinating, planning, resource mobilization and the monitoring of school WASH activities and facilities in coordination with school WASH coordination committees.
- o) Monitor the implementation of WASH in schools by establishing and mobilising school WASH coordination committees and child clubs as per the guidelines on school WASH committee formation.
- p) Promote partnerships among DoE, development partners, and I/NGOs to promote WASH in schools.
- q) Link WASH in school interventions with the planning framework of district, municipality and VDC level WASH-coordination committees.
- r) Ensure the quality, standard and sustainability of WASH facilities in schools by the development and wider dissemination of user-friendly manuals on the technical designs

(standard operating procedures) of WASH facilities and through school awareness raising programmes.

- s) Enhance knowledge, attitudes, skills and behaviours of students and teachers on WASH related morbidity using life skills-based WASH education.

Table 7.7: SSDP’s health and nutrition outcomes, results and major interventions

Outcomes	Results	Major interventions
Improved health and nutrition status of school aged children	Nutrition and feeding schemes in schools located in food deficient areas	<ul style="list-style-type: none"> • Midday meals in schools to reduce short term hunger among schoolchildren, and address micronutrient deficiencies through multi-fortified foods and diversifying the food basket, including with fresh and locally produced foods. • Food management committees established within school management committees for programmatic support and oversight. • WASH behaviour change activities to improve health outcomes, linking to open defecation free (ODF) programmes • Install WASH infrastructure (latrines, water stations) to improve health outcomes. • Produce and disseminate nutrition-sensitive literacy materials to increase knowledge on nutrition and influence behaviours.
	Gender segregated and disabled friendly WASH facilities in school	

PART 2:
SSDP'S PROGRAMME



8 PROGRAMME DESCRIPTION

8.1 Basic Education (Including ECED/PPE and NFE)

Programme description

The basic education programme component will encompass school readiness through the one-year provision of ECED/PPE and non-formal education to ensure that children of a school going age are mainstreamed and brought (back) into formal basic education or provided with access to alternative education if this is not possible.

ECED/PPE — To strengthen equitable access, the various models of ECED/PPE services will be expanded, while ensuring a minimum enabling environment, in areas of need to serve children from diverse backgrounds. The ECED/PPE provided by newly established and existing centres will need to be better standardised, monitored and supported to improve its quality. At the community level, local governments need to play a greater stewardship role by mobilizing non-government and private actors in underserved areas, holding SMCs accountable for the implementation of ECED/PPE programmes and investing more of their resources in ECED/PPE. MoE will seek to further improve the learning outcomes in early education by implementing minimum quality standards for ECED/PPE facilitators/teachers and will move to certifying their services while developing a comprehensive plan to enhance the capacity of existing facilitators and by providing more performance incentives.

The main strategic quality reform under the SSDP programme is to ensure that all ECED/PPE services are established and run as part of the basic education school structure. At the same time implementation modalities and clear guidelines for quality standards will be developed for home-based, community-based, institutional school-based and community school-based ECED/PPE centres within the first year of SSDP programme.

The second major quality intervention is to increase the minimum qualification level of ECED/PPE facilitators/teachers to grade 10 with a commensurate increase in the remuneration level. New recruits must have passed grade 10 while existing facilitators with less than grade 10 qualification will be encouraged to complete grade 10 at the earliest. In line with this, one-month intensive training and refresher training will be provided to all ECED/PPE facilitators/teachers. For those who have already taken 16 days of related training, two weeks of training will be provided to cover all the ECED/PPE facilitators/teachers over the seven-year SSDP period.

Finally, strengthened parental and community engagement will be pursued under SSDP programme by educating parents to encourage them to enrol their children in basic education. A number of parental education programmes will be run in each district as well as orientation programmes on ECED/PPE for local bodies as they are responsible for managing ECED/PPE centres and need to be prepared to take on this responsibility, particularly in view of the implementation of the federal structure of governance.

Basic education — With regards to basic education, the Consolidated Equity Strategy (DoE 2014) will be implemented to reduce disparities in access, participation and learning outcomes in basic education with reference to gender, disability, poverty, marginalised communities and children in remote locations. The strategy will be implemented through a two-fold approach of (i) identifying disparities at all levels through a disparity-based composite index as part of the regular EMIS and

(ii) based on this to rationalise available and existing programmes and strategies to ensure targeted and need based approach and to monitor the result of the interventions for further analysis and implementation. As part of this, policy guidelines will be reviewed on ending gender, caste and ethnicity-based discrimination in access to education, on the targeting of scholarships to the neediest students and on promoting mother tongue education in the early grades. Access and participation in education for children with disabilities (CwDs) will be a focus area of basic education interventions and will proceed by (i) strengthening support systems targeted at CwDs and institutionalizing them to improve CwDs' access to education, and (ii) reviewing and updating norms and operation guidelines including guidelines on the types of disabilities that differently abled children have (in the first year of SSDP programme).

With regards to quality, a number of strategies will be deployed to ensure a minimum quality learning environment for students, including by strengthening the monitoring of compliance with minimum quality standards and learning outcomes. Minimum enabling conditions will be ensured in public and institutional schools related to infrastructure, inclusiveness, teachers and education resources, and will be monitored as part of the regular EMIS and against the established MECs. Besides this, the National Early Grade Reading Programme (NEGRP) will be implemented to strengthen the reading and numeracy skills of students in the foundation years (grades 1–3) to enabling improved learning outcomes throughout the school education cycle. Another major quality component will be to strengthen assessments, including regular national assessments of learning outcomes (NASAs) in grades 8 and supporting teachers to undertake learning assessments of grade 3 and 5 students.

Activities, milestones and costing

Based on the annual targets for the first five years of SSDP (Table 8.1), an estimated budget of US\$ 3,782.08 million is needed for the SSDP programme (Table 8.2).

Table 8.1: Year-wise targets for SSDP programme basic education (including ECED/PPE & NFE) programme activities

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
ECED/PPE programme activities						
Review and update norms and guidelines	No.	1				
Develop implementation modalities (home, community, institutional and community school-based)	No.	4				
Develop and prepare ECED/PPE learning materials	No.	1				
Print and distribute new ECED/PPE learning materials	Student	667,341	672,159	676,086	679,121	678,860
One month intensive training for ECED/PPE facilitators/teachers by ETCs	Teacher	3,500	3,500	3,500	3,500	3,500
16 days' refresher training for ECED/PPE facilitators/teachers	Teacher	3,000	3,000	3,000	3,000	3,000
Refresher training	Teacher	4,567	4,567	4,567	4,567	4,567
MToT for ECED/PPE facilitators/teachers	Trainer	200	200	200	200	200

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Development of ECED/PPE course (and textbooks and reference materials) as optional subject for grades 9 and 10	No.	1	1			
ECED/PPE materials and book corner costs	Centre	30,448	30,448	30,448	30,448	30,448
Strengthening parental education	Programme	3,000	3,000	3,000	3,000	3,000
Establishment of new centres	No.	0	0	0	1,500	1,500
Conducting ECED/PPE networking and other meetings	No.	480	480	480	480	480
Orientation programmes for local bodies	No.	2,000	2,000			
Strengthened access and equity in basic education programme activities						
Development and updating of programme packages to implement consolidated equity strategy including Equity Index	No.	1	1	1	1	1
Integrated schooling (resource classes in general schools with facilities for children with disabilities)	Resource centre	365	365	365	365	365
Special schools for audibly impaired children, including operational grants for partner organizations.	School	34	34	34	34	34
Targeted programmes to strengthen educational engagement of marginalized groups (Raute, Badi, Mushahar, Chepang and others)	Student	1,000	1,000	1,000	1,000	1,000
Scholarships and incentive schemes						
Provision of midday meals in targeted districts	Student	340,000	345,000	350,000	355,000	360,000
Review of basic and secondary scholarships	No.	1				
Scholarships for girls	Student	2,750,930	2,783,407	2,813,599	2,820,681	2,832,589
Scholarships for Dalit students	Student	600,000	950,614	961,270	963,770	967,972
Scholarships for Janajati students	Student	128,351	129,917	131,374	131,715	132,290
Scholarships for students with disabilities	Student	80,871	81,858	82,776	82,991	83,353
Programme for free and compulsory basic education						
Enrolment campaign for grade I	District and region	80	80	80	80	80
Out-of-school children enrolment programme	Out-of-school child	60,000	100,000	100,000	100,000	100,000
Identification of out-of-school children, planning and orientation — database preparation plus data collection	District	23			80	
Management costs of gender education network meetings and strengthening	District and region	80	80	80	80	80

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Programmes to mainstream traditional and religious schools						
i. Grants to grades 1–5 traditional and religious schools	School	845	845	845	845	845
ii. Grants to grades 1–8 traditional and religious schools	School	29	29	29	29	29
iii. Training for basic level teachers in traditional and religious schools	Teacher	400	400	400	400	400
Mobile schools in remote regions	School	10	10	10	10	10
National early grade reading programme in grades 1–3, including supplementary EGRP materials	School	25,000	25,000	25,000	25,000	25,000
Printing/procurement of EGRA teaching learning materials	Student	1,900,000	1,900,000	1,900,000	1,900,000	1,900,000
Minimum enabling conditions						
Construction of need-based classrooms and WASH facilities	No.	1	2	10	30	50
Reconstruction and repair of classrooms in earthquake-affected districts, including toilets and WASH facilities	Classroom	7,000	3,000	5,000	8,000	15,000
Post-earthquake reconstruction of school buildings with 4 classrooms	Building block	7,000	7,000	7,000		
Post-earthquake minor maintenance and retrofitting	Classroom	6,500	6,500	6,500		
Retrofitting schools	School	150	150	150	150	150
Textbooks						
Grade 1	Set	843,789	826,330	814,367	804,418	795,752
Grade 2	Set	772,831	742,657	731,995	727,545	725,433
Grade 3	Set	699,404	734,106	709,873	700,728	698,258
Grade 4	Set	659,512	670,871	705,812	687,792	681,326
Grade 5	Set	622,707	629,963	641,382	675,170	660,554
Grade 6	Set	606,370	599,415	606,802	618,997	652,740
Grade 7	Set	521,019	578,789	576,233	585,188	599,236
Grade 8	Set	491,878	499,058	553,925	554,439	564,325
Strengthened quality in basic education programme activities						
Formulate competence-based National Qualifications Framework	No.	1				
Equipment support for technology-based curricular materials development	No.	1				
Capacity development for activity-based curricular materials development	No.	1				
Language, ICT and enterprise skills textbooks preparation	No.		1			
Digitize basic and secondary curricular materials	No.	1	1			

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Development of interactive pedagogical materials	No.	1				
Basic level (grade 1-3) learning materials for schools (book corners)	Student	1,698,243	1,703,927	1,703,430	1,695,652	1,661,323
Basic level (grade 6-8) learning materials for schools (book corners)	Student	1,619,267	1,677,263	1,736,960	1,758,624	1,816,301
Grants to schools to strengthen interactive and activity based pedagogical process (ICT support)	School				5,500	5,500
Interactive pedagogical materials for children with disabilities	School	10	10	30	40	50
Multi-grade school operation costs	School	26	26	26	26	26
Materials support to existing multilingual schools	School	70	70	70	70	70
Management support for newly identified multi-grade schools	School	257	257	257	257	257
Revisit the roles of RCs and resource persons and support for the change	No.	1				
CAS implementation	Student	843,789	826,330	814,367	804,418	795,752
Grade 8 examinations	No.	491,878	499,058	553,925	554,439	564,325

Table 8.2: Cost of SSDP programme basic education (including ECED/PPE & NFE) programme activities (in USD million)

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Management & administration costs	ECED/PPE meetings, networking and coordination	0.07	0.07	0.08	0.09	0.09	0.40	0.22
	Basic education meetings, networking and coordination	0.02	0.02	0.02	0.02	0.03	0.11	0.06
	Operational costs	8.45	9.13	9.84	10.65	11.51	49.58	27.42
Programme costs	Development, production and distribution of ECED/PPE textbooks and learning materials	2.31	3.59	3.87	4.19	5.40	19.36	9.77
	Other ECED/PPE programme costs	0.16	0.17	0.17	0.36	0.39	1.25	0.50
	Review and development of policy guidelines	0.02	-	-	-	-	0.02	0.02
	Construction of classrooms & WASH facilities (including toilets)	0.02	0.05	0.27	0.86	1.55	2.75	0.34

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
	and post-earthquake reconstruction							
	Development, production and distribution of textbooks and learning materials	19.90	37.71	44.63	48.44	60.07	210.75	102.24
	ICT	0.16	0.06	0.17	33.23	36.0	69.62	0.39
	Incentives and support	9.51	14.52	15.89	34.78	38.10	112.80	39.92
	Other programme costs	6.01	21.97	23.78	25.75	27.73	105.24	51.76
	Review and development of policy guidelines	0.07	-	-	-	-	0.07	0.07
	Scholarships	17.23	24.45	26.70	28.91	36.30	133.59	68.38
	Training and capacity development	0.03	0.03	0.03	0.04	0.04	0.17	0.09
Salaries & remuneration	ECED/PPE	22.62	39.49	42.65	46.06	73.85	224.67	104.76
	Basic (grade 1-5)	350.50	385.80	416.70	450.00	486.00	2,089.00	1153.0
	Basic (grade 6-8)	116.00	143.50	155.00	167.40	180.80	762.70	414.50
Total		553.08	680.56	739.80	850.78	957.86	3,782.08	1,973.44

8.2 Secondary Education Including Technical and Vocational Subjects

Programme description

Secondary education covers four years (grades 9–12) to primarily serve students in the 13 to 16-year age group. This level of education is free and includes general education and technical and vocational (TVE) subjects. SSDP programme's secondary education focus is on reducing disparities related to access, participation and learning outcomes with reference to gender, disability, poverty, marginalised communities and children in remote areas. Schools are classified into general schools, model/lead schools and special schools, based on geographical coverage, population, the subjects offered, infrastructure and the inclusive design. There are different types of grants for schools including basic grants, special needs school grants and large/model school grants. Measures will be initiated to further improve the participation of targeted ethnic groups and underserved population groups, including by providing financial scholarships to support such students through school. The sector has identified minimum enabling conditions for schools to create safe, inclusive and learning environments for students. MoE will seek to ensure that these conditions are met in schools and, where appropriate, seek partnerships with the private sector.

Over the SSDP programme period, secondary schools (covering grades 1-10 or 1-12) will be facilitated to achieve selected minimum enabling conditions to ensure enhanced teaching-learning practices and improved student learning outcomes. For this purpose, all secondary schools will receive the full set of qualified, competent and trained subject teachers and separate head teacher

positions in a phased manner, in addition to the current levels and types of support from MoE. It is expected that all secondary schools will gradually evolve into viable and autonomous secondary schools (model schools) through the provision of additional targeted support to ensure enabling learning environments for innovative pedagogical activities, equity, efficiency, and effective learning. During the SSDP programme period, it is estimated that approximately 1,000 existing secondary schools (providing grades 1-10 or grades 1-12) will evolve into model schools.

Model schools: It is estimated that approximately 1,000 existing schools will evolve into model schools in a phased manner in 1,000 (approximate) local units as envisaged by the new constitution. These schools will be provided with the following inputs: separate, full-time head teacher positions; full set of subject teachers; Disaster resilient infrastructure; ICT lab; Science lab; Library; and water and sanitation facilities.

Curriculum and textbooks: A new national curriculum framework for school education (grades 1-12) will be formulated to ensure vertical and horizontal linkages across levels and subjects. Existing curricula and textbooks for grades 9-10 will be reviewed and revised in order to inform the reallocation of subject weightage and content through a workshop-based process with a strong trialling process. The alignment of grades 9-10 and 11-12 and curriculum gaps will be reviewed, especially for science and maths to identify needed adjustments. Essential learning materials (science and maths kits) will be identified and produced for supporting textbook activities.

The SSDP emphasises a multi-pronged approach to improving student achievements. The curriculum for both general and vocational education will be revised to focus on maths, science and English in line with the latest National Curriculum Framework. MoE, over the SSDP programme period, will also invest in upgrading the capacity of schools and teachers and make them more accountable to student learning outcomes. For this purpose, secondary education will be accredited and made uniform across the country through the National Qualification Framework. Schools will be supported by MoE to meet these standards and weaker ones will receive additional support to enhance their performance. Appropriate materials to facilitate learning, such as science and maths kits and ICT materials, will be provided to schools and additional teachers, (volunteer and resource teachers), will be hired to provide supervision and instructional support. Drawing on lessons from the SSRP period, teachers will be supported to implement innovative tools and processes that enable them to facilitate critical and creative thinking among students.

These ambitious measures require the participation of communities and local governments. A package of incentives will be rolled out to motivate SMCs to improve their schools' performance and to engage with local stakeholders to mutually plan to address the needs of schools in their communities. With regard to the SSDP objective of strengthening TVE, MoE will expand the number of schools offering TVE education, with increased opportunities for students from low socioeconomic backgrounds, while also offering opportunities for the professional development of TVE teachers. Partnerships with the private sector are needed to successfully develop and sustain vocational education, and such partnerships will be sought to develop relevant curricula and for on-the-job and apprenticeship opportunities for students. Over the SSDP programme period, MoE will seek to better regulate the vocational education sector. It will introduce regulatory provisions under the broad National Vocational Qualification Framework to accredit these institutions.

Activities, milestones and costing

The development of guidelines, implementation modalities, and other learning materials are scheduled in the first years of SSDP programme so that improved modalities and learning materials can come into operation from the second year onward. To roll out the secondary education and TVE activities planned under the SSDP programme (Table 8.3) will require an estimated budget of US\$ 1,727.26 million over five years (Table 8.4).

Table 8.3: Year-wise targets for SSDP programme secondary education and TVE programme activities

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Development of partnership models for free secondary education	No.	1				
Establishment of model schools						
Appointment of head teachers	Model school	240	290	340	440	540
Disaster risk reduction	Model school	50	100	100	150	150
Library facilities	Model school	50	100	100	150	150
ICT facilities	Model school	50	100	100	150	150
Science labs and facilities	Model school	50	100	100	150	150
Gender and inclusive sanitation facilities	Model school	50	100	100	150	150
ICT pedagogy teaching & learning materials (particular science, maths and English)	No.	1	1			
Model school subject teachers	Subject teacher	150	450	750	1200	1,650
Model schools with residential facilities	Model school	5	10	15	15	25
Access and equity support and incentives						
Secondary level special schools for children with hearing impairment	Special school		1	3	5	7
Targeted incentives for selected students promoted from grade 8	Student	5,400	10,800	16,200	21,600	162,00
Support to under-achieving schools through district subject expert pools	School	750	750	750	750	750
Strengthening performance of secondary level students and schools						
Performance-based support schemes for students	Student	500	1,000	1,000	1,000	1,000

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Implement accountability and performance audit and reward system for community schools	Sample school		225	225	225	225
Strengthening of quality of secondary education						
Development of portals and websites including e-libraries	No.	1				
Revision of textbooks to reflect National (Vocational) Qualification Framework, languages, ICT, & entrepreneurial skills	No.			1		
Provision of volunteer teachers	Volunteer teacher	500	500	500	500	500
Equipment grants for ICT and science	School	6,040	5,940	5,840	5,740	
Remedial support for weaker students including grade 10 exam coaching	Student	8,339	8,339	8,339	8,339	8,339
Strengthening assessment and examination						
Assessment framework for grades 8, 10 and 12	No.	1				
Development of standardized test items	No.		1			
Comprehensive reform of secondary examinations (grades 10, 11 and 12)	No.	1				
Introduction of NASA in grade 10	No.				1	
Set up National Examination Board	No.	1				
Orientate oral examiners/monitors on English as a subject	School	1,748	1,748	1,748	1,748	1,748
Strengthening maths, science and reading proficiency						
Establishment of science labs and equipment and libraries	School	5	10	85	200	200
Distribution of educational video material	School	5	10	85	200	200
Science and maths educational kits, textbooks and materials distribution	School	5	10	85	200	200

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Library establishment	School	500	500	500	500	500
Supplementary books for libraries	School	1,000	1,000	1,000	2,000	2,000
Science lab establishment	School		150	150	150	150
Scholarships and incentive schemes						
Provision of free textbooks to all students in grade 9	Student	438,375	422,722	428,570	476,492	480,220
Provision of free textbooks to all students in grade 10	Student	372,040	413,759	400,693	408,539	455,508
Provision of free textbooks to targeted groups in grades 11 and 12	Student	435,256	444,644	468,638	485,498	495,217
Residential scholarships for children of marginalized communities and targeted groups	Student	9,500	9,500	9,500	9,500	9,500
Residential scholarships for students in mountain and remote areas	Student	3,000	3,000	3,000	3,000	3,000
Targeted scholarships for Dalits and girls	Student	242,906	249,819	253,091	267,253	279,034
Secondary education science scholarships with living expenses	Student	500	500	500	500	500
Scholarships (residential/non-residential) for children with disabilities	Student	11,000	12,000	13,000	13,000	13,000
Strengthening technical and vocational subject at secondary level						
Provisions for students to enrol in secondary technical and vocational education subject	Student	15,630	23,340	33,570	46,800	55,800
Provision of specialized teachers to teach technical and vocational subjects	Teacher	282	640	998	998	998

Table 8.4: Cost of SSDP programme secondary education programme activities (in USD million)

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Management & admin. costs	Operation and administrative costs	9.98	10.96	12.28	13.75	15.37	62.34	33.22
Programme	Construction — classrooms, WASH,	6.05	13.06	14.39	22.85	25.33	81.68	33.50

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
costs	toilets, post-earthquake reconstruction							
	Development, production and distribution of textbooks, learning materials	22.0	32.14	39.98	44.93	54.40	193.45	94.12
	Equipment and other fixtures and fittings	0.34	8.18	12.63	19.92	21.51	62.58	21.15
	Strengthening teaching-learning processes through application of ICT	9.84	12.23	13.05	16.03	6.9	58.05	35.12
	Incentives and support	6.29	10.09	13.90	18.25	16.21	64.74	30.28
	Inclusive education	-	0.05	0.11	0.12	0.13	0.41	0.16
	Other programme costs	0.01	0.69	0.76	0.93	0.81	3.20	1.46
	Review and development of policy guidelines	0.03	-	-	-	-	0.03	0.03
	Provision of scholarships	11.30	13.65	14.87	16.40	18.02	74.24	39.82
	Secondary teaching and non-teaching staff	128.82	165.22	174.18	184.06	193.94	846.21	520.89
	TVE management & admin. costs	Other programme costs	-	6.17	6.67	-	-	12.84
TVE programme costs	Review and development of policy guidelines	-	0.01	-	-	-	0.01	0.01
	Secondary technical	1.22	3.27	5.51	5.95	6.43	22.38	10.00
Salary & remuneration	Operation and administrative costs	3.72	6.00	9.32	14.04	18.08	51.16	19.04
Total		198.53	299.74	353.37	414.94	460.60	1,727.26	851.68

8.3 Literacy and Lifelong Learning

Programme description

The SSDP programme aims to strengthen non-formal education and lifelong learning. For this purpose, flexible and open programming will be expanded for skills development and income generation with specific programmes targeted at underserved populations. Improving the quality of NFE-related educational institutions is key to achieving this sub-sector's objectives. While community learning centres (CLCs) continue to be the main mechanism for delivering lifelong learning and non-formal education, part of their funding will be tied to the achievement of results. Furthermore, MoE will invest in creating pools of expert facilitators at district and local levels and

will provide them with opportunities for capacity enhancement. As a growing number of civil society organisations are offering NFE catering to diverse needs, MoE will standardize NFE curricula and initiate accreditation/equivalence of NFE programmes to ensure minimum standards are met while also extending support to enhance the capacity of these organisations. Career-based programmes will be run to mitigate gaps between education and employment. Special programmes and packages will be introduced and strengthened for targeted groups (such as people with disabilities) and geographical areas, with a special focus on skills development and income generation. Community engagement in these programmes will be strengthened by launching national volunteer campaigns in collaboration with local governments and primary stakeholders, such as organised civil society groups, and by introducing locally based mechanisms for monitoring and supervisory support.

Activities, milestones and costing

To roll out the NFE and lifelong learning activities planned under the SSDP programme (Table 8.5) will require an estimated budget of US\$ 76.29 million over five years (Table 8.6).

Table 8.5: Year-wise targets for SSDP programme lifelong learning and literacy programme activities

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Development of non-formal EMIS and linkage to EMIS	No.	1				
Open school programme for working youths and adults	Program	148	281	281	281	281
Flexible education programmes	Person	5,000	10,000	15,000	15,000	15,000
Online course and material development for open school programme grades 6-10	No.		1	1		
Strengthening and mobilization of CLCs	Centre	3610	3610	3610	3610	3610
Review and revision of curricula based on learning needs	No.		1	1		
Non-formal education programme for women	Program	284	284	284	284	284
Professional development for non-formal education experts and facilitators	Person	100	100	100	100	100
Non-formal qualifications reflected in the National Qualification Framework	No.	1				
Literacy and neo-literacy programmes	Person	300,000	300,000	400,000	400,000	400,000

Table 8.6: Cost of SSDP programme lifelong learning and literacy programme activities (in USD million)

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Management and admin. Costs	Operation and administrative costs	7.71	8.64	9.33	10.08	10.89	46.65	25.68

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Programme costs	Development, production and distribution of textbooks, learning materials	0.05	0.07	0.12	0.11	0.11	0.46	0.24
	Equipment and other fixtures and fittings	0.01	0.01	0.01	0.01	0.01	0.05	0.03
	ICT	-	0.04	0.04	-	-	0.08	0.08
	Other programme costs	0.29	0.41	0.44	0.48	0.52	2.14	1.14
	Programme/ school operational costs	2.86	3.09	4.44	4.80	5.18	20.37	10.39
	Training and capacity development	0.01	0.01	0.01	0.01	0.01	0.05	0.03
Salaries and remuneration	Non-formal facilitators	1.00	1.49	1.89	2.04	2.21	8.63	4.38
Total		11.64	13.35	15.84	17.05	18.41	76.29	40.83

8.4 Teacher Professional Development and Management

Programme description

The quality of the teaching workforce will be regulated at the national level through a teacher competency and licensing system, which will also guide teacher preparation courses, teacher qualification requirements, and guidelines for selecting teachers at the lower levels including for managing teachers. Teacher management has been recognized as a key agenda for improving the quality of education. As such, a number of interventions will be carried out during SSDP programme period to improve the supply of teachers to schools, including rationalizing the supply of teachers at the school level and creating new secondary teacher positions to supply subject teachers at the secondary level. Furthermore, incentive and scholarship schemes will be introduced to attract more candidates to teacher education programmes in subjects like science, where there are too few teachers, and the curricula of teacher preparation programmes will be aligned with the teacher recruitment policy (e.g., prospective teachers may have to take a number of school subjects and additional assignments). Diverse teacher professional development programmes will be strengthened including one-month in-service certification training, refresher courses and other on-demand short courses including online self-learning courses and courses responding to specialized needs like special needs education. Also, schools and district education officers will be encouraged to implement school and cluster-based teacher development activities ranging from mentoring to participation in professional forums. Finally, in-service certification courses will be standardized both in terms of design and implementation, and will be implemented through ETCs and lead resource centres (LRCs).

All secondary schools will have a separate head teacher. And all grade 6-8 and secondary schools will get a full set of subject teachers in a phased manner by 2022 starting from model schools (at least one school in each proposed local government unit; 1,000 schools in total). For this purpose,

new norms have been developed for calculating schools' teacher requirements based on student-school ratio (for basic level) and the requirements for subject teachers (for secondary levels). The general student-teacher ratio (STR) norm for calculating the number of teachers required is 30 in the mountains; 35 in the hills, and 40 in the Tarai and Kathmandu Valley. Additional teachers will be provided based on the above STR and the subjects offered in grades 6 to 12. The norms for the different types of schools are as follows:

- Small schools (grades 1-3): A single teacher will be provided to grade 1-3 schools with fewer than 30 students in the mountains and fewer than 35 in other areas. Such schools will operate as multi-grade-multi-level (MGML) schools. It is estimated that there will be approximately 1,100 MGML schools operational during the SSDP programme period.
- Basic schools (grades 1-5): A minimum of two teachers will be provided if students number fewer than or equal to 35 in grades 1-5, and three teachers will be provided to schools with a total of 35-70 students in these grades. Additional teachers will be provided based on the standard mountain/hill/Terai STR.
- Basic schools (grades 1-8): In addition to the above provision for grades 1-5, a minimum of 4 additional subject teachers will be provided for grade 1-8 schools.
- Secondary schools (grades 1-10): In addition to the provision for grades 1-5 mentioned above, at least an additional 8 secondary subject teachers will be provided for grades 6-10. These schools will not get any lower secondary level teachers. Additional teachers will be provided based on the on the standard mountain/hill/Terai STR. In addition, one full-time head teacher will be provided.
- Secondary schools (grades 1-12): In addition to the provisions for basic schools mentioned above, a minimum of four additional subject teachers plus an additional grant for teacher(s) will be provided to schools that offer science subjects in grades 11-12. In addition, one full-time head teacher will be provided. Additional teachers will be provided based on the standard mountain/hill/Terai STR.

With regard to teacher professional development, the SSDP programme aims to provide for the development and delivery of centralized (or centrally validated) in-service training programmes through ETCs and lead resource centres. Alongside this, diverse means of continuous professional development will also be introduced, including online and mobile phone based self-learning resources, short modular courses, support for development and sustenance of subject teacher networks and school based professional development for secondary teachers.

In-service teacher professional development will include mandatory induction training for all new recruits (including pre-primary class [PPC] teachers) for 10 days followed by school based learning. With regard to the in-service training, provisions have been made to provide one month and refresher training for PPC/ECED/PPE teachers, to train 56,000 lower basic level (grade 1-5) teachers on EGRP, and to provide certificate training for 54,000 teachers of basic and secondary level for a period of 30 days (in two modules, including 10 days of school-based practice). These courses will include a variety of topics including how to develop reading skills in students, the use of ICT in pedagogy, the use of basic science kits, student assessment (including formative and summative) and activity-based learning. These courses will be designed and conducted by the NCED and ETCs (and LRCs). Certification of having passed the above courses is proposed to be made mandatory for

promotion. Furthermore, modular short duration refresher courses will be provided for 60,000 teachers.

Pre-service teacher education will include the development of a national teacher competency framework and a framework for pre-service teacher preparation to guide teacher education institutions to reform the curriculum and deliver pre-service teacher education courses. The competency framework will be used for the recruitment of teachers, guidance for teacher professional development and performance appraisal.¹³

Activities, milestones and costing

To roll out the teacher professional development and management activities planned under the SSDP programme (Table 8.7) will require an estimated budget of US\$ 129.25 million over five years (Table 8.8).

Table 8.7: Year-wise targets for SSDP programme teacher professional development and management programme activities

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Teacher preparation programmes for +2 students for English, science and mathematics (from other faculties) and technical subjects	No.	20	40	60	80	100
Teacher preparation programmes for English, science and mathematics (from other faculties) for model schools	Person	100	350	550	0	0
Teacher preparation programme (including qualification upgrading) for core subjects in grades 6 - 8	Person			5,000	10,000	10,000
Teacher preparation programmes for core subjects in grades 9-12	Person	1,000	3,000	7,000	11,000	16,000
Long term management training for head teachers	Person	200	300	300	300	100
Training for basic level head teachers	Person	1,500	2,500	2,500	2,500	1,000
Training for secondary level head teachers	Person	500	800	800	800	1,100
EGRP training for grades 1,2,3 teachers	Person	9,000	13,000	12,000	12,000	10,000
Certification training for lower level (grade 1-5) basic teachers (10+5 days modules)	Person	3,000	8,000	8,000	8,000	9,000
Certification training for basic (grade 6-8) teachers (10+5 days 2 modules)	Person	1,500	1,700	1,700	1,700	1,400
Certification training for secondary teachers (10+5 days 2 modules)	Person	500	1,500	1,500	1,500	1,000
Development of online self-learning courses	Person	8	12	12	12	6
Online self-learning	Person	500	1,500	1,000	1,000	1,000
One month training for PPC/ECED/PPE teachers (10+5 days in 2 modules)	Person	1,500	2,500	2,500	2,500	1,000
14-day training for PPC/ECED/PPE teachers who have 16 days of training	Person	3,000	5,000	5,000	5,000	2,000

¹³ The Teacher competency framework is expected to be finalized in the first year of the SSDP implementation

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Refresher training for PPC/ECED/PPE teachers	Person	4,800	4,800	4,800	4,800	4,800
MToT for PPC/ECED/PPE teachers	Person	200	200	200	200	200
School-based professional development for basic level schools	Person	2,500	8,000	8,000	8,000	8,000
School based professional development for secondary level schools	Person	1,000	2,000	2,000	2,000	1,000
Modular courses and seminars - refresher training courses	Person	5,000	16,000	16,000	16,000	6,000
Modular courses and seminars - mobilizing subject wise teacher professional networks	Person	400	1,600	1,600	1,600	600
Job induction training (10 days)	Person	4,000	8,000	8,000	8,000	2,000

Table 8.8: Programme costs of SSDP programme teacher professional development and management programme activities (in USD million)

Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total	Total
						5 yrs	3 yrs
Long term management training for head teachers	0.08	0.12	0.13	0.14	0.05	0.52	0.33
Training for basic level head teachers	0.29	0.51	0.56	0.60	0.26	2.22	1.36
Training for secondary level head teachers	0.14	0.25	0.27	0.29	0.43	1.38	0.66
EGRP training for grade 1,2,3 teachers	0.86	1.34	1.33	1.44	1.30	6.27	3.53
Certification training for teachers (basic and secondary - 10+5 days' modules)	1.05	2.47	2.67	2.88	3.11	12.18	6.19
Development of online self-learning courses	0.02	0.04	0.04	0.04	0.02	0.16	0.10
Online self-learning	0.01	0.03	0.02	0.02	0.03	0.11	0.06
One month training for PPC/ECED/PPE teachers (10+5 days in 2 modules)	0.36	0.64	0.69	0.75	0.32	2.76	1.69
14-day training for PPC/ECED/PPE teachers who have 16 days of training	0.29	0.51	0.56	0.60	0.26	2.22	1.36
Refresher training for PPC/ECED/PPE teachers	0.07	0.07	0.08	0.09	0.09	0.40	0.22
MToT for PPC/ECED/PPE teachers	0.03	0.03	0.03	0.04	0.04	0.17	0.09
School based professional development for basic level schools	0.02	0.08	0.09	0.10	0.10	0.39	0.19
School-based professional development for secondary level schools	0.01	0.02	0.02	0.02	0.01	0.08	0.05

Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total	Total
						5 yrs	3 yrs
Modular courses and seminars - refresher training course	0.10	0.33	0.36	0.38	0.16	1.33	0.79
Modular course and seminar - mobilizing subject-wise teacher professional networks	0.02	0.08	0.09	0.10	0.04	0.33	0.19
Job induction training (10 days)	0.19	0.41	0.44	0.48	0.13	1.65	1.04
Teacher preparation programmes	0.31	0.84	0.91	0.98	0.34	3.38	2.06
Strengthening the TSC	0.14	0.45	6.10	17.64	69.37	93.70	6.69
Total	3.67	7.4	13.49	25.61	75.72	129.25	26.60

8.5 Disaster Risk Reduction and School Safety

Programme description

The focus of DRR under the SSDP programme is the safe reconstruction, repair and retro-maintenance of schools in earthquake-affected areas and the safe construction and retrofitting of schools in non-affected areas. The concept of safe schools covers all three pillars of the comprehensive school safety framework of (i) safe infrastructure, (ii) strengthened disaster risk management and (iii) strengthened resilience in communities and among stakeholders. In order to ensure access for all children to a safe enabling learning environment, comprehensive disaster risk reduction and school safety programmes are envisioned in all schools. These programmes will also improve disaster management and resilience in communities.

Safe infrastructure — As part of the first pillar, the programme aims to increase the number of staff qualified on DRR (including engineers) and develop supervision guidelines to enforce mandatory certification by authorized government agencies and technical oversight during the construction and retrofitting of schools. The other main measures to be implemented under SSDP programme are as follows:

- Register and monitor all organisations involved in school construction to ensure they comply with government rules and regulations and to develop.
- Implement time-bound action plans for the (re)construction of safe basic and secondary schools with resources committed for all possible costs (assessment, planning, supervision, implementation, consulting, coordination, research and development, awareness and capacity building).
- Use approved prototype designs that make new schools resilient to multiple hazards and have an inclusive design.
- Develop and monitor a set of standard approved key messages for comprehensive school safety and DRR in schools and standard operating procedures for different types of disasters.

Strengthened disaster risk management — Regarding the second pillar, the programme calls for adding specific DRR-related roles and responsibilities to the terms of reference of SMCs and developing the capacity of the reconstruction Programme Implementation Unit (PIU) and district

implementation units (DIUs) to monitor a set of standard approved key messages for comprehensive school safety and DRR in schools and standard operating procedures for different types of disasters. Furthermore, the use of the SIP Supplementary Training Manual will be amended to include school disaster readiness in the SIP planning process and to incorporate a DRR component within EMIS to capture preventative and response activities within the education sector. Finally, the SSDP programme aims to ensure that all school disaster management materials are accessible to all and are developed in line with gender equality and social inclusion (GESI) principles.

Strengthened resilience in communities — With regard to the third pillar, the programme aims to incorporate key DRR messages into teacher professional development and training packages and to disseminate these through different mechanisms to reach children, teachers, SMC members and communities. Furthermore, a set of standard educational training packages will be developed on DRR for teachers, head teachers and SMCs, using a range of different approaches including audio-visual materials such as video, DVDs and drama. The programme also aims to ensure that children become aware about disaster risk mitigation strategies and are able to assess risks in their environments to enable fast and adequate responses to minimise human losses during disasters while making all risk reduction and education accessible for all and incorporating GESI principles.

Coordination of the recovery of the school education sector

Reconstruction work in the 31 affected districts is being undertaken in line with the Post Disaster Recovery Framework (PDRF) (NRA 2016) and through DoE's PIU supported by the Nepal Education Cluster (NEC). The PDRF builds on the findings of the Post-Disaster Needs Analysis (PDNA, NPC 2015b and 2015c) and builds on the analysis of data that has become available since the PDNA was published. The PDRF details the programmatic recovery and reconstruction needs for the duration of the SSDP programme (2016-2021). Planning of the recovery work will be coordinated through the SSDP sector wide approach (SWAp) and will be monitored through regular joint consultations and reviews of progress and the achievement of outcomes as part of the SSDP SWAp. MoUs for transitional and permanent reconstruction in the school education sector made during the response period at the district level will be reviewed through a fast track mechanism and then accredited or otherwise at the central level by DoE. At the DoE, a focal desk has been established to coordinate budget support for reconstruction and the National Engineering Campus (NEC) has set up a coordination mechanism through the placement of focal persons in the most affected districts. Apart from the National Reconstruction Authority (NRA) as the Programme Management Unit (PMU), the key implementing agencies will be the PIU and the DIUs in affected districts. In addition to existing skilled human resources (engineers and sub-engineers), further capacity will be needed for education-related DDR work across all affected districts. Technical expertise is being recruited to support the capacity development and orientation of DoE engineers and stakeholders on safe school reconstruction practices with regard to contractual work, design and supervision.

Activities, milestones and costing

To roll out the disaster risk reduction and school safety activities planned under the SSDP programme (Table 8.9) will require an estimated budget of US\$ 1,013.92 million over five years (Table 8.10).

Table 8.9: Year-wise targets for SSDP programme disaster risk reduction and school safety programme activities

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Provision of safe learning facilities						
Number of classrooms established with minimum enabling conditions and DRR requirements (including provision of WASH)	No.	7,000	3,000	5,000	8,000	15,000
Number of school blocks (4 rooms) established with minimum enabling conditions and DRR requirements	No.	7,000	7,000	7,000		
Number of damaged classrooms repaired and retrofitted	No.	6,500	6,500	6,500		
Numbers of schools retrofitted	No.	150	150	150	150	150
Develop and implement time-bound action plan for the (re)construction of safe basic and secondary schools	No.	1				
Develop and approve prototype designs for new school construction	No.	1				
Strengthening school disaster management						
Develop a set of educational training packages on DRR for students, teachers and SMCs	No.	1				
Develop DRR kits and materials for schools	No.	1	1			
Develop and distribute of DRR awareness programme	Schools	29,010	29,010	29,010	29,010	29,010
Strengthen preparedness and risk reduction at school level	Schools	29,010	29,010	29,010	29,010	29,010
Incorporate key DRR messages into professional development and training packages	No.	1				
Provide guidelines for head teachers and SMCs on risk assessment and school safety planning	No.	1				
Support disaster readiness in the SIP planning process.	No.	1				
Include specific DRR related roles and responsibilities in SMCs' ToRs	No.	1				
Incorporate a DRR component in the EMIS	No.	1				
Institutionalizing risk reduction and resilience education						
Update pre- and in-service teacher training and other relevant training packages to incorporate DRR	No.	1				
Develop a communications	No.	1				

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
strategy to promote DRR information to children, communities and parents						

Table 8.10: Cost of SSDP programme disaster risk reduction and school safety programme activities (in USD million)

Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Construction of new classrooms and repair of major earthquake damage (including provision for toilets/WASH)	73.33	33.94	61.10	105.58	213.79	487.74	168.37
Post-earthquake minor maintenance and retrofitting	12.38	13.37	14.44	-	-	40.19	40.19
Post-earthquake reconstruction of school buildings with 4 classrooms	133.33	144.00	155.52	-	-	432.85	432.85
Retrofitting schools	2.14	2.31	2.50	2.70	2.92	12.57	6.95
Develop a set of standard educational training packages on DRR for students, teachers, and SMCs	0.01	-	-	-	-	0.01	0.01
Develop DRR kits and other materials for distribution to schools	0.02	0.02	-	-	-	0.04	0.04
Run awareness programmes at the school level	2.76	2.98	3.22	3.48	3.76	16.20	8.96
Strengthen preparedness and risk reduction capacity in schools	4.14	4.48	4.83	5.22	5.64	24.31	13.45
Total	228.11	201.10	241.61	116.98	226.11	1,013.92	670.85

9 PROGRAMME GOVERNANCE, MANAGEMENT AND IMPLEMENTATION

9.1 Governance Arrangements

The SSDP programme will be implemented at a time when Nepal is going through major state restructuring as it moves towards federal and provincial levels of government as per the new constitution and school restructuring following the recent passage and enactment of the amended Education Act. Although preparations to facilitate this restructuring process have been initiated, it is assumed that the major organizational restructuring of MoE and the central level agencies that come under it will only occur after three years of the beginning of the SSDP programme. The SSDP programme governance and implementation arrangements will be undertaken through the two-pronged strategy of (i) the development of a roadmap for restructuring and realigning MoE in relation to the transition to the federal system; and (ii) strengthening existing implementation arrangements through improved programme management, technical oversight and coordination.

The school education system has the six major functions of (i) curriculum development, (ii) textbook preparation and distribution, (iii) teacher recruitment, development and management, (iv) management and implementation of local school education systems, (v) school management, and (vi) student examination and assessment. Broadly speaking, functions that need to be standardized (sometimes at the international level) need to be centrally designed and regulated. Therefore, curriculum development, textbook preparation, teacher development and examination will remain under the federal government. In addition, there will be a regional educational directorate (RED) level agency in all the provinces. For curriculum development, there will be local curriculum components that will be governed by provincial and local governments. However, the effective use of local curriculum would depend upon their institutional capacity for which the federal government units will have to play a role. Textbook printing and distribution, teacher management, management and implementation of school education system and school management will be governed by provincial and local governments.

In view of the difficulties faced while implementing SSRP, particularly at the district level, there are likely to be capacity constraints at the provincial and local levels, and there is therefore a strong need for institutional capacity building. The transition from the existing set-up to a federal structure is likely to take some time as it involves (i) designing the new organizational structure at provincial and local levels, (ii) fulfilment of legal requirements, (iii) addressing capacity constraints, and (iv) transforming the current structures. Until then, existing institutional structures will have to be used, which will need capacitating for the effective implementation of the SSDP programme. In this context, a number of initiatives are proposed for the implementation of the SSDP programme (see below).

9.2 SSDP programme Implementation Arrangements

The SSDP programme implementation arrangements will mitigate the challenges and gaps identified during the implementation and evaluation of the SSRP and the need to take forward SSDP's transformative agenda focused on substantially improving the quality of delivery of education and student learning. The implementation of the federal form of governance is expected to be initiated within the SSDP programme period. This will restructure the state into federal, provincial, and local levels and will entail changes to the law and the broader regulatory

framework. The details of the functions to be carried out by the respective tiers of government remain to be finalized. The report of the high level Local Bodies Restructuring Commission is due in March 2017. The implementation of the SSDP programme will therefore be led by MoE until full-fledged state restructuring takes place. MoE will be responsible for oversight, financial management, procurement, safeguards, monitoring, evaluation and reporting arrangements until restructuring takes place. The DoE will be the main implementing agency tasked with preparing annual strategic implementation plans (ASIPs) and AWPBs and for carrying out programme activities with the support of other central level agencies. Regional education directorates and DEOs will execute the programme at the regional and district levels, and report to DoE. At the school level, where most SSDP programme expenditure will happen, the main frontline actors will be the community schools themselves, with SMCs responsible for managing all school-level activities and PTAs for monitoring these activities. Twenty-nine education training centres (ETCs) and 1,053 resource centres provide training, management and monitoring support to these schools. See Figure 2 for SSDP programme implementation arrangements.

Central level management structure

The governance and management of the SSDP programme will be safeguarded by strengthening the following sections, central level committees and commissions to provide policy guidance, implementation and monitoring support in line with the results-based programme approach:

- a) A National Education Council, chaired by the minister of education, has been established in line with the recent amendment to the Education Act. The functions of the existing Education Policy Committee (EPC) will be revised accordingly.
- b) The Ministerial Level Development Action Committee meets every two months, headed by the minister of education with the secretary and the membership of the National Planning Commission (NPC) and the Ministry of Finance. The National Development Action Committee (NDAC) is headed by the prime minister and meets three times a year.
- c) An SSDP Steering Committee (SSDP-SC) will be established to oversee the coordination, monitoring and to verify progress of the implementation of the SSDP programme and the external assistance to carry out these tasks done through MoE's Planning Division and Monitoring and Evaluation division, with support from the Technical Support Unit (TSU). The steering committee will be chaired by the MoE secretary and the joint secretary of the Planning Division will be the member-secretary. The joint secretary of the M&E Division of the MoE, the DoE director general, the NCED executive director, the CDC executive director, representatives from NPC, the Ministry of Finance (MoF), and the Financial Comptroller General Office (FCGO) will serve as members. In addition, the Steering Committee may invite the other CLA heads and the Development partners' focal point as and when required. The steering committee will create sub committees to handle thematic issues.¹⁴ The committee will be responsible for (i) providing directions for programme policy and reform, (ii) overseeing overall programme implementation and providing operational guidance, (iii) providing guidance for annual SSDP programme budget preparation and endorsing the TA-AWPB for government approval, (iv) providing guidance

¹⁴ Thematic sub committees can be created for key SSDP interventions such as audit and financial management, model schools, scholarships and teacher management and development.

to addressing constraints and bottlenecks in timely implementation, including ensuring the timely submission of Financial Management Reports (FMRs) and Audit reports for SSDP programme, (v) reviewing progress on the fulfilment of annual DLIs for the smooth functioning of collaboration with the joint financing partners (JFPs), (vi) addressing critical inter-ministerial policy and implementation issues, and (vii) addressing any reform needs to SSDP programme emerging due to changes likely from on-going implementation of federal system. The committee will meet at least three times a year.

- a) An SSDP programme implementation committee will be established, headed by the DoE director general with the heads of central level agencies as members. The head of DoE's Programme Section will be member secretary.
 - Programme implementation support
 - Recommend utilization of TA to Steering Committee

The MoE's Foreign Coordination Section (FCS) comes under MoE's Planning Division and is headed by an under-secretary. It will continue to serve as the government's focal point for foreign aid and development partner coordination. The section will handle all associated requirements for external partnerships, including budgeting, financing, programme monitoring and disbursement linked indicator (DLI) reporting, including the financial management and audit reports that are critical for the smooth functioning of external partnerships. As guided by the SSDP Steering Committee, the FCS will:

- coordinate SSDP programme activities across MoE's divisions, DoE and the central level agencies;
 - support implementation of innovations planned under SSDP programme;
 - recruit consulting services for the Technical Support Unit (TSU, see description below) ensuring necessary externally hired technical and programme implementation support is provisioned to DoE and other central level agencies;
 - coordinate with JFPs for joint SSDP programme review meetings, the fulfilment of DLIs and activities necessary for the smooth functioning of the partnerships with external agencies; and
 - coordinate within MoE and DoE to develop annual school sector performance or/and status reports.
- b) An SSDP Technical Support Unit (TSU) will be established within FCS with dedicated staff assigned to manage all TA requirements for SSDP programme implementation and is responsible to (i) support the M&E Division for monitoring and evaluating the achievement of SSDP indicators and results, including compliance with and DLI verification, and (ii) support the Planning Division to coordinate the SSDP programme implementation, compliance with development cooperation agreements, and the management of technical assistance. The TSU will be governed by SSDP's Steering Committee. The TSU will function as an annex to the FCS. The TSU will support the government to provide timely, good quality and coordinated TA support on capacity and institutional development priorities to design, assess, implement and monitor SSDP's various policies and strategies. It will be

supported by government funds and through TA from joint financing partners¹⁵ on behalf of participating development partners, as well as accommodating parallel funding.

As part of efforts to align TA support for the SSDP, a common TA framework will be designed, compatible with different TA funding modalities. The common TA framework will include a minimum TA reporting requirement that all SSDP development partners subscribe to. The government can also pre-finance expenditure for this unit from the treasury account. The TSU could be tasked with managing TA recruitment so that TA supported activities, including DLI activities, can be implemented efficiently (time) and effectively (quality).

- c) The planning and review of SSDP programme will be done through the Planning Division and Monitoring and Evaluation Division. Technical assistance (TA) to ensure adequate planning and review of the SSDP will be mobilized through the Technical Support Unit (TSU).
- d) The DoE will produce progress reports against the DLI targets. The DoE can request technical assistance to be mobilized through the TSU if this requires additional monitoring and verification.
- e) Based on the lessons learned under SSRP, joint thematic working groups can be established consisting of government representatives, development partners and technical experts to work as mandated by joint missions and meetings.
- f) The Teacher Service Commission will be entrusted with conducting district-wise eligibility tests for potential head teacher candidates.

Note that the joint financing partners could be tasked with managing TA recruitment so that TA supported activities, including DLI activities, can be implemented efficiently (time) and effectively (quality).

District level management structure

- a) The district education offices, headed by district education officers, will be the main agencies responsible for implementing the SSDP at the district level. DEOs will provide supervisory and technical support to VDCs and municipalities to implement nationally mandated programmes and support them to manage the schools under their jurisdiction. Technical committees will be formed in DEOs under senior officers other than the district education officer. These committees will (i) identify eligible school, teacher and student beneficiaries for SSDP grants, (ii) prepare award confirmation forms (ACFs) based on compliance with eligibility criteria, (iii) support DEO accounts units to disburse funds through the banking system as per award confirmation forms, (iv) collect information and supporting documentation on school grant use, (v) reconcile expenditure (between information from the banking system and information provided by schools), and (vi) prepare grant eligibility compliance and grant use reports.
- b) District level education training centres (ETCs) will provide periodic in-service and refresher professional development opportunities for teachers at provincial and district levels. They will support teacher capacity improvement on the continuous assessments of students to improve

¹⁵ As of 15 July 2016, the Joint Financing Partners (JFPs) are the Asian Development Bank, Australia, the European Union, Finland, JICA, Norway, UNICEF, World Bank

learning outcomes and to undertake regular self and peer-assessments to identify their professional development needs.

- c) DEOs will remain as the implementing arms of the DoE at the district level. They will be provided with clearer job responsibilities including for handling complaints and conducting regular performance audits of schools.
- d) There is the need to strengthen grant management at the district level by ensuring compliance with DoE guidelines.
- e) There is the need to reallocate deputy DEOs and school supervisors based on the number of students and the number of schools in districts.
- f) There is the need to redefine the roles of DEOs for them to focus more on improving the quality of education provided. This will involve reviewing the structure of resource centres to use them for the technical backstopping of schools and teachers.

Local level management structure

VDCs and municipalities have administrative and logistical responsibilities, including the financing and oversight of schools to ensure access to quality education. They are responsible for monitoring progress against local development targets, including in education, and for developing strategies accordingly considering the needs of socially excluded and marginalized populations in their areas. Local governments also need to mobilize resources to fund these strategies.

School level management

SMCs, led by locally elected chairpersons, are responsible for the overall quality assurance and management of schools. They jointly plan with teachers and local stakeholders using the SIP tool and evidence generated from EMIS data while incorporating school safety, planning for educational continuity, building response and preparedness capacities, and reaching out to communities. SMCs are supported in the internal management and day-to-day functioning of schools by PTAs. Head teachers focus on technical functions, particularly on teacher performance, teachers' time on task and teacher capacity building.

The related components of the SSDP to school level management are as follows:

- a) Strengthen procurement at school level ensuring (i) the identification of individual school's procurement needs (new construction, equipment supplies, science labs, IT labs, etc.) in annual budget preparation, and b) compliance with guidelines and procurement rules through technical support and supervision.
- b) Provide greater autonomy to school managements starting from model schools.
- c) Create separate positions for head teachers to strengthen school management in a phased way starting from model secondary schools.
- d) Make head teachers accountable for the management of their schools with SMCs responsible for providing policy directions.
- e) Provide non-teaching staff in schools as per norms.
- f) Schools to regularly make financial and educational performance disclosures to parents and local stakeholders.

- g) Concerned agencies to be made responsible and accountable for results relating to financial management, procurement, teacher management and district and school level management.
- h) Schools to undertake regular performance audits and self-evaluation.

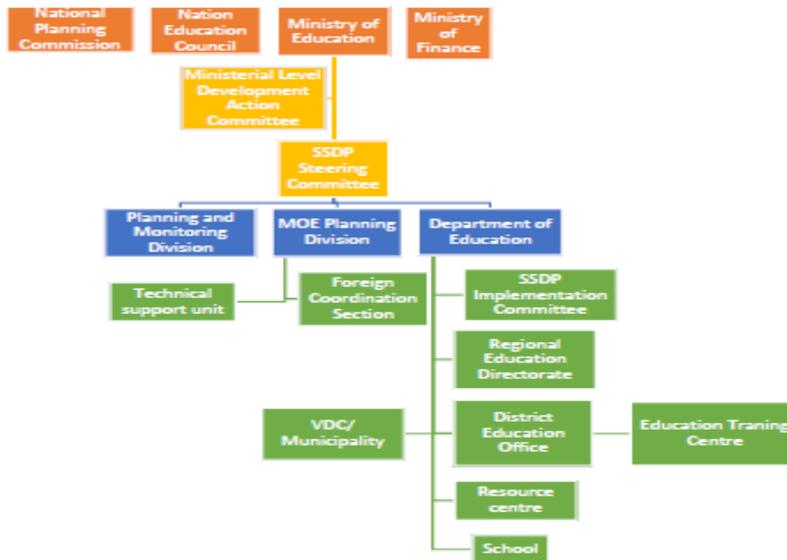


Figure 1: SSDP implementation arrangements

9.3 Monitoring Evaluation and Reporting

The monitoring, evaluation and assessment of school education is crucial for the effective implementation of educational interventions. The M&E system will document, process and disseminate information on programme progress at various levels and stages of implementation. It will evaluate the strengths and weaknesses of the SSDP programme and identify gaps between planned and actual activities implemented at the field level. Regular site visits and trimesterly and annual reviews will be carried out and flash status report and financial monitoring reports will be produced to document progress. Research including formative research will be carried out and analytical capacity strengthened. Monitoring and evaluation will be carried out to see if the programme is functioning as planned and to judge performance. Baseline, mid-term and end line evaluations will be conducted. In addition, client satisfaction surveys will be administered.

Assessments will be carried out to monitor student learning through central level agency, NASA, EGRA, community-based EGRA and school audit programmes. Information on out-of-school children and children with disabilities will be captured through the IEMIS. The IEMIS will be strengthened and links developed to other relevant databases. SIPs will be used as tools for assessing student learning and planning improvements, identifying teachers' support and training needs and for monitoring teaching and learning. ICT and web-based mechanisms will be developed and implemented for monitoring, evaluation and assessment.

Programme activities

- a) Develop a research-based/oriented monitoring and evaluation system, including the facilitation of an independent impact evaluation of SSDP through technical inputs of the NPC that will be conducted simultaneously with programme implementation on a number of key result areas.
- b) Strengthen the institutional capacity of the Education Review Office (ERO) to independently review and audit the education system including student assessments.
- c) Strengthen the policy level EMIS and its links to DoE's EMIS and other education datasets as well as the capacity to undertake formative research.
- d) Strengthen institutional research and the analysis of education trends at the policy level for the development of evidence-based policies and plans.
- e) Design a mid-term review of SSDP and reflect this in the three-year institutional capacity roadmap for the reform and restructuring of institutional arrangements to accommodate the federal structure of the education sector.
- f) Support the integration of NASAs, EGRAs, the NFE MIS, grade 10 & 12 exam data and disaster risk reduction indicators into EMIS to establish a comprehensive dataset for the school education sector, which is reflected in flash reporting.
- g) Strengthen the EMIS and other databases (e.g. the Teacher Information System and Scholarship Management System) to provide reliable and timely information on key performance indicators such as the MECs, the availability of subject teachers, scholarships, the status of schools' infrastructure and on student learning outcomes.
- h) Fully embed the Equity Index within EMIS at all levels to inform the government's central and decentralized planning and budgeting processes on reducing disparities.

- i) Design and develop a framework for carrying out periodic evaluations of educational programmes.
- j) Carry out client satisfaction surveys and formative research.
- k) Strengthen the EMIS to enable it to monitor recovery and reconstruction and DRR indicators and progress.
- l) Strengthen student assessments by improving the implementation of the continuous assessment system (CAS), classroom-based EGRA and EGRA.
- m) Link learning data into the EMIS (e.g. grade 10 exam database and EGR assessment results).
- n) Make EMIS web-based and school-based for tracking the progress of individual schools.
- o) Enhance transparency by making education system databases available in the public domain.
- p) Develop the automated production of regional, district and school level profile cards using IEMIS data and prepare tools to support the analysis of district and school profile cards to inform resource centres, DEOs and SIPs.
- q) Categorize and compare districts and schools based on equity index scores at district and sub-district levels to inform school grant formulas.
- r) Pilot and introduce new technologies for data collection and feedback (such as Rapid Pro), including for monitoring time-on-task and assessing physical maintenance priorities.
- s) Verify and validate school level data on out-of-school children in the EMIS through the use of district, VDC and school profiles.
- t) Collect information and standardise public reporting on the languages of students and languages taught in schools and caste and ethnic groups.

Activities and costing

The roll out of the monitoring, evaluation and assessment activities planned under SSDP programme (Table 9.1) will require an estimated \$7.26 million over five years (Table 9.2).

Table 9.1: Year-wise targets for SSDP programme M&E programme activities

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Results based monitoring and evaluation system						
ERO capacity building on NASA and EGRA	Rounds	1	1			
Strengthening of GIS at DoE	No.		1	1		
Item bank preparation for grades 5, 8 and 10 (NASA)	Rounds	1			1	
Formulate standards for grade and level specific learning competencies (NASA and EGRA-based)	No.	1				
NASA implementation	Rounds		1	1	1	1
EMIS strengthening						
Feasibility study of IEMIS based on review of available reports of IEMIS needs assessments and software development	Study	1				

Activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Testing and roll out of IEMIS software	Rounds		1	1	1	1
Compliance monitoring by regional education directorates (REDs)	School	4,000	4,000	4,000	4,000	4,000
Management and monitoring						
District level						
District level M&E	District	80	80	80	80	80
Salaries of resource person teachers	Resource person	1,053	1,053	1,053	1,053	1,053
Identification, publication and dissemination of best practices of REDs and districts	District	80	80	80	80	80
Strengthening resource centres and supervision clusters	Centre	1,433	1,433	1,433	1,433	1,433
School level						
Studying and reporting status of financial and social audits through REDs (on sample basis)	Report	1	1	1	1	1
Fund flow tracking survey and reporting through REDs	Survey	1	1	1	1	1
Results based monitoring and evaluation system						
Regular ERO capacity building on undertaking NASAs and EGRAs basis	Round	1	1			
Strengthening of DoE's GIS capacity	Round		1	1		
Item bank preparation for grades 5, 8 and 10 (NASA)	Round	1			1	
Formulate standards for grade & level specific learning competencies (NASA & EGRA based)	No.	1				
NASA implementation	Round		1	1	1	1

Table 9.2: Costing of SSDP Governance and Management programme activities (in USD million)

Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
Programme costs							
Compliance monitoring by REDs	0.04	0.04	0.04	0.05	0.05	0.22	0.12
ERO capacity building for NASA and EGRA on a regular basis	0.01	0.01	-	-	-	0.02	0.02
Feasibility study of IEMIS based on reviewing available reports of IEMIS need assessment and software development	-	0.10	-	-	-	0.10	0.10
Formulate standards for grade and level specific learning competencies (NASA and	0.005	-	-	-	-	0.005	0.005

Activities	2016/17	2017/18	2018/19	2019/20	2020/21	Total 5 yrs	Total 3 yrs
EGRA based)							
Fund flow tracking survey (effectiveness and management) and reporting through RED	0.005	0.01	0.01	0.01	0.01	0.03	0.02
Identification, publication and dissemination of best practices of REDs and districts	0.08	0.08	0.09	0.10	0.10	0.45	0.25
Item bank preparation for grades 5, 8 and 10 (NASA)	0.01	-	-	0.01	-	0.02	0.01
Monitoring and evaluation at district level	0.21	0.23	0.25	0.27	0.29	1.24	0.69
NASA implementation	-	-	0.12	0.13	0.14	0.40	0.12
Strengthening GIS at DoE	-	0.02	0.02	-	-	0.04	0.04
Strengthening resource centres and supervision clusters	0.68	0.74	0.80	0.86	0.93	4.00	2.22
Studying and reporting the status of financial and social audit through REDs (on sample basis)	0.002	0.003	0.003	0.003	0.003	0.014	0.008
Testing the IEMIS software and rolling it out	-	-	0.01	0.01	0.01	0.04	0.01
Salaries and remuneration							
Salaries for resource person teachers	3.18	5.25	5.67	6.12	6.61	26.83	14.10
Total	4.22	6.48	7.01	7.56	8.15	33.41	17.71

9.4 Financial Management Arrangements

International economic cooperation and coordination

Over the last couple of decades, MoE and its development partners have established an effective sector wide approach (SWAp) to developing the education sector that maximises the combined effectiveness of external resources in line with the principles of aid effectiveness. This cooperation model involves multilateral, bilateral and United Nation agencies providing pooled and non-pooled support, jointly steering the sector through the educational gains witnessed during the Basic and Primary Education Programme (BPEP), EFA and most recently, the SSRP. MoE and its development partners intend to continue strengthening this partnership under the SSDP, in particular through joint reviews and monitoring and consultation on the planning and implementation of the sector's strategic and annual plans.

The declining trend of the contribution of external resources under the SSRP as a result of the overall increase of the school sector education budget shows the commitment from the Government of Nepal to establish education as a priority sector and ensure the sustainability of the sector. Under the SSDP programme, MoE and its development partners aim to strengthen the modality of channelling both pooled and non-pooled external resources to further institutionalise the reforms initiated under the SSRP. The development partners have committed to supporting the SSDP programme through the Joint Financial Arrangement (JFA) and Joint Direct Financial Arrangement (JDFA) and a single set of key performance and system indicators (based on the Programme and Results Framework). The aim is to strengthen the education sector in terms of quality, access, equity and efficiency while linking resources to obtaining the jointly agreed targets.

The JFA will channel pooled funds to the sector and the JFDA will identify non-pooled support, including technical assistance and direct funding (TA/DF) to the SSDP. The JDFA will also serve to mobilize support to strengthen the SSDP SWAp coordination mechanisms and the joint review, monitoring and validation of the indicators and overall performance of the programme.

The SSDP programme's international economic cooperation and coordination objectives are to:

- generate adequate financial resources for education development;
- provide adequate resources to support education policy directions;
- manage available resources effectively; and
- improve the efficiency and effectiveness of aid available for implementing SSDP.

The SSDP programme's strategies for improving international economic cooperation and coordination are as follows:

- a) Ensure that all foreign aid and technical assistance from development partners is channelled through and coordinated by MoE's Foreign Coordination Section.
- b) Provide technical assistance to strengthen the Foreign Coordination Section to coordinate the joint monitoring, consultation and reporting of the SSDP programme's planning and implementation, thus enabling the release of committed pooled resources based on the joint validation of progress against the disbursement linked indicators.
- c) Harmonize development partner funding and technical assistance with the government's national and sectoral programmes and priorities by establishing of a single set of system and performance indicators that are a sub-set of the Programme and Result Framework (Annex 2) and will serve the result-based support modality required by development partners.
- d) Establish a joint coordination mechanism for the planning, management, monitoring and reporting of direct funding and technical assistance supported by development partners to ensure alignment with MoE's ASIPs and AWPBs to reduce administrative costs and improve the efficiency and effectiveness of direct funding and technical assistance provisions.
- e) A JFA will be developed, and a code of conduct agreed by partners to coordinate and harmonize assistance across the SSDP SWAp. The JFA will include a single set of performance indicators and targets extracted from the Programme and Results Framework (Annex 2) to reduce separate arrangements and projects whilst retaining flexibility for the individual requirements of development partners.
- f) Harmonize technical assistance and direct funding facilities by developing a JDFA, including a framework for a sectoral pool of technical assistance, defined and mobilized by MoE, not exceeding 10 percent of total partner support.
- g) Develop effective networking and build rapport with the NPC, MoF, the FCGO, the Office of the Auditor General (OAG) and other partner agencies for creating synergy.
- h) Promote a positive atmosphere and provide an enabling environment for development partners (including INGOs) to work together in good faith and to observe the codes of conduct for inter and intra agency harmonization.
- i) Continue the use of thematic working groups as joint platforms for technical discussions. Based on lessons learned under SSRP, these groups will be formed not only of government and development partners to optimise the use of the considerable national capacity in education

and related areas within Nepal's universities and research institutes to further contextualise debates and improve continuity and institutional learning.

- j) Establish a technical assistance mechanism to coordinate technical assistance for partnership with central level agencies for quality reforms.

SSDP budget heads

The transition from SSRP to SSDP provides the opportunity to adjust budget heads and codes to provide more relevant breakdowns across sub-sectors (ECED/PPE, basic and secondary) and across components and activity areas. The revised SSDP programme budget heads to be financed by development partners will be included in the JFA. The budget reclassification under the SSDP is envisioned to:

- a) rationalize budget heads so that it is possible to determine what has been budgeted and spent under different school education sub sectors;
- b) provide a non-overlapping classification of budget items into ECED/PPE, basic, and secondary education related;
- c) rationalize SSDP's budget heads into separate discretely funded projects that will be financed by joint financing development partners, including provision for separate budget heads for central line agencies (across different sub-sectors) and district level budget heads in line with the objective of results-based financing;
- d) as is feasible, reduce the number of budget heads; and
- e) exclude teacher pensions from SSDP's budget.

Financial reporting

Financial statements for the SSDP programme will be prepared on a cash basis in accordance with the Nepal Public Sector Accounting Standards (NPSAS). The auditing of SSDP programme financial statements will be carried out by the Office of the Auditor General (OAG) in accordance with the government's Auditing Standards as supplemented by these financial statement of audit needs. The auditor will review whether or not funds received from all sources and expenditure incurred during reporting periods are as per agreed terms and conditions. This will cover all expenditure to the extent that it relates to the activities of MoE supporting the SSDP programme. Audited financial statements will be submitted to joint financing partners within nine months of the end of each fiscal year, including audit opinions and reports on the SSDP programme financial statements, and specific joint financing partner requirements.

Procurement and financial management monitoring mechanism

The key strategies to strengthen financial management under the SSDP programme are as follows:

- a) Implement the Computerized General Accounting System (CGAS) of the FCGO alongside MoE upgrading its accounting system from the manual system, which causes large delays in the submission of financial management reports as well as large reconciliation problems.
- b) Reclassify budget codes to adequately reflect programme activities under the SSDP.
- c) Establish a financial management and supervision unit in MoE.
- d) Recruit and deploy adequate financial management and procurement staff at DEOs.
- e) Carry out annual fiduciary reviews.

10 FINANCING

10.1 Introduction

The financing of education is a shared responsibility of national, provincial and local governments and communities. The mobilization of resources will entail increased commitments on the part of government, partnership arrangements with the private sector and cost sharing with local governments and communities. Such a multi-pronged approach to drive resources is not only necessary for raising funds but also to ensure that accountability and ownership is shared among key stakeholders. Strengthening the capacity of local governments on financial management and reporting and institutionalizing social auditing are other important considerations under the SSDP programme.

It is necessary to prioritize educational expenditure, ensure equitable access to and participation in quality and inclusive education by implementing the equity strategy (DoE 2014) and an equity-based formula to strengthen needs-based allocation.

10.2 Objectives, Policy Directions and Strategies

The objectives related to adequately financing the SSDP programme are as follows:

- Generate adequate financial resources for education development.
- Provide adequate resources to support educational policy directions.
- Manage available resources effectively.

The main policy directions related to financing the SSDP programme are as follows:

- a) The government to bear the cost of school education including one year's PPE/ECED.
- b) Cost-sharing by central, provincial and local governments for providing education.
- c) Schools as the standard cost unit for government education grants and provisions to ensure minimum standards of education.
- d) Enhancing the roles of the private and public sector to fund educational programmes.
- e) External support in education to focus on major impact areas, such as strengthening access and quality.

The main strategies related to the financing of the SSDP are as follows:

- a) Adopt the formula-based allocation of resources such as basic/committed grants, incentive grants and special package grants.
- b) Adopt a results-based resource allocation system.
- c) Develop an overall investment framework for education to harmonise the roles and responsibilities of federal, provincial and local governments.
- d) Develop standard types of schools, such as large, residential and special schools, and use approved minimum standards for these types of schools as standard units for cost estimates and the disbursement of education block grants. Develop a system for cost-benefit and output analyses to help ensure value for money.

- e) Maintain financial discipline and good governance by each school by carrying out public expenditure tracking surveys, service delivery surveys, regular monitoring and public hearings and by administering district and school level report cards.
- f) Strengthen accountability to increase value for money through the adoption of a results-based financing modality for the external funding of SSDP in which results are tracked using an agreed set of indicators against which progress is verified annually.
- g) The increased use of the government's public procurement and financial management system.
- h) Ensure the predictability of external support, both as part of overall commitments and as additional non-pooled resources to accommodate the planning budget cycle.
- i) The increased subscription to the JFA modality and code of conduct, promoting common arrangements and procedures.

10.3 Education Expenditure

Policies

- a) The cost of school education, including one year's PPE/ECED, will be shared by central and provincial governments. The ratio of education budget to GDP will be maintained at 4% in line with the government's commitment to secure the right to education for all. A minimum of 15% of the national budget will be allocated for education.
- b) Funding to schools will be done by taking schools as the cost unit to ensure the provision of minimum enabling conditions and the meeting of schools' essential needs for improved performance, and through additional grants allocated on an equity basis to schools that do not meet these standards.
- c) Provisions will be made to strengthen private and public partnerships in secondary education, and to ensure adequate access to education for disadvantaged and excluded populations.
- d) Under the framework of the government's Foreign Aid Policy (MoF 2014), external support for the education sector will be mobilized through a results-based financing modality to bridge the gaps in resources to support the government to implement major reforms.

Strategies

- a) Develop an overall investment and cost sharing framework and supporting legislation for education to harmonise the finance responsibilities of federal, provincial and local governments.
- b) Devise and apply a funding formula based on student-teacher ratios, textbook and other instructional material costs to fund basic schools, enabling them to provide education in line with minimum centrally-defined standards. Develop a funding formula for secondary schools based on student-teacher ratios and the subjects offered. Provide extra assistance to schools serving children in a context of high disparities or children with special needs and schools serving sparsely populated areas through multi-grade teaching schemes.
- c) Expand the focus of the programme from being primarily basic education focussed to basic and secondary education focussed to cover the full education cycle.
- d) Public-private partnerships will focus on secondary and tertiary levels of education. Strengthen resource sharing with I/NGOs and community based organisations.

- e) Align external support to the education sector through a sector-wide approach (SWAp) to meeting the funding gap. The forms of foreign assistance include budgetary support, earmarked funding, direct funding, technical assistance and in-kind support. In all such cases, government priorities will guide the levels and forms of support.

SSDP budget estimates

The SSDP expenditure framework includes:

- an estimated resource envelope that can be allocated to the sector in the government's annual budget (Table 10.1);
- cost estimates to achieve the SSDP targets within the estimated resource envelope (Table 10.3 and 10.4); and
- a financing plan to meet the cost estimates (Table 10.5).

Resource envelope — The SSDP resource envelope was estimated based on the assumptions in Table 10.2 regarding the growth of GDP, inflation, share of education in GDP and share of the school sector in the education budget. Expenditure is estimated for the entire seven-year SSDP (2016–23), for the five-year SSDP programme (2016–21) and for the first three years (2016–18).

Table 10.1 presents an overview of the projected total resources available for the SSDP and the education sector as a whole for the three-year, five-year and seven-year implementation periods. As such, under plausible scenario it is estimated that \$3.3 billion, \$6.5 billion and \$10.66 billion will be available to implement the SSDP during the three, five and seven years respectively. The share of capital cost is 9.1 % for the five-year programme and 8.8% for the seven-year programme.

Table 10.1: SSDP resource envelope and cost estimates

Item		7-year programme (2016–22)		5-year programme (2016–21)		3-year programme (2016–2018)	
		NPR billion	\$ billion	NPR billion	\$ billion	NPR billion)	\$ billion)
Education sector	Plausible	1378	13.1	840	8.0	430	4.1
	High	1630	15.5	912	8.7	440	4.2
	Low	896	8.5	577	5.5	322	3.1
SSDP envelope	Plausible	1,119	10.655	682	6.498	350	3.33
	High	1,324	12.61	740.36	7.05	357.69	3.43
	Low	728	6.93	468.75	4.46	261.53	2.49
SSDP expenditure ¹⁶		1,110.58	10.58	678.36	6.46	349.53	3.33
Recurrent		1,012.85	9.65	616.63	5.89	317.72	3.04
Capital costs		97.73	0.93	61.73	0.57	31.81	0.29
% capital costs		8.8		9.1		9.1	

Source: MoE estimates

¹⁶ Note that SSDP expenditure includes all school related expenditure (supported by pooled development partners, non-pooled development partners and government) except teacher pensions

Table 10.2: Plausible GDP growth scenario SSDP financing assumptions

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Real GDP growth	%	2.3	0.8	3.0	4.0	4.2	4.5	4.8	5.0	5.4
Inflation growth	%	7.2	10.0	10.0	8.0	8.0	8.0	8.0	8.0	8.0
GDP growth current prices	%	9.5	10.8	13.0	12.0	12.2	12.5	12.8	13.0	13.4
Government expenditure share in GDP	%	25.1	31.2	41.3	41.3	41.3	41.3	41.3	41.3	41.3
Education share in GDP	%	3.8	3.9	4.6	5.2	5.2	5.2	5.5	5.5	5.5
SSDP share in education budget	%	80.4	80.3	81.2	81.2	81.2	81.2	81.2	81.2	81.2
US\$1 = NPR		105	105	105	105	105	105	105	105	105

Notes to Table 10.2:

1. Figures for 2014/15 are actual, 2015/16 are revised and 2015/16 to 2022/23 are estimated.
2. MoF has estimated 2015/16 real GDP growth rate at above 6%. Based on the current situation, it is assumed that the real growth rate will be about 0.8%.
3. NPC estimated the need to achieve 8% annual real GDP growth to graduate to middle income country status by 2022. The real GDP growth rate is projected in view of this and the low economic growth in 2015/16.
4. The inflation rate was 7.2% in 2014/15 and is estimated to be around 10% in 2015/16. It is assumed that this rate will remain around 8% until 2023.
5. GDP growth at current prices is the combination of real GDP growth and inflation rates.
6. The share of education in the national budget was 14.6% in 2015/16 (including the additional allocation of NPR 2.7 billion). It is assumed that this share will slightly increase in 2022/23.
7. The share of education in GDP has remained around 4% in recent years. In view of commitments made in the new constitution (e.g. secondary education will be free) and DRR needs, it is estimated that this share will increase gradually and reach 5.5% by 2022.
8. The school sector, defined as all activities under MoE excluding tertiary education, school teacher pensions and programmes under the Council for Technical Education and Vocational Training (CTEVT), accounted for 81.2% of the total education budget in 2016/17 (including the additional allocation). It is assumed that this share will continue during the SSDP period.
9. The share to be provided by development partners in the school sector budget is estimated to be 14.5% in 2015/16. It is assumed that this share will decline slightly for the SSDP period.
10. Exchange rate of 1\$ = NPR 105 as of 11 November 2015.

Comparing the expected available resource envelope with the currently projected cost of implementing the SSDP (see Table 10.3) shows that SSDP cost estimate is within the resource envelope for the plausible scenario.

SSDP expenditure — SSDP expenditure (excluding a part of construction activities) is estimated to be \$10.66 billion for the entire seven-year SSDP (2016–23), \$6.5 billion for the five-year SSDP programme (2016–21) and \$3.3 billion for the first three years of the SSDP (2016–18). This estimate includes both ongoing expenditure and additional programme budget requirements to implement SSDP. Capital costs account for 9.1% in the first three and five years and decline slightly thereafter. The cost of the DRR programme that is being implemented under the NRA framework is not included in this cost. Note that the required amount (including DRR) is higher than the available resource envelope for all three cycles. However, the cost of SSDP excluding a part of the DRR programme (about 70% of total DRR costs) falls within the resource envelope under a plausible

scenario. Note that all DRR expenditure contributes to achieving SSDP results; but that this allocation falls outside the MoE resource envelope.

SSDP programme will support expenditure from 2016 to 2021 (Table 10.3). Most SSDP programme expenditure will go for basic education (ECED/PPE to grade 8) followed by secondary education (grades 9 to 12). However, in comparison to the SSRP period, the share of secondary education is estimated to increase under the SSDP (25.4%) considering the new secondary education programmes. These programmes include the provision of separate head teacher positions, the availability of more qualified maths, science and English teachers, the promotion of science education, the model school programme and ICT based teaching and learning.

Table 10.3: Summary of SSDP programme expenditure framework by component (2016/17–2020/21) (current prices)

	Item	Amount (NPR million)	Amount (\$ million)	Share of Total (%)
1	ECED/PPE	25,800	246	3.8
2	Basic education (grades 1-8)	371,289	3,536	54.7
3	Secondary education (grades 9-12)	172,314	1,641	25.4
4	Technical and vocational subjects in school education	9,071	86	1.3
5	NFE and lifelong learning	8,011	76	1.2
6	Teacher management and professional development	13,534	129	1.9
7	Disaster risk management ^a	31,364	299	4.6
8	Governance and management (district level)	5,216	50	0.8
9	M&E	3,508	33	0.5
10	Capacity development	7,249	69	1.1
11	Organization and management ^b	31,321	298	4.6
	SSDP (excluding DRR)	678,361	6,461	100
	DRR under NRA	75,099	715	
	SSDP (Including DRR)	753,459	7,176	

^a Excludes disaster risk reduction allocation to National Reconstruction Authority

^b Regular expenditure of MoE institutions (central level agencies [CLAs], district education offices, regional education directorates) including staff salaries and utilities.

Source: MoE estimates of regular expenditure of MoE institutions (CLAs, DEOs, REDs) including all DRR activities.

Costs — Most expenditure under the SSDP will go for salaries and remuneration (65.3%), followed by programme costs (27.2%) and management and administrative cost (7.4%). Under programme costs civil works (5.3%), textbooks and learning materials (6.7%) and scholarship and incentives (6.0%) account for an estimated 18% of costs. The budget estimated for training and capacity development of staff, managers and teachers amounts to only 2.7% of the total (Table 10.4).

Table 10.4: SSDP expenditure framework by cost categories (2016/17-2020/21) (current prices)

Item	Amount (NPR million)	Amount (\$ million)	Share of total (%)
A. Salaries and remuneration	443,144	4,220	65.3
B. Programme cost	184,684	1,759	27.2
1. ICT	14,364	137	2.1
2. Textbooks and learning materials	45,283	431	6.7
3. Scholarship and incentives	40,516	386	6.0
4. Civil works ^a	36,131	344	5.3
5. Equipment and fixtures	7,325	70	1.1
6. Training and capacity development	18,149	173	2.7
7. All other items ^b	22,915	218	3.4
C. Management and administration costs	50,525	481	7.4
School sector total	678,353	6,461	100

^a Excludes civil work activities for disaster risk reduction in the school sector to be implemented through the National Reconstruction Authority.

^b Includes costs for inclusive education, monitoring, other programme costs, programme/school operation costs, review and development of policy guidelines

Source: MoE estimates

SSDP financing plan — It is estimated that the Government will finance, about \$5,739 million or 89 percent of the total requirement over the first five-year programme period. The required external resources are expected to be about \$700 million during the same period, which is expected to reduce as a percentage in the last two years as a result of more external resources being needed to recover from the impact of the 2015 earthquake during the first years of SSDP (Table 10.5). This amount is slightly higher than partners' contributions during SSRP of about \$138 million per year on average in the 2011–2016 period (Tables 10.6 and 10.7).

Table 10.5: Tentative SSDP programme financing plan (2016–2021)

Source	Amount (\$ million)	Share of total (%)
Government	5,739	88.8
JFP financing	429	6.6
Non-JFP financing	14	0.2
Financing gap	279	4.4
Total	6,461	100

Note: Development partner financing is estimated based on the commitments indicated so far: World Bank \$150 million, Asian Development Bank \$ 120 million, European Union \$72 million, Finland \$23 million, Global Partnership for Education \$22 million, Norway \$21 million, Japan International Cooperation Agency \$15 million United Nations Children's Fund \$3 million and Australian Aid (DFAT) \$3 million.

Source: Source: MoE

Table 10.6: Total resource envelope for SSRP for 7 years plus annual average envelope

USD million	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	7-year total	Average annual
SSRP pooled budget		693.2	721.2	604.5	771.2	826.5	807.8	3731	746
GoN		537.3	549.7	485.8	601	715.6	689.1	3041.2	608.2
Development partners		155.9	171.5	118.7	170.3	110.9	118.7	690.1	138.0
Development partner % share in SSRP	31.22	22.49	23.8	19.6	22.1	13.4	14.7	18.5	

Source: Red Book, ASIP (Figures are allocation, not actual expenditure or disbursement)

1 ADB, Australian Aid (DFAT), Denmark, European Union (EU) and DFID, Global Partnership for Education (GPE), Finland, Norway, UNICEF, World Bank and JICA

2 UNICEF, WFP, JICA and USAID

11 CAPACITY AND INSTITUTIONAL DEVELOPMENT

The capacity of the education system is a critical factor for the effective implementation of SSDP programme. Capacity development programmes are needed to enable MoE and the agencies and institutions under it to successfully carry out their roles and responsibilities.

11.1 Programme description

The current transition to a federal structure of governance has significant implications for the governance and management of education. In line with the new constitution it is envisaged that provincial and local government units will have greater roles in the governance of education. As a transitional measure, it is proposed to establish and develop the current five regional education directorates into provincial level education management directorates and establish two new ones to meet the needs of all seven proposed federal provinces.

SSDP programme's capacity development programmes will be identified in a capacity and institutional development (CID) plan. This plan will be based on (i) the identified needs and capacity gaps for implementing the SSDP, (ii) building the capacity of all the institutions and agencies under MoE on developing policies and legal provisions, management and accountability mechanisms and (iii) developing human resources to carry out their assigned roles and functions. Alongside this the school infrastructure will be maintained and improved to enable the delivery of services including through the carrying out of civil works for DEO buildings and the provision of vehicles, equipment and supplies.

The following related programmes and activities are envisaged under the SSDP programme:

- a) Undertake an institutional needs assessment of the arrangements needed to achieve SSDP's envisioned results and major interventions and strategies to inform the development of the SSDP Capacity and Institutional Development (CID) plan and the priority areas of the common TA framework.
- b) Develop a plan for the transition from the current national educational management system to a new system in line with the new constitution.
- c) Create technical structures at the provincial and local levels and develop the capacity of these structures to carry out their technical functions including curriculum development, teacher management and development, examination and certification and programme monitoring.
- d) Develop guidelines for streamlining the curriculum, teacher management, student assessment and teacher competencies and qualifications.
- e) Develop human resources at national and lower levels to carry out technical functions including on curriculum and materials development and for implementing teacher training in science and maths.
- f) Develop human capital, skills and expertise and expand the use of ICT in the management of the education system through the review and implementation of the ICT Master Plan, 2013–2018 (MoE 2013).

- g) Improve the teaching of science and maths by developing and using ICT based learning resources in secondary schools through web based resources or CDs/DVDs. These materials will include videos and interactive ICT learning software, and science and maths kits.
- h) Develop training programmes and support materials for improving the school based assessment of students.
- i) Train school heads and SMC chairpersons on improving their schools.
- j) Train technical personnel on managing inclusive education and delivering special needs education.
- k) Provide professional development to NEB staff to implement state-of-the art improvements in examination design, administration and scoring.
- l) Provide education managers at all levels of the education sector with regular professional development opportunities.
- m) Develop a costed CID plan that outlines competencies and skillsets of different positions and levels in the education sector.
- n) Establish peer support and mentor/coaching schemes (communities of practice).
- o) Carry out GIS-based school mapping (updating and data analysing).
- p) Carry out school level talent hunts of exemplary students through extra-curricular activities.
- q) Develop an overall plan and timeline for assimilating ICT in schooling to improve teaching and learning.
- r) Introduce interactive classes and online modules, digital teaching-learning materials, such as digital libraries and videos for English, science and maths for basic (grade 6-8) levels.
- s) Equip schools with ICT packages including internet connections, e-libraries and digital learning materials.
- t) Introduce ICT based learning including videos on difficult science, maths and spoken English concepts and on science experiments for grades 9–12. Establish ICT enabled interactive learning and computer literacy labs.
- u) Establish at least one model schools equipped with ICT facilities in every constituency.
- v) Strengthen a student database with data on disabilities and different learning needs.
- w) Roll out the school based IEMIS and student and school profiles in all districts, linked with the EMIS. Schools, VDCs and municipalities to track out-of-school children.
- x) Mobilize and coordinate technical assistance to enable partnerships between the Curriculum Development Centre and the National Centre for Education Development with ETCs and LRCs with external professional experts and institutions for strengthening science and maths teaching,

To achieve SSDP's capacity and institutional development targets (Table 11.1) requires an estimated budget of \$69 million for five years (Table 11.2).

Table 11.1: Year-wise targets for institutional capacity programme activities

Programme activities	Unit	2016/17	2017/18	2018/19	2019/20	2020/21
Training education managers	Person	100	100	100	100	100
Formulation of district and village education plans (DEPs and VEPs)	Districts/ regions	80	80	80	80	80
Social auditing & finalization and updating of SIPs	Schools	29,272	29,272	29,272	29,272	29,272
GIS-based school mapping (updating and data analysing)	Districts	75	75	75	75	75
School level talent hunts through extra-curricular activities	District/ region	80	80	80	80	80
Management costs for school construction activities	District	75	75	75	75	75
Media mobilization for educational improvement	District/ region	80	80	80	80	80
Educational exhibitions and learning fairs	District/ region	80	80	80	80	80
Action research, evaluations and report preparation	District/ region	80	80	80	80	80
Capacity building training for district and school level staff	Person	1,200	1,200	1,200	1,200	1,200
Capacity development of federal, state & local educational institutions	Person	-	-	400	400	800

Table 11.2: Cost of institutional capacity programme activities (in USD million)

Cost categories	Activities	2016/17	2017/18	2018/19	2019/20	20/21	Total 5 yrs	Total 3 yrs
Programme costs	SIP development & social auditing	2.09	6.97	6.97	6.97	11.15	34.15	16.03
	Training and capacity building	0.90	0.90	1.28	1.28	1.66	6.01	3.07
Physical facilities	Procurement, renovation and repairs	3.28	3.28	3.28	3.28	3.28	16.38	9.83
Total		6.27	11.15	11.53	11.53	16.09	56.54	28.93

11.2 Technical assistance coordination, management and needs for the SSDP

Considerable TA support was provided across the pillars and reform areas of the SSRP and also to help service the needs of the SWAp itself. Based on the lessons learned of the TA facility that was operational during the Basic and Primary Education Programme (BPEP) and the first phase of the SSRP, a wide buy-in from development partners is crucial to prevent 'ad hoc' TA negotiated on a case-by case basis. The establishment of the TSU and the common TA framework will ensure that there is adequate capacity at all levels of the system to effectively implement SSDP strategies to achieve the objectives. Furthermore, the technical assistance coordination arrangements will support the strengthening of capacity to ensure that both 'pooled' and parallel TA and direct funding is used effectively and accountably and that capacity is institutionalised thus reducing dependence on external assistance over the medium term. Finally, TA coordination will be undertaken as part of the overall SWAp coordination to ensure that sector coordination mechanisms work effectively, thereby ensuring clarity on shared priorities, effective policy dialogue, shared learning and improved institutional memory and improved aid effectiveness.

The MoE's Foreign Coordination Section (FCS) will continue as the government's focal point for foreign aid and development partner coordination. It will handle all associated requirements for external partnerships, including budgeting, financing, programme monitoring and DLI reports, including the financial management and audit reports that are critical for the smooth functioning of external partnerships. As described under the management and implementation arrangements in Chapter 9, TA (financed both through 'pooling' and 'parallel' modalities) by development partners will be managed through the Programme Coordination Secretariat. The TSU will be established in line with the common TA framework and will have the three priority areas of (i) supporting programme management, (ii) supporting technical areas and (iii) strengthening knowledge management. The consulting services package will be designed accordingly and approved by the steering committee, which will serve as the policy body for ensuring a joint and coordinated approach to technical support by the external financiers.

The planning and review of the SSDP will be done through the Planning Division and the Monitoring and Evaluation Division. Technical assistance on planning and review of the SSDP will be mobilized through the TSU.

On the verification of the DLIs, DoE will develop reports on progress and status against the DLI targets. In case this requires additional monitoring and verification activities, DoE can request technical assistance to be mobilized through the TSU.

The TSU will enable the FCS to support the MoE, development partners and other stakeholders to develop an SSDP capacity and institutional development plan as well as a common framework for TA linked to this plan. The TA framework will be developed and agreed by MoE and all contributing partners, and will include operational guidelines to ensure that all provision of TA, whether supported by pooling partners or other partners, is in line with this framework in providing TA support to identified capacity and institutional development priorities. This will be done by developing a common framework for TA that is linked to a capacity and institutional development plan. The TA framework will aim to align the deployment of TA to strengthen programme management, technical expertise and knowledge management. The framework will include (i) definitions of the types and purposes of TA, (ii) priority areas, (iii) MoE's role in ToR development, (iv) the selection and management of TA, (v) criteria to identify when external TA is necessary, (vi)

expectations of mentoring approaches, and (vii) the expected capacity and institutional development outcomes of TA. The TA framework will be developed and agreed by both MoE and contributing development partners, and will include operational guidelines to ensure that all TA provision, whether supported by pooling partners or other partners, is coherent with this framework.

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	Nepal Post-disaster Recovery Framework	Error! Bookmark not defined.

Annex 1: School Education Sector Institutions in Nepal

Basic education schools: Basic education schools cover ECED/PPE to grade 8 as defined by the Education Act. All government schools do not have all these grades as some only cover ECED/PPE to grades 3 and 5.

Community learning centres: These centres are the community owned centres that are registered with district administration offices. They are established through the initiative of the Ministry of Education although their mandate goes beyond that of the education ministry. They can conduct a variety of activities mainly for lifelong learning and non-formal education under MoE.

Community schools: Community schools are Nepalese schools that have been established on the request of local communities with their establishment and operations partly funded in kind and in cash by local communities. Such contributions mostly come from individual and community donations including from trusts and local bodies. This does not include tuition fees. These schools still mainly rely on central government grants for their operation.

ECED/PPE (community-based): Early childhood education and development (ECED/PPE) centres deliver early childhood education development services. Community run ECED/PPE centres are DEO-approved and are supported for the costs of teachers and educational materials.

ECED/PPE (school-based): All schools will have established ECED/PPE and will receive human resources and material support from the Government.

Education training centres: ETCs are sub-regional centres for teacher training and the development of other school human resources. They come under the National Centre for Educational Development (NCED).

Inclusive schools: In inclusive schools, children with disabilities are enrolled in regular classes and peer-exchange between students is encouraged by teachers. Additional educational resources are provided to support the learning of children with disabilities.

Integrated schools: These are schools with resource teachers that apply different levels of inclusion of children with disabilities in mainstream classes. These schools are the bridge between resource schools, where the needs of children with disabilities are catered for in separate learning environments (resource classes) and inclusive schools where children with disabilities are mainstreamed in general education.

Institutional schools: These schools are owned and operated by the private sector under the Companies Act and are profit oriented entities. They are regulated by the Ministry of Education.

Mobile schools: Mobile schools are operated for migratory communities of Himalayan districts where extreme climatic conditions do not permit people to live in the same place throughout the year.

Model schools: Model schools are well resourced and performing schools that provide technical support in terms of professional development and administrative needs to nearby schools. Schools that are supported to become model schools will be selected on the basis of (a) geographical and demographical spread, (b) size of school-going population in catchment areas, (c) electricity and internet accessibility, and (d) educational achievements of the school.

Model schools have to have the following infrastructure:

- the minimum number of classrooms to maintain the student-teacher ratio within government norms;
- toilets connected to water and with sanitation facilities, with separate toilets for girls;

- a library and a science laboratory; and
- have been built or retrofitted in line with approved disaster risk reduction norms.

Model schools also have to have the following teaching and learning resources:

- sufficient subject-wise teachers (English, maths, science) in line with student-teacher ratio norms;
- separate head teacher positions;
- digital teaching-learning resources, including a digital library and internet access; and
- science and maths resources (kits) for grades 6–8.

Resource centres: Resource centres provide technical backstopping to clusters of schools and report to DEOs.

Resource classes and schools: Some selected schools run resource classes for students with disabilities, but not necessarily in the same classes for students without disabilities.

Secondary education schools: Secondary schools provide education from grades 9 to 12. There are four types of secondary schools:

- **Community schools:** Schools that receive government support and are operated by communities
- **Model schools:** community schools can be changed to model schools once they achieve certain minimum facilities and criteria. They will be encouraged and supported to achieve this.
 - **Special schools:** Special schools have residential facilities for students with disabilities and provide education that is otherwise would difficult to provide by distributing scarce resources to many locations.
 - **Traditional schools:** Traditional schools are the traditional and religious schools run by religious institutions. These schools are gradually being mainstreamed into the national education system with Government support. They include gurukuls, gumbas and madrasahs.

Annex 2: SSDP Programme and Results Framework

Vision: Develop self-sustainable, competitive, innovative and value-oriented citizens for socioeconomic transformation of the nation			
Intervention logic	Verifiable indicators	Sources of verification	Assumptions
<p>Goal:</p> <ul style="list-style-type: none"> To contribute to socioeconomic development and reduce disparities in the country through the continuous development of its human resources capacity. 	<ul style="list-style-type: none"> Trends in average, median, maximum and minimum living standards Trends in productivity in economic sub-sectors Trends in unemployment rates 	<ul style="list-style-type: none"> Population census Sample surveys (NLSS, NDHS) Subject specific studies Economic surveys Education management information system Labour force surveys 	<ul style="list-style-type: none"> Children and adults make use of what they learn to improve their economic activity (productivity) and standard of living Nepal is highly diverse in terms of geography, culture, socioeconomic status, needs and opportunities Federal state restructuring is undertaken in the first two years of SSDP implementation
<p>Purpose:</p> <ul style="list-style-type: none"> To facilitate all citizens to have the opportunity to become functionally literate, numerate, and to develop the basic life skills and knowledge required to enjoy a productive life, taking into account the diversity of context and needs and with regards to the forthcoming federalization of the country 	<ul style="list-style-type: none"> Literacy and numeracy rates Average years of education per citizen Disparity of SSDP key performance indicators between provinces Annual work plans and budgets 		

<p>Objective 1: Basic Education (estimated five-year budget USD 3,782 million)</p> <ul style="list-style-type: none"> To promote a rights-based approach to ECED/PPE programmes for developing the physical, socio-emotional, cognitive, spiritual, and moral potential of children below five years, and ensure school readiness. To ensure universal access to quality basic education for all 4-12-year-old children To ensure student readiness for secondary education with required learning competencies To promote life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity Complement formal education' by providing alternative and flexible modes of education

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
<p>1.1. Improved equitable access to basic education</p> <ul style="list-style-type: none"> Needs-based expansion/rationalization of school-based 	GER in ECED/PPE	T	81	82.6	84.3	86.0	87.7	89.4	
		B	81.2	82.8	84.5	86.2	87.9	89.7	
		G	80.9	82.5	84.2	85.9	87.6	89.3	
	% of out of school children in basic education	T	10.6	9.6	8.6	7.6	6.6	5.0	DLI 8
		B	10.8	9.3	8.0	6.9	5.9	5.1	

Outcomes	Indicators		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
PPE/ECED/PPE • Reduced disparities in school readiness • Free textbooks • Revised scholarship schemes (targeting and amount) • Targeted provision of midday meals • Provision of appropriate learning environment for CwDs	GIR in grade 1	G	10.4	9.0	7.7	6.7	5.7	4.9	
		T	136.7	134.7	132.7	130.7	128.8	126.9	
		B	129.8	127.9	126.0	124.1	122.3	120.5	
	NIR in grade 1	G	144.3	142.2	140.1	138.0	135.9	133.9	
		T	93.9	100	100	100	100	100	
		B	94	100	100	100	100	100	
	NER in grade 1-5	G	93.9	100	100	100	100	100	
		T	96.6	96.9	97.3	97.6	97.9	98.3	
		B	96.9	97.2	97.6	97.9	98.2	98.6	
	NER in grade 1-8	G	96.3	96.6	97.0	97.3	97.6	97.9	
		T	89.4	91.0	92.5	94.0	95.5	97.0	
		B	89.2						
	GER in grade 1-5	G	89.6						
		T	135.4	134.8	130	125	120	115	
		B	130.2						
	GER in grade 1-8	G	140.8						
		T	120.1	120.1	118.0	115.0	113.5	112.0	
		B	116.3						
	Survival rate to grade 8	G	124.1						
		T	76.6	79.5	82.4	86.0	88.7	92.0	
		B	75.9	78.7	81.7	84.7	87.9	91.2	
	Basic education cycle completion rate	G	77.4	80.3	83.3	86.4	89.6	93.0	
		T	69.6	72.4	75.4	78.5	81.7	85.0	
		B	68.8	71.6	74.5	77.6	80.8	84.1	
	No. of districts with targeted interventions for reducing disparities in learning outcomes	G	70.5	73.4	76.4	79.5	82.8	86.1	
		District with targeted interventions.		5	10	10	10	10	DLI 8

Outcomes	Indicators		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
	No. of children who receive at least one year ECED/PPE learning by age four	T	454,757	473,206	492,404	512,381	533,169	554,799		
		B	233,417	242,887	252,741	262,994	273,664	284,767		
		G	221,340	230,320	239,664	249,387	259,505	270,033		
	No. of ECED/PPE centres established			30,448	30,448	30,948	31,448	32,000	32,000	
	No. of disadvantaged group children receiving scholarships and other targeted interventions	T	194,000	204,094	214,712	225,884	237,636	250,000		
		B	96,806	101,843	107,141	112,716	118,580	124,750		
		G	97,194	102,251	107,571	113,168	119,056	125,250		
	No. of districts with targeted scholarship scheme		NA	Targeted scholarship scheme developed	Scheme implemented in 15 districts	Scheme implemented in 50 districts	Scheme implemented nationwide			DLI 9
	No. of children receiving midday meal	T	648,190	653,115	658,077	663,077	668,114	673,190		
		B	323,447	325,904	328,381	330,875	333,389	335,922		
G		324,743	327,210	329,696	332,201	334,725	337,268			
No. of integrated schools with resource classes for CwDs			380	380	380	380	380	380		
<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Establishment of ECED/PPE in basic education schools <ul style="list-style-type: none"> ○ Revised guidelines for the establishment of new and rationalization of existing ECED/PPE centres, together with minimum standards for establishment and operation • Establishment of early childhood education and development services where school based ECED/PPE is not available <ul style="list-style-type: none"> ○ Development of guidelines and criteria for establishment of community based ECED/PPE and dissemination of orientation materials/packages for local bodies and parents • Reduction of schools not meeting minimum enabling conditions <ul style="list-style-type: none"> ○ Need and criteria-based (based on regular survey of DEO technical personnel), construction of classroom blocks and WASH facilities ○ Timely printing and distribution of textbooks • Development and implementation of targeted programmes packages to address equity <ul style="list-style-type: none"> ○ Development and use of Equity Index to identify most disadvantaged districts and provide them with additional block grants to mainstream out-of-school children and to reduce inequities ○ Revised scholarship schemes (targeting and amount) ○ Development of poverty targeting guidelines and provision of block grants through districts to schools, based on student numbers and poverty levels. 										

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	<p>Schools to select needy students based on guidelines</p> <ul style="list-style-type: none"> ○ Support programs and incentives to strengthen access and participation of targeted groups based on disparities in learning outcomes linked to gender, caste/ethnicity, ability and location ○ Targeted provision of mid-day meals ○ Establishment of gender network and focal points at district and school level ○ Remedial support to weaker students in basic (grade 6-8) level ● Provision of appropriate learning environment for children with special needs <ul style="list-style-type: none"> ○ Establishment of resource classes in integrated schools with facilities for children with disabilities ○ Special schools for disabled, mainly for deaf students, including grants to partner organizations for operation of schools ○ Appropriate use of ICT to provide need based educational materials to children with visual and hearing impairment ○ Training of ECED/PPE personnel and parents on early detection and basic screening of common disabilities among children ● Provision of grants to establish quality enabling learning environment within traditional schools <ul style="list-style-type: none"> ○ Grants for operating traditional schools ○ Training for teachers of basic level traditional schools ● Ensuring access to quality education in remote and scarcely populated areas <ul style="list-style-type: none"> ○ Establishment/operation of mobile schools and multi-grade multi-level (MGML) schools ● Identification and tracking of out of school children to inform targeted programs <ul style="list-style-type: none"> ○ Establishment of database on out-of-school children as part of EMIS ○ Target identified out-of-school children at school catchment area level during welcome to school campaign for their (re)entry into basic education ● Provision of non-formal education programmes for bridging and alternative education to out-of-school children <ul style="list-style-type: none"> ○ Development of diverse non-formal education packages for out-of-school children aged 7-12 (including special packages for CwDs), and working youths, including bridging courses for re-entry into formal education ○ Standard setting and licensing for non-formal education programme operators ○ Professional development training to non-formal education facilitators 							
1.2. Improved quality of basic education	% of grade 1 new entrants with ECED/PPE experience	T	62.4	64.4	66.5	68.6	70.8	73.0
		B	62.5	64.5	66.6	68.7	70.9	73.2
		G	62.3	64.3	66.4	68.5	70.7	72.9
	● Review and update norms and operation guidelines for ECED/PPE centres	% of grade 3 students reading grade level text with fluency and comprehension.	T	27.2	29.2	31.2	33.2	35.2
● Development and distribution of appropriate learning materials for								

Outcomes	Indicators		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
<p>ECED/PPE children</p> <ul style="list-style-type: none"> Enhanced parental awareness and engagement in ECED/PPE Provision of minimum enabling conditions in schools Implementation of EGRP and community-based EGRA Increased % of grade 3 students reading grade level text with fluency and comprehension Curriculum revision, including reduction of subjects, and covering ICT, language, and soft skills Development and distribution of science, maths and language kits for basic (grade 6-8) levels Need and criteria-based (based on regular survey of DEO technical personnel) construction of classroom blocks and WASH facilities 	Student learning achievement scores (%) in grade 5	T	Maths: 48.0	49.0	51.0	52.0	54.0	56.0		
			Nepali: 46.0	48.5	50.5	54.0	56.5	59.0		
			English: 47.0	50.0	51.5	53.0	54.5	57.0		
	Student learning achievement scores (%) in grade 8	T	Maths: 35	39.0	43.5	48.0	53.5	55.0		
			Nepali: 48	51.0	54.0	57.0	60.0	62.0		
			Science: 41	43.5	46.5	49.0	52.5	55.0		
		No. of school ECED/PPE meeting minimum standards		-	1,500	3,200	5,100	6,500	8,000	
		No. of schools implementing CB-EGRA		0	2,600	3,000	3,000	3,000	3,000	
		No. districts in which NEGRP minimum package is defined and implemented					20	32	60	DLI 1
		Integrated curriculum (Grades 1-3) and textbooks		-	-	-	1	-	-	
		No. of basic schools with access to science, maths and language kits		-	Science, maths and language learning kits and teacher guides developed for grades 6-8	1,000	3,000	6,000	10,000	DLI 6
		Revision of National Curriculum Framework (NCF)				NCF revision prepared	Revised NCF approved		Revised NCF completed	DLI 2
<p>Strategies including major interventions</p> <ul style="list-style-type: none"> Development of minimum standards for ECED/PPE <ul style="list-style-type: none"> Review and update norms and operation guidelines for ECED/PPE centres, including guidelines for preliminary identification of types of disabilities and special needs Provision of qualified and trained ECED/PPE teachers <ul style="list-style-type: none"> Revised qualifications for ECED/PPE facilitators/teachers: All new ECED/PPE facilitators/teachers to have at least grade 10 pass qualification Induction and in-service training: Mandatory one-month training for all ECED/PPE facilitators/teachers, including on the development of Nepali and mother tongue language skills Appointment of ECED/PPE facilitators/teachers (as vacancies arise) and assistant facilitators where needed to match the languages of children in the classes Availability of ECED/PPE teaching-learning materials 										

Outcomes	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	<ul style="list-style-type: none"> ○ Development and distribution of appropriate learning materials for ECED/PPE children ● Adequate provision of teachers across basic education schools and subjects <ul style="list-style-type: none"> ○ Development of new norms for teacher allocation, and teacher deployment and redeployment to be based on revised norms ● Development of National Curriculum Framework, curricular revisions and textbooks and materials <ul style="list-style-type: none"> ○ Integrated curriculum and textbooks for early grades ○ curriculum revision, including reduction of subject, and covering ICT, language, and soft skills ○ Textbook revision in line with new NCF and curriculum ○ Development and distribution of science and maths kits for basic (grade 6-8) levels ● Implementation of the national early grade reading programme in grades 1-3 <ul style="list-style-type: none"> ○ Printing/procurement and distribution of the early grade reading teaching learning materials for students ○ Printing/procurement and distribution of materials to undertake classroom based early grade reading assessments ○ Implementation of CB-EGRA ● Approval and implementation of Strategic Framework for Languages in Education <ul style="list-style-type: none"> ○ Development of a strategic framework for languages in education, and classification through Flash of each school by type of languages spoken by students upon entry. ○ Materials support to existing multilingual schools ● Development of professional development packages and qualifications for teachers <ul style="list-style-type: none"> ○ Development and implementation of National Teacher Competency Framework and National Framework for Teacher Preparation ○ Revised and additional teacher professional development packages that include early grade reading, Nepali as second language, medium of instruction, multi lingual education, interactive English, soft skills, maths and science, classroom based assessment and remedial support ○ Capacity development for teachers to use technology based curricular materials development ● Provision of teaching-learning materials to strengthen interactive approach in teaching <ul style="list-style-type: none"> ○ Targeted programme to improve acquisition of English including use of interactive methods and equipment ○ Development and distribution of subject-wise interactive, digital learning materials (including e-resources, digital libraries and videos) ○ Equipment support for technology based curricular materials development. ● Assessment and examination reforms <ul style="list-style-type: none"> ○ Implement national assessment of student achievements in grade 5 & 8 ○ Develop standardized test items for grade 5 and 8 annual exams, standardized district level examination at end of grade 8 ○ Simplification of continuous assessment system 							

Objective 2: Secondary Education (estimated five-year budget USD 1,727 million)

- To make students ready for the world of work by developing skilled human resources.
- To focus on access to education without compromising quality.
- To provide options and accredited learning pathways for students between technical and general secondary education
- To strengthen institutional links and transition to higher education
- To prepare students to uphold and fulfil their civic duties.
- To introduce programmes to enhance employability
- To produce skilled and semi-skilled human resource capable of earning decent incomes
- To produce the human resources required to meet the developmental needs

Outcome:	Indicators:		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
<p>2.1. Improved access and equity in secondary education</p> <ul style="list-style-type: none"> • Increased number of higher value scholarships for poor and marginalized students (residential and non-residential) • Free textbooks (up to grade 12) for targeted students • Upgrading of secondary schools to secondary schools based on mapping and need • Provision of at least one secondary school in each constituency providing science subject at grade 11 • Need and criteria -based (based on regular survey of DEO technical personnel) construction of classroom blocks and WASH facilities 	GER in secondary education (9-12)	T	56.7	61.5	66.7	72.3	78.4	85.0		
		B	56.8	61.6	66.8	72.4	78.5	85.2		
		G	56.6	61.4	66.6	72.2	78.3	84.9		
	NER in secondary education (9-12)	T	37.7	40.3	43.1	45.1	49.3	53.0		
		B	37.8	40.4	43.2	46.2	49.4	52.9		
		G	37.6	40.2	43.0	46.0	49.2	52.6		
	Survival rate to grade 10 by cohort	T	37.9	41	45	50	57	65		
		B	37	41.2	45.9	51.1	57	63.5		
		G	38.9	43.3	48.3	53.8	59.9	66.7		
	Survival rate to grade 12 by cohort	T	11.5	13	15	18	21	25		
		% students enrolled in science subjects in grade 11 in community schools	T	3.5	4.3	5.3	6.6	8.1	10.0	
			B	5	6.2	7.6	9.4	11.6	14.3	
	G		2.1	2.6	3.2	3.9	4.9	6.0		
	<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Develop more targeted programme packages to address disparities in access, participation and learning outcomes in secondary education <ul style="list-style-type: none"> ○ Establish schools in line with eligibility criteria as verified through comprehensive mapping against identified demand ○ Increase the number of higher value scholarships for poor and marginalized students (residential and non-residential) ○ Provide special schools with facilities (residential) to provide access to children with hearing impairment ○ Incentive support to poorest students promoted from grade 8 to grade 9 to continue with secondary education. ○ Free textbooks (up to grade 12) for targeted students 									

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
	<ul style="list-style-type: none"> ○ Remedial support to weaker students (including grade 10 exam coaching) ● Provision of appropriate learning environment for children with special needs <ul style="list-style-type: none"> ○ Grants for operating open schools ● Increased access to secondary education through expansion of services <ul style="list-style-type: none"> ○ Upgrading of secondary schools to secondary schools based on mapping and need ○ Provision of at least one secondary school providing science subject in grade 11 in each constituency ○ Support for under-achieving schools from subject experts' pool mobilized at district level focusing on science, English and maths subjects 								
2.2. Improved quality of secondary education <ul style="list-style-type: none"> ● Upgrading existing community schools to model schools ● Reforms in examination and assessment system ● Strengthened TVE subjects in secondary education 	% of students enrolled in technical subjects in grade 9	T	0.7	1.1	1.7	2.5	3.9	6.0	
		B	0.9	1.4	2.1	3.3	5.0	7.7	
		G	0.5	0.8	1.2	1.8	2.8	4.3	
	Number of students enrolled in technical subjects in grades 9-12	T	9,750			72,540		102,600	
	No of model schools		-	240	290	340	440	540	DLI
	No. of community schools offering science subjects in grades 11-12		240	240	290	340	440	500	
	No. of schools with access to Science, maths and language kits		-			Science, maths & language learning kits and teacher guides developed for grades 6-8	1,000	1,000	
	No. of schools receiving activity-based kits for mathematics, science and English language for grades 6-8		NA			1,000	2,000	3,000	DLI
	No. schools establishing Internet facilities		NA			1,000	1,000	1,000	
Strategies including major interventions <ul style="list-style-type: none"> ● Reduction of secondary schools not meeting the Minimum Enabling Conditions <ul style="list-style-type: none"> ○ PCF non-salary grants for book corners and secondary learning material for schools to achieve the MEC (including targeted students) 									

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	<ul style="list-style-type: none"> ○ Need and criteria -based (based on regular survey of DEO technical personnel) construction of classroom blocks and WASH facilities ○ Timely printing and distribution of free textbooks (up to secondary level for targeted groups) ○ Approval of new secondary teacher positions: phased placement of qualified subject teachers (maths, science and English) ● Strengthening of enabling learning environment for science and maths at secondary level <ul style="list-style-type: none"> ○ Construction of libraries and science labs ○ Install science maths/English lab and equipment and library books ○ Develop and distribute textbooks and student learning materials including science/maths kits and video films for secondary level (grade 9 and 10) ● Revised curriculum, textbooks and teacher guides ● Develop professional development packages and qualifications for teachers <ul style="list-style-type: none"> ○ Development and implementation of National Teacher Competency Framework and National Framework for Teacher Preparation ○ Induction training for all new teacher recruits ○ Revised and additional teacher professional development packages that include science, maths and English, head teacher leadership and management, ICT, and remedial support ○ Capacity development for teachers to use technology based curricular materials development ● Transformation of community secondary schools into model schools <ul style="list-style-type: none"> ○ No of model schools with separate head teachers, full complement of subject teachers, DRR infrastructure, science lab, ICT learning centre, extra curricula activities, remediation, and enhanced teaching-learning processes ● Strengthened quality and learning outcomes through competency based revision of curriculum and qualifications <ul style="list-style-type: none"> ○ Revision of curriculum and textbooks in line with NQF/NVQF, Language, ICT, entrepreneurial skills, competency ○ National Qualification (Vocational) Framework developed and implemented ● Strengthened TVE subjects in secondary schools <ul style="list-style-type: none"> ○ Revise curriculum and textbooks for TVE subjects and develop teachers guides and reference materials ○ Training for technical and vocational subject (subjects) teachers ○ Review and development policy guidelines on instructional design to foster entrepreneurial skills and on the job training including apprenticeships ● Provision of ICT infrastructure and teaching-learning materials for pedagogy <ul style="list-style-type: none"> ○ Development and distribution of subject-wise e-learning resources (including repositories) for students and teachers ○ ICT pedagogy teaching learning materials preparation with focus on science, math and English ○ Development of portals and websites including e-library ○ Support for computer education to secondary deaf schools ○ Teacher training on the use of ICT in teaching-learning ○ Development of online/offline training courses and materials (focusing on Science, Mathematics and English) 							

Objective 3: Literacy and Lifelong Learning (estimated five-year budget USD 69 million)									
Outcome	Indicators		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
3. Increased functional literacy and reading and learning habits cultivated among youths and adults	Literacy rate 6 years+	T	78d			85		87	KPI
	Literacy rate 15-24 years	T	88.6e			92		95	KPI
	Literacy 15+ years	T	57f			70		75	KPI
<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Increase access to continuous education and literacy programmes <ul style="list-style-type: none"> ○ Implement tailored programme packages for working youth and adolescents ○ Strengthen the transition to formal education through accreditation and equivalence of lifelong learning programmes. • Increased quality of literacy and lifelong learning programmes <ul style="list-style-type: none"> ○ Professional development training for literacy and lifelong learning facilitators. 									

Objective 4. Teacher professional development (estimated five-year budget USD 129 million)

- To enhance teachers' qualifications and professional competencies to better facilitate student learning processes
- The provision of qualified competent teachers
- Ensure teaching-learning days and that teachers' time on task is in line with government directives and guidelines.
- Maintain high morale and motivation for teaching and learning among teachers and students.

Outcome	Indicators		Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type	
4.1. Increased provision of qualified and trained teachers	% of trained ECED/PPE teachers	T	NA	10	20	30	50	65		
	% of ECED/PPE teachers with required qualification	T	93.7	94.4	95.0	95.7	96.4	97.0		
		M	92.3	92.9	93.6	94.3	94.9	95.6		
		F	95.1	95.8	96.4	97.1	97.8	98.5		
	No of trained subject teachers for maths, science, and English	T	NA			4,500	9,000	13,500	DLI	
	No. schools with complete set of subject teachers	Basic (gr. 6-8)	T	NA			1,000	2,000	3,000	DLI
		Secondary	T	NA			500	1,000	1,500	
	Certification training for basic teachers	Basic	T	NA	Revised certification training modules for subject teachers in grades 6-8 & 9-12 developed	9,500	10,700	10,700	7,400	
			M	NA		6,116	6,888	6,888	4,764	
			F	NA		3,384	2,454	2,454	1,697	
		Secondary	T	NA		1,500	3,000	1,500	1,500	
			M	NA		1,293	2,586	1,293	1,293	
			F	NA		178	357	178	178	
	No. of teachers trained in ICT and e-resources	T	NA	0	0	1,000	1,000	1,000		
		M	NA	0	0	770	770	770		
F		NA	0	0	230	230	230			
% female teachers	Basic		38.8	40	41	42	43.5	45		
	Secondary		15.1	16	17	18	19	20		
Strategies including major interventions: <ul style="list-style-type: none"> • Develop new frameworks for teacher preparation <ul style="list-style-type: none"> ○ National teacher competency framework and National Framework for Teacher education: all teacher recruitments to be done against these frameworks 										

Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	<ul style="list-style-type: none"> ○ Direct entry for outstanding graduates from non-education streams ● Development of professional development packages and qualifications for teachers <ul style="list-style-type: none"> ○ One-month certification/induction training for all newly recruited/redeployed teachers ○ Revised and additional teacher professional development (TPD) packages for basic school teachers (EGR, Nepali as second language MOI, MTB-MLE, interactive English, ICT, soft skills, maths and science kits, CAS and remediation) ○ Revised TPD for secondary school teachers implemented in various ways (induction, science, maths, English, head teacher leadership & management, ICT) ○ At least two rounds of training for all math, science and English teachers ● Strengthen capacity for continuous professional development of teachers 							
4.2. Strengthened teacher management and accountability	No. of schools with separate fulltime head teacher positions	-	6,165	6,165	6,165	6,165	6,165	
	Teacher rationalization		Rationalization plan for each district & district incentive scheme approved		Teacher rationalization implementation plan completed		All operationally feasible schools have full set of teachers at basic level	
	Number of districts in which teacher performance incentive scheme is rolled out		Teacher incentives scheme approved	20	40	75		
	Strategies including major interventions: <ul style="list-style-type: none"> ● Revised norms for teacher deployment <ul style="list-style-type: none"> ○ Development of new norms for teacher allocation by levels and subjects, and teacher deployment and redeployment to be based on revised norm ○ Conversion of excess primary teacher positions into lower secondary positions ○ Creation of new teacher positions at secondary level ○ Phased deployment of subject teachers in maths, science and English subjects ● Improve teacher attendance and performance <ul style="list-style-type: none"> ○ Beneficiary/student monitoring of teacher attendance and time-on-task ○ Biannual performance appraisals of all teachers by head teacher against annual contractual agreement 							

Objective 5: Governance and management (estimated five-year budget \$50 million)

- Effective and efficient delivery of public education services within the decentralized governance and management structure
- Budget allocation for education sector compliant with SSDP budget codes and consistent increase in budget allocation
- Effective implementation of the SSDP through the sector wide approach mechanism

Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
5.1. Adequate resources and infrastructure are being efficiently used	% of students receiving text books within first two weeks of academic year at basic level	86.5	89.0	91.0	94.0	98.0	100	
	Strengthened financial management information systems in line with FCGO system (CLAs, RED, ETCs, DEOs)	-	13	30	30	20	29	
	Number of days from trimester end within that trimester FMR is submitted		45	45	45	45	45	DLI
	No. months OAG Annual Audit Report for previous fiscal year submitted is submitted		9	9	9	9	9	DLI
	Reduction of % of audit observations	5.8%	5.7	5.5	5.3	5.1	5%	DLI
	Implementation of performance based school grant system	Earmarked grants system	Review of existing grants system	Implemented in 25 DEOs	Implemented in all 75 DEOs			DLI
	% community schools with school financing linked to SIP				50	100		
	% head teachers and SMCs that receive capacity development	NA		30	100			
	No. districts with performance based incentive scheme for head teachers and SMCs			10	40	75		
	<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Better alignment of MoE system for SSDP implementation <ul style="list-style-type: none"> ○ Review and development of policy guidelines to develop and implement models of partnership for free secondary education ○ Costed Capacity Development Plan prepared and implemented to accommodate federalization at all levels 							

	<ul style="list-style-type: none"> ○ Education regulation revised and action plan prepared, CLAs reporting arrangement and budget release mechanism reviewed in line with results-based financing ○ Roadmap for restructuring and realignment of MoE in relation to state restructuring and O&M survey completed ○ National Examination Board established and functional and that its functions are aligned with existing examining bodies (OCE, HSEB) ○ Strengthen institutional capacity of the ERO to independently review and audit the education system including student assessments ○ SSDP programme support, monitoring and coordination (PSMC) mechanism established within MoE ○ Review and development of policy guidelines to develop accountability and performance audit system to award and regulate secondary schools ● Strengthened planning and financial management at central and district levels <ul style="list-style-type: none"> ○ Implementation of unified accounting software (CGAS) in MoE system ○ Introduction of school based integrated EMIS, including equity index, school profiles and unique student identification numbers ○ Financial management and procurement support ensured ○ District education committees strengthened and/or functionalized. ○ Education managers trained in formulation of DEPs, VEPs, SIPs, social accountability and transparency through social auditing ○ Development of Financial Management Action Plan (FMAP) ● Overall grant management mechanism prepared and implemented at central and district levels <ul style="list-style-type: none"> ○ Improve school financing (needs-based and performance based grant in addition to PCF, etc.) ○ School performance audits, with incentives and support mechanisms in place ○ Fund flow tracking surveys conducted ● Strengthen financial management and governance at school level <ul style="list-style-type: none"> ○ Separate head teacher positions created and filled — head teachers to conduct mandatory biannual performance appraisals of all their teachers ○ Development and dissemination of financial management guidelines and other mechanisms to strengthen financial management at school level ○ Train schools on simplified accounting and reporting format
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Objective 6: Disaster risk reduction and school safety (estimated five-year budget \$1,014 million)

- To ensure all children can access safe enabling learning environments.
- To mainstream comprehensive school safety and disaster risk reduction (DRR) in the education sector by strengthening school level disaster management and resilience among communities

Outcome:	Indicators:	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Number of new classrooms constructed in disaster-affected areas in line with revised technical standards	Need for 4,400 safe schools to be reconstructed in affected areas (PDRF) & 36,540 classrooms to be retrofitted in non-affected areas	17,000	21,000	18,000	12,000	8,000	DLI 10
	Number of schools retrofitted in non-affected areas in line with revised technical standards		80	80	80	80	80	DLI 10
	Number of schools currently meeting DRR criteria for safe learning environments		(i) SDM guidelines approved, (ii) DRR year-wise implementation plan approved, (iii) Comprehensive School Safety Master plan finalized			Thematic study on DRR commissioned as part of SSDP mid-term review	Review of SDM guidelines	
<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Ensure that all new construction/reconstruction is safe <ul style="list-style-type: none"> ○ Develop new technical standards for school construction ○ Post-earthquake reconstruction of school buildings with four classrooms ○ Post-earthquake minor maintenance and retrofitting ○ Retrofitting of schools • Disaster risk management planning <ul style="list-style-type: none"> ○ Develop and monitor a standard set of key messages for comprehensive school safety and disaster risk reduction in schools and standard operating procedures for different types of disasters. ○ Preparation of DEO emergency preparedness plans ○ Enhance responsiveness of teachers, students, and other school stakeholders towards DRR and emergency preparedness ○ Incorporate DRR/school safety in SIPs and train head teachers and teachers on these subjects 								

Objective 7: Monitoring, evaluation and assessment (estimated five-year budget \$33 million)

- To monitor programme inputs, processes, and outputs and evaluate the impact of programmes
- To inform policy making bodies about the status of the education system in general and learning achievements in particular.
- The provision of regular feedback to implementing agencies about the status of programmes and activities
- To ensure that data is accessible for duty bearers and stakeholders to inform planning at local level

Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Independent verification of EMIS data	-	First round of sample-based independent verification of EMIS completed	Verification of data through corrective actions	Second round of sample-based independent verification of EMIS completed	Annual sector performance report prepared with EMIS data and analysis		DLI
	Introduction of school profile cards			District and school profile cards piloted and used in social audits in 25% schools	District & school profile card implemented in all schools by linking with school performance grants	District and school profile cards used in social audits in all schools by linking with school performance grants		
	Implementation of individual student & teacher ID in EMIS	56	65	75	75	75	75	
	<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • EMIS strengthened <ul style="list-style-type: none"> ○ Develop automated production of regional, district, school profile cards using IEMIS data and prepare tools to support analysis of district and school profile cards ○ Independent verification of EMIS data and agreed corrective measures implemented • Strengthen monitoring and evaluation at all levels <ul style="list-style-type: none"> ○ Result based monitoring at resource centre and school levels ○ Monitoring of time-on-task of all teachers • Carry out studies /assessment in addition, like impact evaluations and client satisfaction surveys 							

Objective 8: Examination and accreditation (budget included under M&E)

- A credible system of certification of educational qualifications
- Accreditation and acceptance of certification across the country

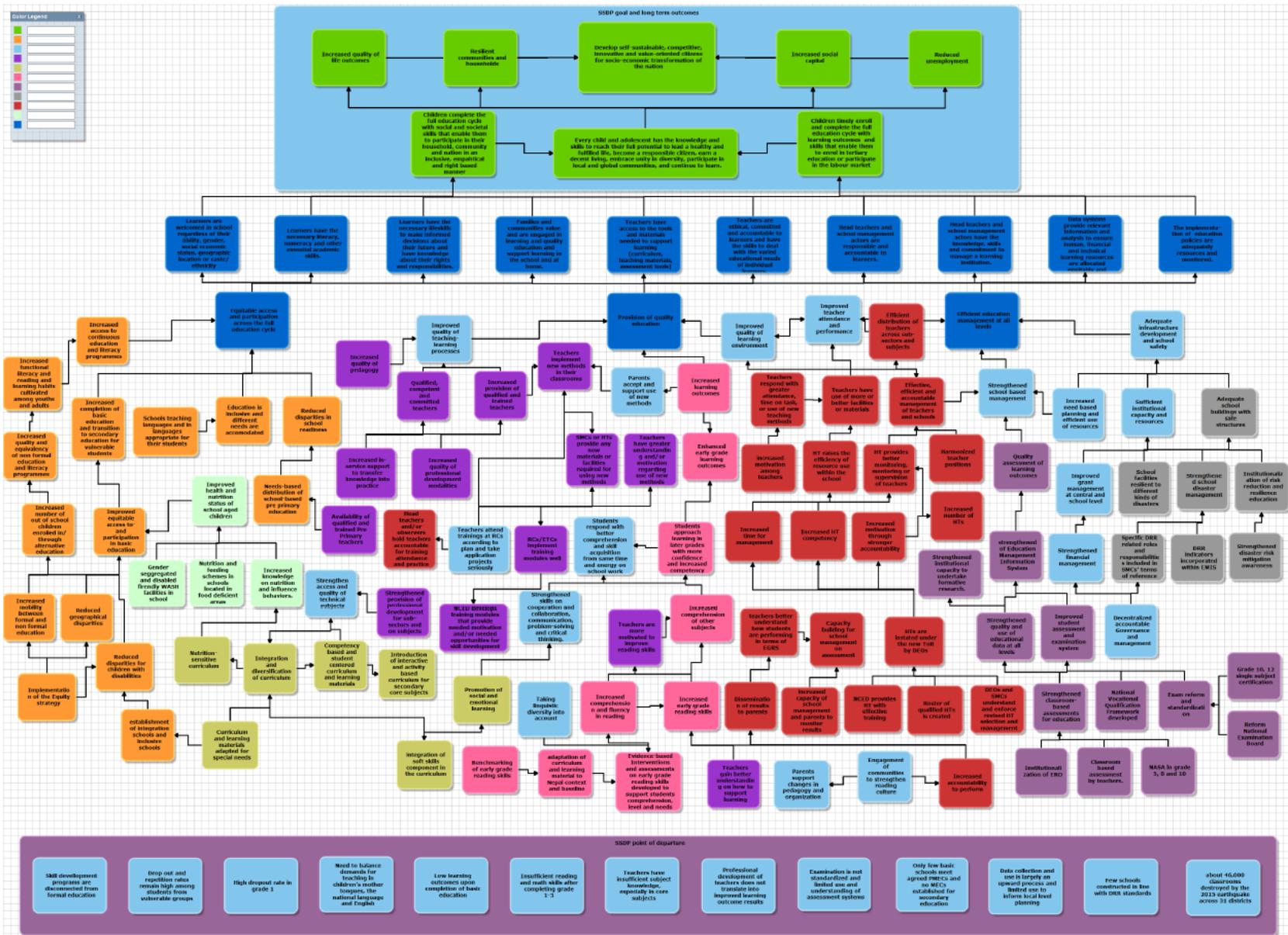
Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
	Implementation of single subject certification in grade 10 exams	Letter grading & single subject certification introduced for grade 10	Implementation of single subject certification in grade 10 exams	Single subject certification policy approved for secondary school exams	Single subject certification policy implemented for secondary school exams			DLI
	Institutionalization of NASA	Education Review Office (ERO) to become fully independent	NASA institutionalized at ERO with ERO granted autonomy	Implementation of agreed corrective actions based on 2014 grade 5 NASA results	Examinations for grade 8 administered with standardized test items	NASA survey carried out for grades 8 and analysis of results for NASA Grade 5 (carried out in 2018) disseminated	Examinations for grade 8, 10 and 12 implemented with standardized test items	DLI
<p>Strategies including major interventions</p> <ul style="list-style-type: none"> • Provisions for strengthening examination and assessment in secondary education: <ul style="list-style-type: none"> ○ As part of curriculum framework, introduce assessment framework for grades 8, 10 and 12 ○ Develop standardized test items ○ Comprehensive reform of grade 10 & 12 examinations ○ Carry out NASA in grades 5, 8 and 10 (Introducing NASA in grade 10) ○ Grade 10 exam and other public examination administration support ○ Establishment of NEB, development of high quality test items, improved examination administration, scoring and grading and data analysis, standardized board exams in grades 10, 11 & 12 								

Objective 9: Capacity and Institutional Development (estimated five-year budget \$69 million)								
Outcome	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
9.1. Sufficient institutional capacity at all levels to implement the SSDP	Development & implementation of capacity and institutional development (CID) plan		CID plan developed	CID plan implemented	CID plan implemented	CID plan implemented	CID plan implemented	
	<p>Strategies including major interventions:</p> <ul style="list-style-type: none"> • Develop a Capacity and Institutional Development (CID) plan with annual targets <ul style="list-style-type: none"> ○ Undertake institutional analysis and capacity needs assessment ○ Develop a costed capacity development plan that outlines competencies and skills sets of different position and levels in the education sector • Develop a common framework for technical assistance and direct funding to support priority areas identified in the CID plan • Develop a transition plan for the transition from the current national educational management system to a new system in line with the new constitution. <ul style="list-style-type: none"> ○ Create technical structures at provincial and local levels and develop the capacity of these structures to carry out their technical functions (e.g., curriculum development, teacher management and development, examination and certification and monitoring standards). • Strengthen capacity at the school level: <ul style="list-style-type: none"> ○ Provide education managers at all levels of the education sector with regular professional development opportunities ○ Establish peer support and mentor/coaching schemes (Community of Practices-COP). ○ Develop guidelines for streamlining the curriculum, teacher management, assessment and relevant standard setting functions. ○ Develop human resources at national and other levels to carry out technical functions including on curriculum and materials development and for implementing teacher training in science and maths. ○ Develop training programmes and support materials for improving school-based assessment of students. ○ Train school heads and SMC chairpersons on improving their schools. • Strengthen institutional capacity on inclusive education at all levels: <ul style="list-style-type: none"> ○ Train technical personnel on managing inclusive education and delivering special needs education. • Provide professional development to NEB staff to implement state-of-the art improvements in examination design, administration and scoring. • Carry out GIS based school mapping (updating and data analyse). • Develop an overall plan and timeline for assimilating ICT in schooling to improve teaching and learning: <ul style="list-style-type: none"> ○ Introduce interactive classes and online modules, digital teaching-learning materials, such as digital libraries and videos for English, science and maths for basic (grade 6-8) levels. ○ Equip schools with ICT packages (internet, e-library, digital learning materials). ○ Introduce ICT based learning including videos on difficult science, maths and spoken English concepts and on science experiments for grades 9-12. Establish ICT enabled interactive learning and computer literacy labs. ○ Establish at least one model schools equipped with ICT facilities in every constituency. 							

	<ul style="list-style-type: none"> ○ Pilot the use of ICT for tracking student attendance in six districts. strengthen a student database with data on disabilities and different learning needs. ● Roll out school based IEMIS and student and school profiles in all districts, linked with EMIS. Schools, VDCs and municipalities to track out-of-school children. ● Mobilize and coordinate technical assistance to enable partnerships between the Curriculum Development Centre (CDC) and National Centre for Education Development (NCED) with ETCs and LRCs with external professional experts and institutions for strengthening science and maths teaching,
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Objective 10: Finance								
<ul style="list-style-type: none"> ● Generate adequate financial resources for education development. ● Provide adequate resources to support educational policy directions ● To manage available resources effectively ● To improve the efficiency and effectiveness of aid available for SSDP implementation 								
Outcome:	Indicators	Baseline (2015/16)	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)	Year 4 (2019/20)	Year 5 (2020/21)	Indicator type
10.1. Sufficient and predictable budget allocated at national level to implement the SSDP	Education sector budget as % of national budget	12.04%			15%		17%	
	% of growth in real terms of budget allocation for education sector compared to previous year		Increase from previous year	DLI				

Annex 3: SSDP Theory of Change Model



Annex 4: Languages of Education Strategic Framework¹⁷

Purpose and Goal

The purpose of the Languages of Education policy of the Ministry of Education (MoE) and the Department of Education (DoE) is to provide a framework for the effective teaching of languages in school as subjects and for their appropriate use as the medium of instruction. The goal is for all students to develop their linguistic skills over time in their mother tongue, in Nepali and in English and to use those skills for their academic, social and economic advancement and for the building of a socially and economically vibrant society. The trilingual approach links the languages of the home, the provinces, the nation and the world. All language groups are valued and promoted. It is envisioned that in many classrooms bilingualism, or in some cases multilingualism, will be the norm, combining the children's mother tongue and Nepali in the early grades and using Nepali and English in the upper grades.

Objectives

The trilingual approach has an objective for each of the languages which students know upon entry into school or acquire in the course of their schooling, as follows:

- 1) To build upon and develop all children's oral skills in mother tongue as the basis for all other learning and to develop children's literacy skills and learning in other subjects through their mother tongue (for children who do not have Nepali as their mother tongue this will be in accordance with the wishes of the children's parents and their language community to the extent feasible for the school);
- 2) To develop all children's literacy skills in Nepali and to ensure their learning in other subjects through Nepali (providing additional assistance to children who do not know Nepali when entering school); and
- 3) To develop all children's oral skills and literacy skills in English, assisting them to progressively become capable users of English over the course of their schooling.

Rationale

Nepal is a multilingual nation. The 2011 Census lists 123 officially recognised languages. Approximately 96% of the population speaks one of 19 major languages as their mother tongue, and Nepali is spoken as the mother tongue by 45% of the population and as a second language by 33%. Approximately 41% of Nepal's population is bilingual or multilingual. Currently only a relatively small number of people are fluent speakers of English and most of them live in Kathmandu Valley or in other urban areas. However, there is a strong demand from within society and a recognition by policy makers of the need to increase the use of English in order for Nepal to progress within the global economy.

The right to education is enshrined in Nepal's Constitution of 2014. The Constitution also provides that every Nepali community living in Nepal shall have the right to acquire education in its mother tongue up

¹⁷ Draft (30 April 2016) for finalisation and approval

to the secondary level. There is also provision within the Constitution to establish a Language Commission ensuring representation of the provinces within a year from the commencement of the Constitution.

International research confirms the value of bilingualism and multilingualism for individuals and societies. Educational research has shown that children achieve skills most efficiently when learning in a language they understand and can speak. However, there are also proven strategies which help a child to acquire the necessary language skills in additional languages so that their overall learning is enhanced rather than constrained.

The Languages of Education policy framework accordingly values and builds upon the languages that children speak when they enter school and seeks to develop those skills. At the same time children are assisted to acquire Nepali, if it is not their mother tongue, in an efficient manner so that they can fully engage in the national education system. English is added as a second or third language to prepare students to use an international language for their social and economic advancement in the future.

Progressive Implementation

Many schools will not have the necessary resources to implement all aspects of the policy in the short term. Implementation will be determined by the community's aspirations, the school's capacity and the resources available. At a minimum, schools have to ensure the following:

- The value of each child's mother tongue is recognised and children are supported to use and develop their oral skills in mother tongue.
- Children who do not speak Nepali upon entry to school where Nepali is the medium of instruction are provided with additional assistance to learn Nepali as a language while at the same time learning other subjects through Nepali.
- English is taught as a subject from grade 1 and supported through multimedia to reduce the dependence on the English language skills of the teacher.
- Schools will only use a language as the medium of instruction (partially or fully) when they have the requisite capacity in terms of teachers' capabilities and teaching-learning materials.

Schools will include in their school planning how languages will be used and language provision developed both in the short and the long term. The District Education Office (DEO) will assess each school's plans and assist schools to further develop their language provision over time.

Implementation of national policies and initiatives may become factors in a school's use of languages. Policies related to federalism may influence the use of mother tongue and Nepali, as well possibly for other languages of wider communication, in some schools. As the National Early Grades Reading Programme is expanded some schools will be given new opportunities to use children's mother tongues in their literacy development.

Sequence of Language Use

The sequence in which the various languages are used for instruction and/or introduced as subjects will depend in part on the type of communities served by the school. School catchment communities are generally of three types and the use of languages is to be adapted accordingly.

- 1) Learners that are homogeneously Nepali-speaking on entry to Early Childhood Education and Development (ECED/PPE) classes or grade 1: For these schools Nepali is used as the medium of instruction throughout primary. English is introduced as a subject from grade 1 and the learning of English is assisted by multimedia. In cases where there is sufficient capacity in terms of teachers' capabilities and teaching-learning materials teachers may teach bilingually from the basic grades using Nepali and English. This may continue throughout the secondary cycle with increasing use of English as the students' competencies in English develop. English may be used as the medium of instruction, for some subjects or fully, from grade 9 in cases where the students' skills in English have been sufficiently developed through the bilingual approach and where the teachers using English as medium of instruction are fully competent in spoken and written English. It is expected however that in most cases Nepali will continue as the main medium of instruction and English will be taught effectively as a subject.
- Learners that homogeneously speak a language other than Nepali as their mother tongue on entry to ECED/PPE or grade 1: For these schools mother tongue plays a prominent role in the children's learning in ECED/PPE through grade 3. The mother tongue is supported and developed as well as used to assist children to transition to learning in Nepali as the medium of instruction. Each school, with the support of the parents and the community and assisted by the DEO, may follow one of three options for all the children of the school:
 - a) Full use of mother tongue for oral language development and literacy as the medium of instruction with the gradual introduction of Nepali and English as subjects from grade 1 and transitioning to Nepali as the medium from grade 4 with the mother tongue and English continuing as subjects. English is taught effectively from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools above. This approach is encouraged but is possible only where there is community support as well as teachers proficient in the language and suitable teaching-learning materials in the language.
 - b) Use of mother tongue for oral language development and transitioning to Nepali with classes taught bilingually. Textbooks and other learning materials are in Nepali but learners are assisted to use the textbooks through explanations in their mother tongue. Teaching may continue bilingually throughout the primary grades with Nepali progressively becoming the medium of instruction. Special assistance is provided for children to learn Nepali as a second language building on their mother tongue. English is taught effectively from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools above.
 - c) Nepali as the main medium of instruction from ECED/PPE or grade 1 but with some use of mother tongue orally and with additional assistance for children to learn Nepali as a second language. English is taught effectively from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools above.
- 3) Learners that come from diverse language backgrounds with no common mother tongue on entry to ECED/PPE or grade 1. For these schools Nepali is used as the medium of instruction throughout

primary and usually throughout secondary. Children who do not speak Nepali upon entry are given additional support to learn Nepali as a second language and to develop their skills in Nepali for the medium of instruction. Where resources are available teaching from ECED/PPE through grade 3 may be in Nepali and the children's mother tongues. Mother tongues may be offered as subjects thereafter. English is taught effectively as a subject from grade 1 and may be developed in the same way as for the homogeneously Nepali speaking schools above.

Provision and Support

In order for schools to implement the most appropriate option from the above for their use of languages in education MoE and DoE through the DEOs will progressively make available the necessary provision and support. Schools may adapt their implementation models as additional resources become available. The following initiatives will be undertaken to enhance the teaching and use of languages in schools and for schools, districts, provinces and the nation to progressively implement in the Languages of Education policy effectively:

- **Major improvement in the teaching of English as a subject:** Special initiatives will be taken to support the teaching of English in schools through widespread use of the multimedia, the development of learner friendly and attractive teaching-learning materials, the recruitment of capable users of English as English subject teachers and the professional development of English teachers in modern technologies and the use of multimedia.
- **Expansion of the National Early Grades Reading Programme (NEGRP):** Through this programme materials are being developed for the effective teaching of literacy skills in Nepali and in some of Nepal's other languages. As literacy materials are developed in various languages they will provide the basis for the use of mother tongue as a full or partial medium of instruction in ECED/PPE and grades 1-3
- **Development of teaching and learning materials in children's mother tongues:** Making use of the materials developed through the NEGRP and textbooks already developed, the CDC will work with provinces and language communities to develop appropriate teaching and learning materials in the major languages of Nepal.
- **Professional development of teachers:** Special training programmes will be provided for mother tongue teachers on how to develop children's language skills in the specific language and to transition to Nepali. Training on bilingual teaching will be provided for teachers and bilingual assistants working in classrooms in which more than one language is used. Training on the teaching of Nepali as a second language will be provided for teachers with children who had limited or no skills in Nepali upon entry to school. There will be a large-scale programme for the training of teachers of English.
- **Provision of bilingual support:** Provision will be made for schools to engage bilingual teachers and/or assistants to ensure that children who speak limited or no Nepali upon entry to school receive the necessary language support in their mother tongues.
- **Provision for sign language and Braille:** Special initiatives will be taken to ensure that children with hearing impairments are taught by teachers knowing sign language and that children with visual

impairments have access to teaching and learning materials in Braille taking into account the specific language needs.

- **Assessment and monitoring system of Languages of Education policy in schools:** A system will be put in place for the District Education Office (DEO) to assess each school's language provision, to work with the schools to ensure that the most appropriate option is being implemented and to monitor progress in language use over time. Information on language use in schools will be collected through the system for reporting, monitoring and support.
- **MoE and DoE will perform a coordination role with other line Ministries.** The involvement of other Ministries and Departments, such as local government, is crucial and will be coordinated by MoE and DoE.

Annex 5: Consolidated Equity Strategy for the School Sector in Nepal

I. Background

Education has been widely recognized as one of the main strategies to enable and empower people in achieving quality of life outcomes. The Education For All (EFA) agenda brought about a global movement to ensure the opportunities that are provided through good education could become accessible for all and that schools become inclusive learning environments, providing quality education. This is all the more relevant with the realization that education has a strong correlation with life outcomes such as health and socio economic status. As such, education is the key for countries to reach their Millennium Development Goals¹⁸. In the case of Nepal, there has been significant progress in strengthening equity, yet equally there is much ground left to be covered. National averages show strong progress in educational access and gender parity at the basic and secondary education level, a second look reveals that large differences remain - between children of different gender, social economic status, children with different abilities, castes and ethnicities. Certain groups remain highly marginalized in term of their access and participation in education and their learning and life outcomes as a result of this.

Educational successes and 'failures are not evenly distributed amongst the society, when looking at who is not accessing, not participating and not sufficiently learning, certain groups are disproportionately represented. As such, the need for a consolidated equity strategy for the education sector emerged. While Nepal has come a long way in exposing and addressing inequalities within its society, stark discrepancies remain with regards to the effect that people's socio economic status, gender, caste, ethnicity, language, geographical location and ability on their life and learning opportunities. As Nepal's population is in several ways highly diverse and is still in the transition phase from a country with deeply rooted foundations for inequitable participation of its citizens to public life to a democracy that values and embraces this diversity, it seems crucial to intensify efforts to strengthen equity with education being the obvious medium for this.

The population census 2011 reported 26.5 million people¹⁹ of 126 different caste/ethnic groups who speak 123 different languages²⁰. This diversity could be a developmental resource but because of historical and structural reasons has resulted in a highly hierarchic structure of the society with differential access to economic, political, and socio-cultural resources. This situation has resulted in marginalization of some groups of people creating high inequity in the society. Nepal's Gini Coefficient of 0.33 as reported for the country also illustrates the intensity of inequity in Nepal²¹. Furthermore, the 2011 Human Development report of Nepal illustrated the impact of this inequality stating that if the return on

¹⁸ World Bank 2012; Sectoral perspectives on gender and social inclusion

¹⁹ The Human Development Report 2014 estimates Nepal's population currently at 27 million

²⁰ Central Bureau of Statistics (CBS), 2012

²¹ Central Bureau of Statistics (CBS), 2012

economic progress made over the previous years had been equally spread across the Nepalese society, the country's HDI would have currently been one third higher than it is²².

II. Rationale for the strategy

The progress that has been observed with regards to access and quality of the education system has been disproportionately distributed across the population. Certain groups of children, such as those from indigenous minorities, low caste groups, children from poverty stricken household, living in remote areas of Nepal, remain unable to access or participate in education in a way that enables them educational attainment that is meaningful for them to achieving quality life outcomes and establishing an acceptable level of well-being²³. In response to this, the Government of Nepal developed the Consolidated Equity Strategy for the School Education Sector, which was launched in December 2014. The main objectives of this strategy are to reduce the current disparities in (i) access & participation and (ii) learning outcomes for children in basic and secondary public education in Nepal. The strategy presents a two-fold approach in meeting these objectives:

- The development of equity in Education Index (Equity Index), at least at district level, using both school sector data and population data.
- A consolidation and further targeting of current strategies deployed by the Government and Development Partners (including I/NGOs and CSOs) to strengthen an equity/need based approach.

III. Design

The SSRP aims to strengthen equity in the education sector, and through that within the Nepalese society, as 'the reform will focus on girls and women and children from educationally deprived groups so that they will participate equally and attain equitable results²⁴'. Thereby there is a need for developing a broader framework of equity and inclusion in the education. In order to 'participate equally' and 'attain equitable results' all children should have equitable access to education, equitable participation in education, leading to equitable attainments. As such, education is taken both as a means in terms of education enabling children to develop capabilities in order to achieve quality life outcomes and overall well-being, as well as an end in terms of producing people that have been educated through meaningful access, participation and learning outcomes, who will be equipped with skills to engage in a cohesive and inclusive society. Education as such is seen as the main enabler in providing children with sufficient agency for developing these capabilities and the school has to function as a mini society. Schools, both explicitly and implicitly address and reinforce social and cultural norms and perceptions, with the result either of fostering increased future segregation and inequity, or instead preparing children to be an active part of a society that values diversity. Education is a process that reaches beyond the school premises into the household and communities that children live. As such, in order to strengthen equal quality of life

²² UNDP 2011

²³ Government of Nepal, 2012; SSRP joint Mid Term review

²⁴ School Sector Reform Programme Core document, Ministry of Education 2009

outcomes, differential treatment may need to be provided, to address the differential circumstances that children experience.

a. Equity areas

In regards to strengthening equity, the strategic framework focuses on three equity areas; (i) equity in meaningful access, (ii) equity in meaningful/functional participation and (iii) equity in meaningful learning outcomes. Meaningful has been added to avoid confusion that the strategy's focus areas are seen in a superficial and physical sense. Access within the strategic framework does not mean merely enrolment, which specified an administrative action, but a child entering education (both basic and secondary level) and being welcomed in doing so without any fear or punishment. Participation goes beyond for example retention or attendance, it specifies a child physically being within the school, being engaged in the social and educational processes within the education system and feeling safe and accepted while doing so. Finally, learning outcomes, not just in the sense of being sufficient to pass tests, but aligned with the potential and the needs and context of the child's livelihood and life skills.

b. Equity dimensions

In order to strengthen equity within the education system and at the three levels as specified above, the strategic framework identifies 8 dimensions of (in) equity, them being (i) gender, (ii) socio economic status (SES), (iii) geographical location, (iv) health and nutrition status, (v) disabilities, (vi) caste & ethnicity, (vii) language and (viii) children of vulnerable groups. The status that children and their families have within these dimensions (for example urban or rural, rich or poor, boy or girl, etc.) has a direct link to their life outcomes in terms of physical health, mental well-being, nutrition, bodily integrity, safety and protection, social relations, political empowerment and participation, etc. Education is seen both as and means, in relation to enabling children to strengthen these life outcomes, and as an end with regard to meaningful access, participation and learning outcomes being one of these outcomes.

- Gender refers to the socially constructed differences between girls, boys, women, men and others²⁵ in ECED/PPE, basic education and secondary education level age (3-16 years). Due to the socially and culturally defined roles and perceptions towards them, inequalities in education exist in term of meaningful access, meaningful participation and meaningful learning outcomes. A gender equality focus is at times confused with a strategy to support girls and women. The strategy does not consider girls and women a vulnerable or disadvantaged group; they are 50% of the school going population with specific gendered rights and needs. In addition, gender specific barriers faced by girls and women, such as girls dropping out of school due to child marriage or do not have a safe space to learn and develop due to harassment or abuse, will be taken into account within this dimension. In addition, child marriage can also have a negative impact on their children's nutrition. Teenage pregnancy is more likely to lead to low birth weight of new-borns, which in turn increases their risk of being stunted by the age of 2. Boys and men may also face gender-specific pressures and challenges that impact on their right to education, and these must also be analysed and addressed as needed.

²⁵ Such as lesbian, gay, bisexual, transsexual and intersex (LGBTI).

Hence, this strategy considers gender inequities in cases of children from all genders that face barriers in access, participation and learning outcomes based on their specific needs.

- The Socio-Economic Status equity dimension considers poverty beyond merely income but rather an overall absence of access to fulfilment of basic needs (including education) such as health, housing, empowerment, employment, personal security, etc.²⁶ Limitations of available data in this regard will however narrow the focus to children that belong to the lowest wealth quintile.
- Health and Nutrition Status in the equity strategy takes into account the multiple barriers children face for survival, development and learning. Growth stunting is associated with a range of problems later in life including reduced mental ability. Under nutrition during early childhood represents a critical obstacle for the long-term learning capacity of individuals. From conception up to age two, the brain develops, both in terms of structure and size: without adequate nutrition, the development can be irreversibly damaged with regards to obtaining learning outcomes at a later age. In Nepal, 41% of children under five, almost half of the total number of future citizens, are stunted: their physical and mental development is impaired with long term irreversible effects. For school-aged children, under nutrition hinders the ability to learn, negatively impacting school attendance and attention spans. Furthermore, nutrition has a strong correlation with socio economic status; when economic resources are limited, dietary diversity declines, leaving children with a lack of sufficient nutrition. However, other dimensions, such as gender, also have strong correlations as a result of cultural restrictions; maternal education is the most significant predictor of nutritional outcomes of children and children whose mothers have no education are more likely to face infections as they are less likely to use soap, appropriately dispose of their babies' faeces, etc. Besides this, health status of children, for example in the case of communicable diseases or HIV infection, disproportionately affect children with low economic status or in remote locations in terms of access to healthcare.
- Geographical location is being seen within this strategy as the presence/access to services that address basic needs (schools, health facilities, employment, etc.) or the geographical features of the children's livelihood and physical surroundings. Furthermore, location also includes specific characteristics of urban versus non-urban/rural/remote areas and the effect they have on the equity areas, such as availability or distance to public services and level of potential utilization of the surroundings for sustaining livelihoods, for example through agriculture or forestry. As Nepal's geographical features vary from snow-capped mountains to subtropical areas in the Terai, the livelihood educational opportunities for people living in different parts of the country vary widely as well. An equitable education system is flexible and context-specific, responding to these varying needs and opportunities, and ensures not only equity in access but also equity in relevance for children living in all parts of the country.
- Disabilities as an equity dimension considers the deprivation that children who have long-term physical, mental, intellectual or sensory impairment experience with regard to access to and participation in education on an equal base with others, as well as in obtaining learning outcomes.

²⁶ Definition of Oxford Poverty and Human Development Initiative (OPHI)

Disabilities²⁷ in this strategy, is recognized as ‘resulting from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal base with others’²⁸. Within the Nepal education sector, the following categories are adapted with regard to disabilities: physical (affecting mobility), intellectually impaired, hearing impaired, visually impaired, low vision, hearing & visually impaired, vocal and speech related disabilities²⁹. In addition to these more technical definitions, the conceptual framework of the strategy specifies disabilities both as the barriers that children experience with regard to meaningful access, participation and learning outcomes in education caused by their physical, sensory and/ or cognitive limitations³⁰, as well as by the social/cultural perceptions and stigmas that are present within their family/ household/ community and school related to those limitations.

- Ethnic group and or caste is the sixth equity dimension, which focuses on the inequities that children experience with regard to their interactions with others that are influenced by the societal, cultural and social norms, values and habits, relating to the ethnic group they belong to. This includes both interactions with people or groups from other ethnic groups or castes, as well as interactions with people within their own ethnic group or caste. In Nepal, there are over a 100 castes and ethnic groups. As religious groups have similar structures and face similar interactions and classifications as castes, they are considered under this dimension as well, including religious minorities, such as the Muslim communities, that face high levels of deprivation in terms of education and broader life outcomes.
- It is recognized that caste is a socially constructed classification to categorize people and ethnicity is a biological/genetic classification. However, the large overlap in ethnic groups being identified as different castes, as well as the similarities in terms of social economic and cultural implications this classification are taken as a justification for combining these two means of identification under a common indicator.
- Language as an equity dimension can be directly linked with specific ethnic groups. In this regard, sign language needs to be recognized under this dimension as it is the first language for people with hearing impairments. Language presents specific barriers with regards to access, participation and learning outcomes based on the presence or absence of mother tongue education and the perception of the value of these languages with regard to the child’s development and learning outcomes by its parents
- Children of vulnerable groups refer to various groups of children that are exposed to specific treats, which increases their vulnerability and can hinder access to school. Protection concerns includes: violence, exploitation and abuse, cultural practices and child labour. Children separated from their

²⁷ Adapted from the Convention on the Rights for Persons with Disabilities.

²⁸ UNCRPD

²⁹ Department of Education, Education Management Information System (EMIS)

³⁰ Including children with learning disabilities

biological parents or unaccompanied as well as children affected by (seasonal) migration and children living and working in the streets present higher levels of vulnerability with reduced opportunities for learning. Children affected by HIV, thereby considering the wider range of social, cultural and environmental barriers that these children face, are also considered to be part of this dimension.

- Children in vulnerable life situations refer to children that are exposed to violence, exploitation and abuse. As such, these are children that are more vulnerable than other children in being affected by harmful cultural and societal practices, such as child marriage and chaupadi, child labour, trafficking and treatment of children that are in conflict with the law. Additionally, these are children that will be disproportionately affected by deprivations in the other dimensions due to a weak agency, such as children separated from their parents (including children affected by HIV) as well as children affected by (seasonal) migration and children living and working in the streets present higher levels of vulnerability with reduced opportunities for learning.

As such, the Education Deprivation Index will incorporate these components³¹ areas and dimensions, displaying correlations between the dimensions and the different levels of severity and the relation that these levels have with children's access, participation and learning outcomes.

IV. Equity Index Outline

As part of the Consolidated Equity Strategy for the School Education Sector, the Government of Nepal has developed an Equity in Education Index (Equity Index), to be embedded within the Education Sector Information System (EMIS) at national, district level and school, using both school sector data and population data. The application of the Equity Index is envisioned to inform the consolidation and further targeting of current strategies deployed by the Government and Development Partners (including I/NGOs and CSOs) to strengthen an equity/need based approach. The Equity Index has been developed by the Government with support from the education sector Development Partners.

The purpose of the Equity Index is to account for children's opportunity for school education as well as the equality of opportunity across children facing different circumstances/contexts. The equity index is intended to be the core planning and monitoring tool for the implementation of the Consolidated Equity Strategy and is planned to be used to target the most disadvantaged districts for specific interventions. The aim is to ultimately provide tools that can be used at district, sub district (Village Development Committee) and school level.

The Equity Index will be embedded within the Education Management Information System (EMIS)/Flash System, in the Department of Education and to support the Government in targeting equity based allocations within the Annual Strategic Implementation Plans/Annual Work Plans and Budgets (ASIPs/AWPBs) under the new education sector plan (the School Sector Development Plan) which will commence on July 2016 up to July 2023.

a. Developing and interpreting the equity index

³¹ It was observed that the dimension of 'health and nutrition' is absent in the presented framework, however health and nutrition is observed to be directly linked to the SES and geographic location dimensions and has been considered in the development of the different levels of severity.

i. Understanding outcomes in light of context and resources

In order to understand children's outcomes, it is important to consider both i) the socio-demographic factors that are potential drivers of inequity across children, schools or districts and ii) human, material and financial resources allocated to schools and children.

ii. Components of the outcome equity index

In order to reflect both children's opportunity for school education as well as the equality of opportunity across children facing different circumstances/context, the equity index is designed to consist of a component reflecting average education outcomes, and another component reflecting disparities between different categories of children, in line with the methodological design of the index of the Human Opportunity Index (HOI). Where C is the "Coverage" i.e. the average level of access to the opportunity and D is a dissimilarity index measuring inequality of opportunity.

The index follows the formula below:

$$\text{Equity index} = C \times (1 - D)$$

The index above captures average outcomes as well as discrepancies according to context. It does not capture, however, resources, which will be assessed through a separate "resource index" reflecting the level of resources within the district, VDC or school. Inequity relates to disparities along all or a set of the following equity dimensions and drivers of inequity that were defined in the Consolidated Equity Strategy:

The data selected to populate the Equity Index has been selected based on (i) consistency with the Consolidated Equity Strategy and the education sector planning, (ii) relevance for decision making, (iii) availability and quality of data, (iv) supported by econometric analysis, (v) comparability across districts and over time, (vi) frequency of measurement, (vii) balance between analytical strength and ease of communication, and (viii) comprehensiveness vs. use of proxies for the drivers of inequity. Based on this, the following indicators were considered as possible indicators/components of education outcomes:

Percentage of out of school children (or NER): this indicator requires information on the population of school-age children in and out of school. As such, it cannot be computed based on EMIS data only. Household surveys (e.g. the 2014 MICS) are by nature sample based. The MICS was rejected as a possible source of information because it does not include representative samples at district level for all Nepal districts. The census does not have these disadvantages, but is (like MICS) not undertaken regularly. In addition, detailed census data is not presently available to DoE. What is therefore suggested is:

- i) Population projections by district, age, and gender are available and can be combined with EMIS data to compute an estimated out of school children rate for different years, and account for disparities along the gender dimension (making an HOI-type of computation using only gender as a driver of inequity). Despite the limitation regarding drivers of inequity, it is felt useful to capture out of school children in addition to information on flows within schools (e.g. survival rates) to capture children who never access school. This information can be used for regular monitoring.
- ii) If fuller census data become available, then a once-a-decade computation of an HOI based on out of school children rates and using different drivers of inequity (gender, location, caste/ethnicity, disability, wealth and mother's education) can be made. It would not be possible to update this HOI (as population projections by district, age, and for all population subgroups e.g. female rural Dalit poorest quintile disabled cannot be made in a reliable

fashion), but the computation may be used to drill down more into drivers of disparities at district level at the baseline year. This indicator would not be used for regular monitoring.

Repetition, dropout and survival: these indicators can be computed using EMIS data only (enrolment and repeaters for two successive years), hence they can be updated yearly. The computation of survival combines information on repetition and dropout per grade, hence computing survival rates would be enough to capture flows within schools. Full information on gender, location and caste/ethnicity is available in the EMIS, so an HOI accounting for disparities along these 3 dimensions may be computed. Partial information is available regarding children with disabilities (no information on repeaters) but it is proposed to add this dimension, making assumptions regarding repetition rates for these students. There is no information regarding wealth in the EMIS, however, even in the absence of an index based on wealth, income disparities may still be captured as long as existing dimensions (gender, location, caste/ethnicity and disability) are strongly correlated with wealth. Initial computations at the regional level using MICS data have shown that available information on: location (rural/urban), region, and caste were sufficient to predict around 60% of the variation in the wealth index. Further computations can be made, particularly if census data become available. Survival rate data complements the use of census data. Survival data will provide detailed, updated information on children who are out of school because they dropped out along the different dimensions (ethnicity, location, gender, disability). In a context such as Nepal, where most children access school (but do not necessarily complete it), these represent the largest share of out of school children. Census data, in the other hand, helps with the calculation of Out of School numbers – including children who never accessed school and those that dropped out, but information cannot be updated and may only be available along the gender dimension.

Learning outcomes: grade 10 exam results are currently available by district and gender. Results by school and gender could also be available. In this context, grade 10 exam results can be used for an HOI-type of computation at the district level. This computation would reflect average outcomes and gender disparities and could be updated every year. There are some concerns that grade 10 exam results may vary from year to year. However, even though they vary from year to year, it seems that rankings would be stable even when pass rates change: the rank correlation between districts in different years is 63%. 8th grade district exam results may also be used if they are made available. These exams are only comparable within districts, so they would be used to compare VDCs or schools within districts but not to compare different districts.

Levels of education: it was felt important to differentiate between basic (1-8) and secondary (9--12) education, so indices would be computed for each of these levels.

It is proposed that the **outcome equity index** would include the following indicators:

Indicator	Source of data	Dimensions of equity	Level of disaggregation	Levels of education	Frequency
Out of school rate	EMIS and population census	Gender, additional dimensions (location, caste/ethnicity, disability, wealth, mother's education) if dataset is made	District only	Basic education (1-8)	Every year for gender, once for additional dimensions if

		available to DoE.			they become available
Survival rates	EMIS	Gender, location, caste/ethnic groups using exact figures. Disability using available data on enrolment and estimates for repetition. Disability may be computed exactly once individual student information (or more disaggregated information) becomes available at central level.	District, VDC, school for average, district only for disparities along dimensions of equity	Basic education (1-8), secondary (9-12)	Every year
Learning outcomes	grade 10 exams 8th grade district exam data	Gender	District, VDC, school for grade 10 exams. VDC and school only for 8 th grade exams (no comparability between districts).	10th grade for regional/state exam 8th grade for district exam	Every year

Note on caste groupings: The Government of Nepal recognizes multiple castes and ethnic groupings in various official data. In the Census, the government identifies 1,250 caste and ethnic groups³². In EMIS, grouping has been made, simplifying to: Dalit, Janajati, Brahmin/Chhetri, and Other. When considering which groupings to use for the Equity Index, an approach is needed that allows for large enough groupings to perform the calculations without losing the ability to identify the group (or groups) at most disadvantage. Using MICS data, a statistical analysis was done to compare wealth scores of Dalits, Janajatis and Other, which found that Dalit were gross under-performers, while Janajati and Other did not statistically differ significantly in terms of wealth³³. The literature on educational outcomes, in particular the NASA (2015) findings, also find that Janajati do not under perform in any of the tested subjects in comparison to Brahmin/Chhetri or Other. Dalits perform worse than both Janajati, Other and Brahmin/Chhetri. “Madhesi” and “Minorities” in the NASA results perform worse than Dalit, but these are currently not caste/ethnic groupings captured in EMIS, so are not available to include in the Index. When Census data is made available, further analysis of the Out of School indicator would be possible along more refined caste/ethnic groupings.

Resources index

To better interpret the outcome equity index, it is important to contrast it with resources available at district (or VDC or school) level. Information available on resources at school level include the agreed Primary Minimum Enabling Conditions (PMECs) which relate to teachers, textbooks, book corner, classrooms and latrines at the Basic Education level. Minimum enabling conditions have not been defined at secondary level yet. In addition to PMEC-related data, further information includes: trained/qualified

³² Population Monograph of Nepal Vol. II, (CBS 2014), p. 1.

³³ Dalits (wealth score = -0.423); Janajati (0.055) and Other (0.064) – UNICEF MICS (2014)

teachers, per pupil funding, scholarships, transitional language support, and desks, chairs, computers, electricity, internet and playground.

At primary level, an analysis was made of the correlation between different P MEC. Correlations appear very high hence an index reflecting the average number of P MEC available in school – something that is already computed by the DoE, would probably be a good reflexion of the availability of any P MEC.

Further strengthening of the index in the coming time and be done through exploring Ways of better capturing nuances in the availability of resources, beyond having vs. not having the minimum enabling condition e.g. regarding teachers. This will however require to go beyond pupil to teacher ratios (that do not account for the fact that a very small school needs to have at least one teacher or for schools that have a number of teachers far higher than their expected needs) to define a more refined indicator. Furthermore, capturing additional resource elements beyond P MEC, and considering how the difference between private schools (for which P MEC has not been computed though they are included in the HOI) and public schools may be accounted for. Finally considering how P MEC apply beyond the basic education level e.g. teacher availability is calculated differently at the secondary level due to subject-wise teaching. Furthermore, the relevance of other resources may increase (e.g. science laboratory more relevant than book corners at the secondary level).

V. Application of the Equity Index

The outcome equity index and related resource index will be used in different ways at national, district, VDC and school levels.

The first use of the equity index will be to identify district performance on the equity index in light of their level of resources to inform government and development partners' support (in terms of resources and/or pedagogical support) to districts. This may be done by:

- Ranking the districts according to their outcome equity index then identifying those that have the lowest outcome equity index – considering which of those have the lowest average resource levels vs which ones have high resources and low performance. A number of target districts may be identified for specific support. The work may also help define an equity-focused allocation formulation which may account for:
 - Numbers of students or classes to get a flat “financing per student/class” amount of funding.
 - Districts/VDCs/schools in difficult contexts and/or with particularly low resources which may be given extra funding.
 - Districts that have been progressing on their HOI (through higher average results / lower dissimilarity index) who may be “rewarded” through additional funding.
- For the districts with the lowest amounts of resources at least, there may be a need to drill down into what resources are missing – as support needed will not be the same if teachers are missing or if classrooms are. In addition, there may be a need for separate treatment of earthquake affected districts.

- Districts that have higher than average resources, but lower than average HOI who might need support to ensure resources are utilized and monitored or further pedagogical or technical support to improve the efficiency and use of the resources available.
- Looking separately at the two components of the index (coverage and dissimilarity index) to identify the origin of the low performance – overall low results, high inequity in outcomes (and along which dimension).

While the Equity Index attempts to utilize and synthesize the most representative and informative indicators and data sets to determine educational equity, in order to guide specific interventions, further analysis of the data of specific districts will be necessary to ensure the policies are properly targeted. Firstly, as explained above, it will be important to look into the components of the equity index, to better identify for example whether the largest disparities relate to caste, gender, or location. It may also be important to undertake further data analysis e.g. there may be a need to analyse where within a given education level disparities are created for different categories or children or even to further decompose the caste and ethnicity groupings to bring more nuancing to the analysis and better target interventions.

The equity and resource indices will be utilized to contrast VDC and school performance and resources to identify targets for support at sub-district level. As such, they will inform planning and decentralized levels (district, VDC, school) including School Improvement Plans, District Education Plans, and District-level Annual Strategic Implementation Plans and district budgeting, and when viable Village Education Plans.

The equity index and resource index will also be used to monitor progress at district, VDC and school level. Progress may be monitored along two dimensions:

- Progress in the outcome equity index, which will measure progress both on average results and with regard to the reduction of disparities.
- Progress in targeting resources to the lowest performing districts, VDC or schools.

The equity and resource indices will also be reflected in the **school and district education profiles** that are being developed under the GPE-GRA ‘Data Must Speak’ initiative with the Department of Education.

Finally, the equity index can be used as a tool for advocacy and to gather financial and political support at country level.

VI. Details on Index Computations

Outcome Index:

$$EI = C(1 - D)$$

Where,

C = average survival rate in a district

$$D = \frac{1}{2C} \sum_{i=1}^h w_i |C_i - C|, w_i = \frac{n_h}{n}, h = 2^k$$

C_i = average survival rate in a group i .

h = number of demographic groups.

k = number of dichotomous dimensions of inequity (e.g. gender, disability, location)

n = total number of students enrolled.

n_h = number of students enrolled in a group i .

Resource Index:

$$RI = \frac{(\sum_{i=1}^5 i * N_i)}{N}$$

Where, RI = resource index; $1 \leq RI \leq 5$

N_i = number of schools who have i number of PMEC.

$N = \sum_{i=1}^5 N_i$ is total number of schools in a district.

Survival Rate

$$s_{12} = \frac{p_{12}}{1 - r_1}$$

where, s_{12} is a survival rate from class 1 to class 2,

$p_{12} = \frac{P_{12}}{E_1^{2070}}$ is promotion rate from class 1 to class 2,

$r_1 = \frac{R_1}{E_1^{2070}}$ is a repetition rate in class 1,

$P_{12} = E_2^{2071} - R_2^{2071}$ is number of promoted students,

R_1 is a number of repeaters in class 1 in year 2071,

Average survival rate from class 1 to class 8 is computed as follows

$$C = \prod_{i=1}^7 s_{i,i+1}$$

Annex 6: Post Disaster Recovery Framework Education Sector Action Plan

Background

The PDRF will build on the PDNA findings and will include the analysis of data that has become available since the PDNA was published. The PDRF details the programmatic recovery and reconstruction needs within a period of 60 months (five years) from April 2016. Each sector will prioritize its recovery programs over the (i) immediate and short-term (18 months/1.5 years) (ii) medium term (36 months/3 years) and (iii) longer term (60 months/5 years). In addition, the PDRF will identify appropriate programmatic investment requirements beyond this period linked to the long-term development plans of Nepal. In the case of the education sector, there has been a strong policy direction that all affected schools will be engaged in the recovery within the first 3 years of the PDRF timeline. Although the impact of the 2015 earthquake(s) has been devastating, the loss of life would have been far greater had the disaster taken place during a school day, as over 1 million children would have been inside school buildings that were severely damaged and collapsed. The recovery in education has built on the PDNA findings and recommendations in terms of recovery from the initial impact, and developing the necessary human resources to ensure overall recovery from long term impact, for example through prioritizing the recovery of higher education facilities for engineers and health workers, and technical education facilities training skilled masons and carpenters. The school education sector comprises basic level (ECED/PPE to grade 8), and secondary (grade 9 to grade 12) level and makes up around 85% of the total education sector, supported by a comprehensive Education Management Information System (EMIS).

Strategic Vision of recovery for the sector

The recovery vision within the Nepal education sector is to ensure that all children, adolescents and youth including those with disabilities can access safe enabling learning environments and that comprehensive school safety and disaster risk reduction is mainstreamed in the education sector through strengthened disaster management and resilience among communities. For this, the following objectives have been identified:

- a) Ensure provision of education during the recovery period through the establishment of semi-permanent child, adolescent and youth friendly education facilities including gender friendly sanitation facilities across all sub sectors.
 - o Ensure sustained monitoring of school attendance rates for boys and girls for taking corrective measures to stem the incidence of children dropping out of school.
 - o Ensure that schools promote gender sensitive, child friendly environment and develop linkages with appropriate services as required. Reconstruction of adequate and segregated school toilets should be prioritized to provide access to hygienic and private sanitation facilities for adolescent girls.

- b) Ensure the recovery of education facilities in line with the three pillars of comprehensive school safety, across all sub sectors.
- c) Ensure that all learning facilities, including institutional, private, religious, higher education, technical education and non-formal education, are disaster-resilient and provide safe learning spaces for children, adolescents and youth to receive a quality education. This entails safe site selection, building codes, disaster resilient designs, retrofitting, construction supervision and quality control.
 - o Identify a minimum package for schools on comprehensive school safety and disaster risk reduction (CSS-DRR) to reach children, adolescents, teachers, head teachers, SMCs, parents, communities, education authorities and officials at all levels through existing government mechanisms.
 - o Ensure an equitable participation of women and men, girls and boys planning and decision-making in community education committees
- d) Strengthen the preparedness and risk reduction capacity of the education system from national to school level through multi-hazard risk assessment and mapping for disaster management (structural and non-structural), action planning to reduce risks at the school level, the incorporation of school safety into school improvement plans (SIPs), planning for educational continuity, building response and preparedness capacities, and reaching out to communities.
- e) Mainstream risk reduction and resilience into formal and non-formal education through national and local curricula and teachers' professional development.

Guiding principles

Overall, a holistic approach of recovery in the school will be the main principle, in line with the education sector recovery vision that all children and youth will have access to quality and safe learning environments including resilient infrastructure, strong disaster resilient management at the school level and ensuring the preparedness and disaster risk reduction awareness of communities, parents, school management, teachers and students. As part of this, the following principles to guide the recovery have been identified:

- Guarantee **education as a right** through safeguarding a **minimum level of quality and access** to education, including access to alternative, transitional and non-formal education and providing children, parents and teachers with the necessary psychosocial, physical, and emotional support to mitigate the impact of the disaster;
- Ensure **smooth transition between the emergency response, recovery needs and regular planning and implementation** within the education sector. Ensuring a needs based response to allocate resources to ensure equal outcomes in line with Nepal's 2022 vision;

- Recovery of education facilities through a **holistic recovery approach**, which goes beyond the physical infrastructure needs and includes the three pillars (DRR infrastructure, DRM at schools and community resilience) of the **comprehensive framework for safe schools**;
- **Inclusive and equity based** intervention, ensuring that the context and availability of resources are taken into account when identifying and responding to disparities in education. This will include adopting needs based prioritization and planning through targeted interventions and inclusive (gender, disabilities, marginalized groups) responsive budgeting and informed assessment of social impact and vulnerability;
- Advocate for education to play a central role in natural disaster management by teaching children, and through them their parents and communities, risk reduction and preparedness;
- Ensuring **broad collaboration and participation** of all stakeholders including Government, Development Partners, NGOs/CSOs, communities, and parents, through inclusive and broad consultation, communication and coordination under strong Government leadership.
- Ensure **realistic and efficient sequencing of recovery** through alignment with other sectors (such as community infrastructure reconstruction) and clear policy directions and guidelines for non-government contributions and through a **decentralized implementation modality, conforming to central quality assurance criteria** and norms with regard to reconstruction of education infrastructure.
- Ensure **environmental safeguards** are maintained throughout the recovery period in terms of sustainable use of natural and local resources, recycling of materials used in temporary and semi-permanent learning facilities and by minimizing ecological and health hazard.

Current status

Response; as projected as part of the short-term needs identified by the Post Disaster Needs Assessment (PDNA) in July 2015; 15,000 Temporary Learning Centres (TLCs) were needed to ensure access to education within the school education sector. Several TLC type designs were developed and approved to adapt to geographical context within the affected areas, including temporary WASH facilities and post disaster adapted teaching and learning materials, including teacher guidelines on strengthening awareness and provision of psycho-social support. Up to date, around 8,000 of these TLCs have been established, of which 3,561 were provided through the Nepal education cluster.

Reconstruction; with regard to the reconstruction activities under the PIU, the criteria have finalized for the first phase school construction and are being finalized for the next phase(s). School verification and preparation of DPR of school sub-projects is ongoing and the Tender Notice for construction of some of schools for first batch has been published. The reconstruction

of the first batch of 489 schools has been initiated in the most affected areas. Tender announcement for five schools in a valley district³⁴ has been published, with actual construction starting in April, followed by other 5 districts. Selected schools are being visited by DEO engineers beforehand to make sure that details of the reconstruction process, e.g. a site plan, schedule and their roles are fully agreed and understood. A kick-off Meeting for school reconstruction will be organized by DEO/DIU in every district to sign MOU with SMCs as well as explaining schedule and modality of school construction. 215 schools have been retrofitted and retro-maintenance. In addition, the Department of Education has undertaken a rapid assessment of all basic and secondary schools in the 14 most affected districts and is currently undertaking a detailed damage and vulnerability assessment in these districts. Currently, 8 districts have completed the detailed vulnerability and school environment assessment and an additional 120 Schools in six districts³⁵ were assessed in detail. The first package of 3 school buildings from Kavre has been tendered and within the next month 14 more schools of Kavre will be tendered, with schools in each district being selected based on the extent of damage, geographical proximity, and the catchment area of the school. In addition, school rehabilitation was initiated in three districts³⁶ under Grant Assistance of Japanese Government in support of SSRP is under progress. The project covers 91 school blocks in these districts that will be completed by June 2016.

Financial resources; the government has allocated NPR 150.25 million to undertake retro-maintenance in 601 schools, maintenance in an additional NPR 14.1 million for maintenance in 141 schools and NPR 111.42 was allocated to retrofit 89 schools within the affected districts. Nrs. 15 million was allocated to repair two District Education Offices³⁷, as well as NPR 0.4 million to recover a lead resource Centre (LRC)³⁸. With regard to reconstruction of schools, NPR 42.2 million was allocated to construct 4 room blocks in 53 schools and NRs: 3,110 million was committed through 88 MoUs with humanitarian partners for the establishment of semi-permanent learning spaces and the construction of 3,867 classrooms in 652 schools. Finally, the Department allocated Nrs 317.68 million within to the affected districts for the removal of debris and rubble and to support schools in creating school environment.

Human resources; at the central level 2 infrastructure engineers have been deployed within the Department to support detail damage assessment and preparation of guidelines, design, review of designs. At the district level, site officers have been deployed within the 14 affected districts to support the Government district focal points in their coordination. To ensure capacity for the recovery, 184 engineers and a 1095 masons and contractors have been trained in the most affected 11 districts. Finally, 1,52,929 students and 5,732 teachers across affected and non-affected districts have received training on DRR awareness. In addition to this, DRR instruction

³⁴ Lalitpur

³⁵ Dhading, Nuwakot, Gorkha, Lalitpur, Makwanpur, and Rasuwa

³⁶ Dhading, Gorkha and Nuwakot

³⁷ Rasuwa and Okhaldhunga

³⁸ Gorkha

was incorporated within the school sector curriculum and pre-service teacher professional development.

Resilient school design; in order to address the needs for reconstruction in the diverse context within the affected districts; a number of typical seismic resilient designs of the school buildings is required. The designs are being designed by categories, such as ECED/PPE to grade 3, 5, 8 and 12. All designs have been developed in line with the 'Build Back Better' principles and objectives in terms of earthquake resilience and based on proven technical know-hows. Key features of the designs will be child friendly facilities, WASH, and where possible sustainable features such as solar energy and rainwater harvesting. For this, guidelines for development of type designs of primary school buildings have been completed. Retro-maintenance guidelines and designs for secondary schools including some block designs are under development. Furthermore, a supervision manual for both technical supervisors and SMCs is being drafted. The Manual will be in the form of pictorial guidelines illustrating step-by-step method of supervising different typology of school buildings. It will also have SMCs guidelines depicted to support DIUs in supervising reconstruction work.

Procurement; the Procurement process will be made innovative to quicken the entire construction activities. To achieve this, the construction procurement package will be selected in a cluster basis - grouping the schools based on the common geographical proximity. During the reconstruction phase, Initiatives will be taken to impart the ownership of school reconstruction to the SMCs. Memorandum of Understanding (MOU) will be signed between DEO and SMC to clarify the roles and responsibilities to be taken by SMCs in order to facilitate the reconstruction work. SMCs will link the activities related to monitoring of construction work into their School Improvement Plans (SIPs).

Without absence of any field level damage assessment of schools, the information from DoE list has to be relied upon. The list may support the initial screening, but to begin the actual reconstruction, the detail survey, site-specific design, estimation of cost and preparing of Bill of Quantities require detailed site investigation. It is advisable to undertake on site verification of schools before actual commencement of survey, design procedures. The preliminary screening will be helpful once the SIDA data become available to the concerned DPs.

Regarding the **higher education sector**, there is no EMIS established but all 8 universities have updated the assessments of their recovery needs and have provided these through the University Grant Commission (UGC). Regarding the non-school based **technical education**, the Council of Technical and Vocational Education and Training has updated the recovery needs.

As the education sector PDNA also projected **the social impacts**, the Non-Formal Education Centre is currently providing estimates of the recovery needs of the existing NFE facilities and programs, as well as projecting the expansion of NFE programs needed to cater to the needs of children not expected to return to formal school education, and the disaster related additional needs of youth and women enrolled in NFE programs., The recovery needs of more than 400

private schools have been reported across 11 most affected districts³⁹, at a total value exceeding 900 million NPR.

Damaged and semi- destroyed school buildings have created large mounds of **rubble and debris** impeding accessibility to affected areas and restoration work. Unattended damaged school structures are a high risk to the lives of children and communities. This concern has been strongly raised by school management committee and communities. The size of damaged school structures varies, enhancing the complexity of demolition and debris clearance. Safe demolition of these risky structures requires specialized expertise.

Finally, As the Ministry of Education will support the **private sector** through the provision of soft loans; these needs have not been included in the recovery needs estimate reflected in the PDRF worksheets. Likewise, in the case of the recovery need for administrative and governance buildings, as these will be reflected under public buildings in the PDRF.

Needs and Priorities

Short term recovery needs (<1 year)

In the **school subsector**, the short-term recovery needs include:

- ❖ **Continuation of education services:** based on the expected timeline for affected school education sector facilities to complete the (re)construction of permanent infrastructure, the current temporary arrangement (temporary learning centres) will need to be upgraded to semi-permanent structures with teaching-learning and co-curricular and WASH facilities (including separate facilities for girls) to ensure continuous access to education in the affected districts. Given that school reconstruction will require up to 3 years, these structures will be constructed or upgraded to withstand monsoon, storms, snow, hail and rain to ensure uninterrupted education in a safe environment.
- ❖ **Debris removal and site clearance** of damaged schools to prepare the sites for set up of transitional classrooms and permanent buildings.

In the **TVET and higher education subsectors**, the short-term needs include:

- ❖ Provision of temporary spaces to resume classes and training programs that were being delivered prior to the disaster will be ensured. For this purpose, it is necessary that individual institutions are instructed and provided with the requisite resources by UGC, the respective universities, and the CTEVT.

Medium term needs (1-2 years)

Medium term needs will be dominated by the reconstruction and retrofitting of school/college buildings, and allied structures (DEOs, Resource Centres, administrative buildings, libraries,

³⁹Bhaktapur, Dolakha, Gorkha, Kathmandu, Kavre, Lalipur, Nuwakot, Dhading, Ramechhap, Rasuwa and Sidhupalchowk

laboratories, etc.). This will require reviewing and revising existing legal and oversight mechanisms for strengthening and ensuring safety in all types of educational facilities. In the **school subsector**, the medium-term needs include:

- ❖ *Reconstruction of safe school facilities*; construction in line with approved designs and with technical oversight, retro maintenance for damaged schools and retrofitting for all schools with priority to those in disaster-prone areas, ensuring schools are constructed in line with the comprehensive safe school model (Hyogo Framework for Action standards), including relocation of schools from unsafe locations and provision of water and sanitation facilities with gender responsive design.
- Ensure safe debris clearance and demolition of damaged school buildings to enable the reconstruction work, while identifying and using landfills and management of debris in an environmental friendly manner to minimize ecological and health hazard.
- Reconstruction of fully destroyed schools using principles of ‘building back better’ with disaster resilient technology and better learning environment and selective additional features such as solar lighting, water harvesting structures, internet connectivity etc. Integrated school designs will be developed to replace fragmented, block wise approach to buildings.
- Review and rationalization of school locations (including school mergers), teacher deployment, unit costs, and incentive schemes to ensure limited resources are redirected to the most needed areas and communities.
- Relocation of schools from unsafe locations: It is estimated that around 5% of the schools in the most affected districts need to be relocated. It is essential that provision for adequate land in a safe location be made for such relocation.
- Retrofitting and repair of damaged or partially destroyed schools through a detailed building assessment.
- Identify the minimum acceptable requirements for schools on comprehensive school safety and disaster risk reduction (CSS-DRR) to reach children, teachers, head teachers, SMCs, parents, communities, education authorities and officials at all levels through existing government mechanisms.
- ❖ Disaster Risk Management, conducting risk assessment and strengthening DRR responsive planning at district and school level
- Improving policies, guidelines and systems for new school buildings to meet higher standards and levels of safety than residential buildings. Existing school building guidelines need to be reviewed to meet ‘immediate occupancy’ criteria. School buildings will function as evacuation shelters during disasters. It is important to establish effective independent quality control and inspection requirements and processes for the

construction of school buildings. Policies, guidelines and building codes will be introduced to regulate safety standards for private schools through certification, technical and administrative support.

- Provisioning additional skilled human resources and technical inputs (including third party monitoring) at the national, district and school levels to ensure compliance and quality assurance at all phases of building construction and rehabilitation.
- Strengthening the education management information system (EMIS) to incorporate a module on school safety and DRR.
- ❖ Resilient education, strengthening awareness of DRR, among community, management, teachers, parents and students, and building a culture of safety through DRR in curriculum and teaching learning through training and drills. Strengthening capacity of affected people and responsive needs-based planning to reach out to children at risk or who have dropped out due to the impact of the disaster, through strengthening of school catchment area monitoring and school based support schemes.
- Strengthening disaster preparedness and response at the school and community level through school-based DRM and community based DRM training and planning by enhancing the capacity and preparedness of SMCs/PTAs, child clubs, communities, and other in disaster risk management. An emergency response plan needs to be developed to supplement the curriculum on disaster risk education and reduction to further raise the students' and teachers' awareness of key hazards such as earthquake, floods, landslides, and to guide them in response and evacuation in the event of disasters. MOE/DOE and DEOs need to prepare school continuity plans in case of disruptions to school calendar caused by disasters.
- Carrying out curriculum and textbook reforms with DRR and resilience perspective and teacher training on the new curriculum and textbooks through existing teacher training institutes.

In the **technical education sector**, the medium-term needs include:

- ❖ Reconstruction of TVET facilities and institutions using principles of 'building back better'.
- ❖ Training for technical and skilled workers: As reconstruction will lead to high demand for technical and skilled workers such as skilled masons, carpenters, bar benders and construction supervisors familiar with earthquake safety techniques, the government will effectively utilize, and if necessary extend its ongoing training programs to help meet this additional demand. CTEVT will also reorganize its schools to meet the current/anticipated demand for relevant technical grade 10 exam and diploma level training and increase the batches of training, which will require hiring of additional trainers.
- ❖ Incorporation of DRR in TVET programs and training in DRR for instructors/facilitators.

In **higher education**, the medium-term needs include:

- ❖ Reconstruction of damaged facilities and institutions using principles of 'building back better'. This would include provision to build residential colleges.
- ❖ Extension of courses on DRM and earthquake resistant engineering to all engineering colleges affiliated to various universities.
- ❖ Strengthening of the higher education EMIS to enhance its capacity to collect, analyse and disseminate information on all higher education institutions in the country.
- ❖ Offering subsidized credit/loans for affected students to ensure continuity of their education.

Long term needs (beyond 3-5 years)

This phase will focus on long-term development issues beyond the response to the earthquake and reconstruction, and will include developing a nation-wide policy and implementation plan for education safety across the country. Adequate policies and measures will be established for the multi-hazard preparedness of education institutions and making buildings resilient to different kinds of disasters. In the long term, all education institutions need to be built on the principle of 'build back better' following international best practice for school safety. Furthermore, it is necessary that all physical construction is extensively supported measures to increase the quality of education and enhance the learning environment. Major long-term needs include:

- ❖ School area-wide planning and risk assessment to identify any schools that need to be relocated to safer location. Decision making to replace seismically vulnerable school buildings or retrofitting requires building-by-building information on risk levels. The assessment will capture each school's exposure to all hazards such as floods, landslides, fires, windstorms, avalanches, rock falls and availability of drinking water source, accessibility to communities, etc.
- ❖ Strengthening the capacity of higher education for DRR/DRM research: This could be done through the establishment of dedicated research centres in universities or by enhancing the capacity of existing centres within and outside of universities, as also recommended by the proposed Higher Education Policy. This needs to be linked to the provision of research grants for the faculty to conduct research on related topics.
- ❖ Institutionalization of mechanisms to ensure that all education institutions/facilities are disaster resilient: This includes restructuring/realignment of units within the MOE system to ensure continued safety in the entire education sector, including private institutions that are affiliated to the CTEVT and various universities.
- ❖ Strengthened disaster preparedness and response at the school and community level through school-based DRM and community based DRM training and planning. An emergency response plan needs to be developed for each school, supplemented by improvement in the curriculum on disaster risk education and reduction to further raise the students' and teachers' awareness on earthquake, floods, landslides and other key hazards and to guide

them properly in response and evacuation in the event of disasters. MOE/DOE and DEOs will prepare education continuity plans in case of disruptions to school calendar by disasters.

Needs for addressing Social Impacts of Disasters

In addition to the recovery and reconstruction of infrastructure and physical assets, it is necessary to ensure that human recovery needs are addressed. For this, the implementation of the Consolidated Equity Strategy for schools (including the development and use of equity index for needs-based targeting of resources to address emerging post-disaster needs as well as historical causal factors of disparities in educational outcomes) is crucial. It is also essential to adapt the following existing strategies to accommodate emerging needs:

- ❖ **Incentive schemes:** scholarships present an opportunity to enhance access and retention in schools. Needs-based redirection of scholarship funding (in place of the current 'blanket' provision) would meet the needs of the most vulnerable and disadvantaged children.
- ❖ **Health and nutrition programs:** The midday meals programme supported by the government has demonstrated significant success in increasing access and retention, especially among disadvantaged groups living in highly food insecure areas. This scheme needs to be extended to the most affected districts for a limited time to address the nutritional needs of the children attending schools. There is also a need to also extend the Multi Sector Nutrition Strategy to affected areas, under which iron folic acid and deworming tablets are offered for students.
- ❖ **Advocacy and campaigns:** The 'Welcome to School Campaign' has been institutionalized as an annual reoccurring event to convince parents to enrol their children and ensure that children come to school from the start of the academic year. The Government needs to continue the partnerships with national and local media that were established after the disaster to ensure that the campaign encourages children to return to school in the affected areas, as well as to alert schools and communities in non-affected areas to cater to the additional needs of children that have migrated from the affected areas.
- ❖ **Alternative education:** In order to address the needs of those who are expected to drop out of formal education, the non-formal education and skill development programs will have to adapt to a possible increase in the numbers of children unlikely to return to formal education. This will require targeted expansion of school outreach programs, flexible schooling programs, and open schooling programs in the affected areas as well as areas with in-migration.
- ❖ **Gender Equality and Social Inclusion:** The Government's Gender Responsive Budgeting (GRB) principles will be applied throughout all recovery and reconstruction programs within the sector.
- ❖ **Inclusion of Children with Disabilities:** Existing EMIS includes limited data on children with disabilities, who are amongst the most marginalized groups in terms of access, retention and

learning outcomes. Further, the number of children with disabilities and severe injuries is likely to increase after a disaster. Therefore, it is crucial to strengthen the collection of data on children with disabilities in the community and introduce diagnostic and referral mechanisms in the affected areas. Inclusion will be a core component of building back better to ensure that safe schools are accessible to children with disabilities.

Rationale for prioritization

The recovery of administrative and governance facilities in the education sector will be provided first priority as the expected timeline is relatively short and recovery of administration and governance is needed to facilitate school recovery, particularly in the 14 most affected districts. Prioritization will aim to provide equitable educational outcomes to disadvantaged and remote groups and will be based on needs. Basic education is mandatory and access to basic and secondary education is a right declared in the Constitution. The resumption of education across all affected districts need to be initiated as simultaneously as possible, with recovery within the first three years of the PDRF timeline. Within the higher education sector, the community campuses under the Tribhuvan University will receive the highest priority. Finally, within the non-formal education sector, priority will be given to the areas with large disparities and pre-disaster identified at-risk school aged children populations, aligned with the priorities provided within the basic education sub sector. Within the school sector, priority for recovery is provided within the 14 most affected districts. Within those, priority will be given to (i) schools that need reconstruction and/or repair works due to the earthquakes in April and May, 2015⁴⁰, (ii) HSS, SS, LSS and PS2⁴¹, (iii) school sites where a “one-bag concrete mixer” can be delivered⁴², (iv) schools where student density is relatively high, (v) schools where there is no need for land acquisition, involuntary resettlement and/or social risks, (vi) schools where no school buildings have been constructed by partners, and (vi) schools where no merger or consolidation has been/will be made with other schools after the earthquake.

Justification of financial resource allocation

Of the identified recovery need within the education sector, around 95% (NPR 106 billion) has been within the school sector with the need to reconstruct and retro-maintenance over 8,000 schools. Of this, 65% (NPR 69 billion) is identified within the 14 most affected districts. In line with the high urgency to ensure ECED/PPE, basic and secondary education as a right, the recovery within the school sector has been planned within the first three years of the recovery period. This is in line with the health and community infrastructure timelines and where possible will be aligned with the deployment of institutional capacity and human resources, as well with the high presence of (I)NGOs and humanitarian partners. Within the higher education sector, around 90% of the recovery needs are within the programs of the Tribhuvan University in various

⁴⁰ Schools that need damage assessment by WB and/or retrofit shall be considered in 2nd and 3rd batch

⁴¹ Primary school with 60-120 students

⁴² School site where a “one-bag concrete mixer” cannot be delivered shall be considered in the 2nd and 3rd batch

districts, which concurs with the percentage of students enrolled in higher education being catered by this university. In the technical education sector, the highest need (NPR 730 million) has been identified in Dolakha (the Giri technical institute), however, this recovery need has been met with an equal commitment by SDC.

Key implementing partners:

Government, Nepal education cluster, PIU, ADB, Australia, DFID, EU, Finland, JICA, Norway, SDC, UNESCO, UNICEF, UNDP, USAID, WFP, World Bank, AIN.

Implementation and coordination arrangements and mechanisms

The reconstruction work within the education sector will be done through the PIU within the affected districts. In addition, regular coordination of recovery will be supported by the Nepal Education Cluster, which will ensure strong information management, partner coordination, and support to implementation of activities including provision of safe school facilities, training, community engagement, Disaster Risk Reduction, etc. Planning of the recovery work will be coordinated through the SSDP Sector Wide Approach (SWAp) under the Ministry of Education and will be monitored through the regular joint consultations and reviews in terms of progress and outcomes as part of the SSDP SWAp. MoUs for establishment of semi-permanent and permanent reconstruction within the school education sector that have been done under the response period at district level will be reviewed through a fast track mechanism to be accredited at central level (Department of Education). At the Department of Education, a focal desk has been established to coordinate off budget support to reconstruction and the NEC has set up a coordination mechanism through the placement of focal persons within the most affected districts. The current scope of the PIU's support for the recovery in the school education sector is to the 14 most affected districts with the initial commitment by Development Partners for the support of 1500 schools. Under the PIU, designs for DRR and resilient school structures have been approved and made accessible to non-state partners, which have currently committed support to semi-permanent and permanent reconstruction through 88 MoUs between Government and (I)NGOs, including those with private sector, for construction of permanent and semi-permanent education facilities. Apart from the NRA as PMU, the key Implementing Agencies will be the PIU and DIUs in affected districts. In addition to existing skilled human resource (Engineers / Sub-Engineers), more will be needed across all affected districts. Technical expertise is being recruited to support capacity development and orientation of DoE engineers and stakeholders in safe school reconstruction practices with regard to contractual work, design and supervision.

Integration of cross cutting issues

- **Social Protection;** social support will be extended to those children and teachers that have become disabled or developed additional needs as a result of the disaster through prioritizing expansion of diagnostic and referral services within the affected areas, the establishment of special and inclusive education facilities and need based support schemes, including school based feeding schemes, known

as 'mid-day meals, will be expanded at primary school level (grade 1-5) within areas that have become food deficient as a result of the disaster.

- **Employment & Livelihoods;** support the rehabilitation and reconstruction of the technical education facilities to strengthen economic development. These services could include agricultural extension, business advisory services, and space for start. Provision of mobile skills training at the affected areas and on-the-job training on basic skills required for rehabilitation and construction work with special families for women with children or elderly people.
- **Disaster Risk Management;** undertaking of nationwide comprehensive multi hazard and environmental assessment and retrofitting of schools, including strengthened awareness and resilience of communities.
- **Gender and Social Inclusion;** Ensure sustained monitoring of school attendance rates for boys and girls for taking corrective measures to stem the incidence of children dropping out of school. Reconstruction of adequate and segregated school toilets will be prioritized to provide access to hygienic and private sanitation facilities for adolescent girls. Ensure an equitable participation of women and men planning and decision-making in community education committees. Apply the Government's Gender Responsive Budgeting (GRB) principles to all recovery and reconstruction programs. Develop training and information materials based on the education level and knowledge of different socio-economic groups.

Outstanding issues that are key to the implementation of sector recovery

- Relocation of schools and safe land availability causing delay
- Delayed initiation of reconstruction adds pressure.
- Extensive amounts of rubbles and unsafe damaged structures restricting construction of schools and posing threats on safety of children and educators
- Earthquake safety school building design and costing (different type) yet to be approved.
- Media report reconstruction has been initiated on case by case base
- Updating status and progress of reconstruction initiated by I/NGOs as per MoUs with MOE/DOE
- Reconstruction of school to be implemented through partnership directly to SMCs with technical support of Engineers or partnership directly with the private contractors/firms.
- **MoU** – procedures of getting MoU is long and not clear- Simplify the process and document
- **Multiple donors in the same schools-** avoiding duplication and changes in the interest of schools to select the donor/s- Clear directive for approval process to the district and department (DoE) level and will be shared with partners.
- **Lack of district level planning** and not clear on who is responsible to do district level planning- Clarify roles and responsibilities at the district level required.
- **Communication gap** between national and district level- Needs to improve information management

- **Clarity is required at the national level-** it's PIU or planning division- who is responsible? Clarity on the roles of DoE and NRA in the strategic document of cluster.
- **Access to get the information** on who is working where, which schools are left, - Develop district level mapping and update regularly;
- Clear guidelines including, policy, **strategy and roadmap required** on how development partners can contribute/support to government
- Harmonize identification and response to capacity building and training needs of school management committees, PIU and engineers in developing policies and guidelines, safer demolition, landfill management and disaster resilience reconstruction through regular coordination among stakeholders, standardize training package development and follow up and monitoring of training and its implementation for effectiveness
- Regarding DRR and School safety, there remains a lack of data on Safe Schools in EMIS, awareness of School Safety at different stages, resource availability and allocation, coordination/ Collaboration and institutional Capacity at different levels.

Recommendations

- Considering these issues, MOE and DOE can work closely together with District Education Offices and also facilitate to implementing partners (including I/NGOs) for their greater involvement in recovery and reconstruction. Implementing partners can support recovery or reconstruction work (software and hard ware) to the respective district education offices to reconstruct safe school building through active participation of community people – SMC and PTA members.
- DRR/SS: Robust information system, link with EMIS, Campaign/ dissemination, raise level of awareness among the key stakeholders, Resource priority, Strong coordination mechanism, Build systemic Capacity
- Equity Index for Education in Emergencies to support prioritization of construction across three years in the school sector
- The CLAs will have minimum consensus for school reconstruction and recovery work mainly partnership at field level. The school itself as a community sub-system that demands maximum participation and ownership while constructing or reconstructing school infrastructure. Their community people mainly SMC / PTA members' role is crucial for quality of work, follow up use of construction fund and minimize the corruption of construction fund. Thus, for reconstruction of school will have tri-party agreement among the District Education Office, School Management Committee and I/NGOs for managing the construction fund at field.
- Strengthen community engagement through capacity building of community, ownership and Involvement in SIP, more autonomy in receiving funds to local bodies and by reducing the local approval process time. Develop transition strategy/action plan including winterization and monsoon readiness of TLCs and clarify terminology of Temporary and Transitional learning spaces.

Appendix 7.1: List of Recovery Projects with Committed Resources

SN	Project Name	District	Start Date	End Date	Implementing Agency	Total Programme Cost	Source(s) of Funding	
	<i>Name and/or short description</i>	<i>Menu</i>	<i>dd/mm/yyyy</i>	<i>dd/mm/yyyy</i>	<i>Text</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Agency</i>
1	Recovery of school education	14 most affected districts	42461	N/A	GON/NEC	68,582.98	6,651.95	GON/ADB/JICA
2	Relocation of schools to safer locations	14 most affected districts	42461	24	DoE	192.00		GON/ADB/JICA/EU/Australia/Finland/Norway/GPE/UNICEF
3	Reconstruction of damaged administrative buildings	14 most affected districts	42461	12	DoE	4.37		GON/ADB/JICA/EU/Australia/Finland/Norway/GPE/UNICEF
4	Recovery of school education	17 affected districts	42461	N/A	GON/NEC	37,329.23	4,351.70	GON/ADB/JICA/EU/Australia/Finland/Norway/GPE/UNICEF
5	Recovery of higher education administration	Bhaktapur	42461	12	UGC	27.00	0.00	
6	Recovery of higher education	31 affected districts	42461	36	UGC	11,143.69	60.00	Tribhuvan University, KU
7	Recovery of Technical Institutes	14 most affected districts	N/A	36	CTEVT	46.00	0.00	
8	Recovery of Technical Institutes	17 affected districts	N/A	36	CTEVT	1,012.50	1,000.00	SDC
9	Livelihood support and Skill based training programme to affected community through CLCs	14 most affected districts	42461	38	NFEC	120.75	0.00	
10	Expansion of NFE programme (SOP/FSP/OSP) within the affected areas	14 most affected districts	42461	38	NFEC	14.00	0.00	
11	Recovery of NFE facilities (CLCs)	14 most affected districts	42461	38	NFEC	20.50	0.00	
12	Expand engineering unit at the DOE and DEO levels to meet reconstruction needs	14 most affected districts	42461	24	DoE	259.74	0.00	
13	Integration of DRR in NFE programs	National	42461	38	NFEC	5.00	0.00	
14	Strengthening DRM and DRR of CLCs, NFE facilitators and communities	National	42461	38	NFEC	45.00	0.00	
15	Strengthening NFE-MIS especially with regard to DRR at all levels	National	42461	38	NFEC	7.25	0.00	
16	Monitor disparities in education at (sub) district level in the affected areas	14 most affected districts	42461	36	DoE	2.10	0.00	
17	Expansion of school/TLC based	14 most affected districts	42461	12	DoE	90.00	0.00	

SN	Project Name	District	Start Date	End Date	Implementing Agency	Total Programme Cost	Source(s) of Funding	
	<i>Name and/or short description</i>	<i>Menu</i>	<i>dd/mm/yyyy</i>	<i>dd/mm/yyyy</i>	<i>Text</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Agency</i>
	peer support programs	districts						
18	Social impact and vulnerability analysis for informing DRR strategies in SSDP	14 most affected districts	42461	2	MoE	1.50	0.00	
19	Strengthen the DRM capacity and preparedness of SMCs/PTAs, child clubs and communities	14 most affected districts	42461	36	DoE	262.00	0.00	
20	Establish DRM research centre	14 most affected districts	N/A	6	UGC	22.00	0.00	
21	Conducting mobile skills related literacy programs to the affected VDCs and municipalities	14 most affected districts	42461	24	NFEC	7.46	0.00	
22	Carrying out nationwide comprehensive school safety assessment at all levels	14 most affected districts	42826	24	DoE	98.00	98.00	World Bank/Australia
23	Retrofitting of school sector infrastructure	31 affected districts	42826	36	DoE	6,117.12	0.00	ADB/JICA/EU
24	Recovery of NFE programs	17 affected districts	42461	60	NFEC	158.21	0.00	
25	Prioritized recovery of public libraries	14 most affected districts	42826	48	DoE	18.90	0.00	
26	Recovery of school education 28 least affected districts	28 least affected	N/A	60	DoE	28,567.87	0.00	
27	Recovery of technical education sector in 11 least affected districts	11 least affected districts	N/A	60	CTEVT	16.54	0.00	
28	Full recovery of public Libraries	national	N/A	60	MOFALD	1,005.00	18.90	Department of Education
	Total					125,410.19	12,161.65	

Appendix 7.2: Projected Annual Cost for Recovery Programme in the 31 Affected Districts

	16 APR 16 -15 JUL 17	16 JULY 17 -15 JUL 18	16 JULY 18 -15 JUL 19	16 JULY 19 -15 JUL 20	16 JULY 20 -15 JUL 21		Sources of Funding		
Start date	FY 2017 +	FY 2018	FY 2019	FY 2020	FY 2021	Total Programme Cost	On-budget sources	Off-budget sources	Unknown
<i>[From WS #2]</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>	<i>Million NPR</i>
	55807.72755	41956.87715	41943.40215	1656.380929	1647.522	143011.9	0	0	143011.91
Apr-16	38,041.97	28,531.48	28,531.48			95,105			95,105
Apr-16	4,480.48	3,340.11	3,340.11			11,161			11,161
Apr-16	47.60	17.40	6.00			71			71
Apr-16	5.13	8.20	7.18			21			21
Apr-16	259.74					260			260
Apr-16	5.00					5			5
Apr-16	2.42	2.42	2.42			7			7
Apr-16	1.05	1.05				2			2
Apr-16	9.00	9.00	9.00	31.50	31.50	90			90
Apr-16	1.50					2			2
Apr-16	140.00	105.00	105.00			350			350
Apr-16	22.00					22			22
Apr-16	2.98	2.24	2.24			7			7
Apr-17	1,223.42	1,223.42	1,223.42	1,223.42	1,223.42	6,117			6,117
Apr-16	15.82	23.73	23.73	47.46	47.46	158			
Apr-16	4.73	4.73	4.73	4.73		19			
Apr-16	15.00	15.00	15.00			45			45
Apr-16	11,427.15	8,570.36	8,570.36			28,568			28,568
Apr-16	4.13	4.13	4.13	4.13		17			17
Apr-16	98.61	98.61	98.61	345.14	345.14	986			986