



Government of Nepal

Ministry of  
Education

Volume II

# School Sector Reform Plan 2009-2015



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# Annexure

## ABBREVIATION

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

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

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

# School Sector Reform Plan

2009-2015

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## ANNEX 1.1 ECED OPERATIONAL GUIDELINES

## प्रारम्भिक बालविकास कार्यक्रम सञ्चालनसम्बन्धी निर्देशिका

२०६९

(श्री ५ को सरकार शिक्षा तथा खेलकुद मन्त्रालयबाट मिति : २०६९/५/८ मा स्वीकृत)

## प्रस्तावना:

प्राथमिक कक्षामा भर्ना हुन उमेर नपुगेका बालबालिकाहरूको सर्वाङ्गीण विकास गर्ने उद्देश्यले सञ्चालित बालविकास वा शिशु विकास केन्द्र वा पूर्व-प्राथमिक कक्षा व्यवस्थितरूपले व्यवस्थापन र सञ्चालन गर्न आवश्यक भएको हुँदा शिक्षा नियमावली २०५९ को नियम १९२ खण्ड (ड) ले दिएको अधिकार प्रयोग गरी शिक्षा तथा खेलकुद मन्त्रालयले यो निर्देशिका जारी गरेको छ।

## परिच्छेद-१

## प्रारम्भिक

## १. संक्षिप्त नाम र प्रारम्भ :-

- (१) यस निर्देशिकाको नाम "प्रारम्भिक बालविकास कार्यक्रम सञ्चालन सम्बन्धी निर्देशिका, २०६९" रहेकोछ।
- (२) यो निर्देशिका तुरुन्त प्रारम्भ हुनेछ।

## २. परिभाषा : विषय वा प्रसंगले अर्का अर्थ तलारोमा यस निर्देशिकामा:

- (१) "प्रारम्भिक बालविकास कार्यक्रम" भन्नाले प्राथमिक कक्षामा भर्ना हुनको लागि निर्धारित पाँचवर्ष उमेर पूरा भई तसकेका बालबालिकाहरूको शारीरिक, सामाजिक, संवेगात्मक र बौद्धिक विकास लगायत सर्वाङ्गीण विकासका लागि सञ्चालन गरिने 'कार्यक्रम' भन्ने सम्झनु पर्छ।
- (२) "केन्द्र" भन्नाले शिक्षा नियमावली २०५९ को नियम ६७ अनुसारको शिशु विकास केन्द्रलाई सम्झनु पर्दछ। सो शब्दले बालविकास केन्द्र वा यसै नामबाट स्थापित बालबालिकाहरूको सर्वाङ्गीण विकासको कार्य गर्ने ४ वर्ष मुनिका बालबालिकाहरूको लागि मात्र सेवा पुऱ्याउने वा ४ वर्ष मुनिका बालबालिकाका साथै ४ देखि ५ वर्ष उमेर समूहका बालबालिकालाई समेत सेवा पुऱ्याउने शिशु विकास

केन्द्र र पूर्व प्राथमिक कक्षासहितको समुदायमा आधारित भई सञ्चालित संस्थाको एकीकृत संरचनालाई समेत सम्झनु पर्छ।

- (३) "पूर्व-प्राथमिक विद्यालय" भन्नाले शिक्षा ऐन २०२८ को दफा २ अनुसार स्थापना भएको ४ वर्ष उमेर समूहका बालबालिकाहरूका लागि पूर्व-प्राथमिक शिक्षा दिने कक्षा वा विद्यालयलाई सम्झनु पर्छ। यस वाक्यांशले विद्यालयमा आधारित भई बालबालिकाको सर्वाङ्गीण विकासको कार्य गर्ने उद्देश्यले सञ्चालित पूर्व-प्राथमिक शिक्षा मात्र दिने विद्यालय वा शिशु विकास उमेरसम्मका बालबालिकाहरूलाई समेत शिक्षा विकासमा सेवा पुऱ्याउने एकीकृत संरचनालाई समेत सम्झनु पर्छ।
- (४) "मन्त्रालय" भन्नाले शिक्षा तथा खेलकुद मन्त्रालय सम्झनु पर्छ।
- (५) "विभाग" भन्नाले शिक्षा विभाग सम्झनु पर्छ।
- (६) "संस्था" भन्नाले प्रचलित कानूनसमोजिम स्थापना भएका सरकारी वा गैरसरकारी संघ संस्था वा अन्तर्राष्ट्रिय सरकारी वा गैरसरकारी संस्था भन्ने सम्झनु पर्छ।
- (७) "संयुक्त राष्ट्रसंघ सम्बद्ध निकाय" भन्नाले संयुक्त राष्ट्रसंघसँग सम्बद्ध युनिसेफ, युनेस्को, विश्व खाद्य कार्यक्रम र यसै संयुक्त राष्ट्रसंघसँग नाम जोडिएका अन्य संस्था सम्झनु पर्छ।
- (८) "समुदाय" भन्नाले समाजको विकासमा क्रियाशील विभिन्न संघ संस्था वा व्यक्तिहरूको समूह सम्झनु पर्दछ। यस शब्दले स्थानीय निकाय, विद्यालय र व्यवस्थापन समितिलाई समेत जनाउँछ।
- (९) "स्थानीय निकाय" भन्नाले जिल्ला विकास समिति, नगरपालिका र गाउँ विकास समिति सम्झनु पर्छ।

- (१०) “नगरपालिका” भन्नाले महानगरपालिका, उप-महानगरपालिका र नगरपालिकालाई समेत सम्झनु पर्छ ।
- (११) “अभिभावक शिक्षा” भन्नाले जन्मेदेखि ५ वर्षको प्रारम्भिक बालबालिका उमेर समूहका बालबालिकाहरूको शारीरिक, सामाजिक, सनेगात्मक र बौद्धिक विकास एवं शिक्षाप्रति अभिभावकहरूको चेतना अभिवृद्धि गरी त्यस्ता क्रियाकलापमा उनीहरूको सहभागिता बढाउने उद्देश्यले प्रत्यक्ष वा दूर शिक्षाको माध्यमबाट दिइने शैक्षिक कार्यक्रम सम्झनु पर्छ ।
- (१२) “घर परिवारमा आधारित बालबालिका विकास कार्यक्रम” भन्नाले आफ्नै परिवार र छिमेकका बालबालिकालाई हेरचाह गर्ने उद्देश्यले सञ्चालित कार्यक्रम भन्ने सम्झनु पर्छ ।
- (१३) “कार्यक्रम साभेदार संस्था वा निकाय” भन्नाले आफ्नो तर्फबाट समेत आर्थिक, प्राविधिक, मानवीय संसाधन एवं संस्थागत संरचनाको उपयोग गरी सम्झौताअनुसारको सेवा पुऱ्याउने संस्थालाई सम्झनु पर्छ ।
- (१४) “सहयोगी संस्था” भन्नाले सेवा प्रदान गरेवापत कुनै पनि शुल्क नलिई सहभागिताको आधारमा काम गर्ने संस्थालाई सम्झनु पर्छ ।
- (१५) “सहयोगी संस्था” भन्नाले सेवा गरेवापत सम्झौताको आधारमा आवश्यक शुल्क लिई काम गर्ने संस्थालाई सम्झनु पर्छ ।

परिच्छेद - २

**केन्द्र तथा पूर्व-प्राथमिक विद्यालय वा कक्षा स्थापना तथा सञ्चालनसम्बन्धी व्यवस्था**

३. केन्द्र तथा पूर्व-प्राथमिक विद्यालय वा कक्षा सञ्चालन गर्न अनुमति लिनु पर्ने
- (१) ३ र ४ वर्ष उमेर समूहका बालबालिकाहरूका लागि शिशु विकास केन्द्र र ४ देखि ५ वर्ष उमेर समूहका बालबालिकाहरूका लागि पूर्व-प्राथमिक कक्षा सहितको बालबालिका विकास केन्द्र, विद्यालय वा कक्षा सञ्चालन गर्न चाहने जो सुकैले पनि सम्बन्धित गाउँ विकास समिति वा नगरपालिकामा अनुसूची १ बमोजिमको ढाँचामा निवेदन पेश गरी सम्बन्धित स्थानीय निकायको अनुमति लिएर मात्र कक्षा सञ्चालन गर्नु पर्नेछ ।
- (२) निर्देशिकाको ३ को खण्ड १ बमोजिम केन्द्र वा पूर्व-प्राथमिक विद्यालय वा कक्षा सञ्चालन गर्न इच्छुक संघ संस्था एवम् समुदायले शैक्षिक सत्र शुरु हुनुभन्दा कम्तीमा ४ महिना अगावै सम्बन्धित गाउँ विकास समिति वा नगरपालिकामा अनुसूची १ बमोजिमको निवेदन १ प्रति पेश गर्नु पर्नेछ ।
- (३) गाउँ विकास समिति वा नगरपालिकाले गाउँ वा नगरको नक्साङ्कन भित्र परेका र टोकिएको पूर्वाधार पूरा गरेका निवेदकलाई मागबमोजिम केन्द्र वा पूर्व प्राथमिक कक्षा सञ्चालन गर्न अनुसूची २ बमोजिम अनुमति दिई सो को जानकारी सम्बन्धित जिल्ला शिक्षा कार्यालयमा पठाउनु पर्नेछ ।
- (४) यस निर्देशिका बमोजिम केन्द्र तथा पूर्व-प्राथमिक कक्षा खोल्न चाहने संस्था, समुदाय वा व्यक्तिले शिक्षा नियमानवी २०५९ को नियम ६८ अनुसारको पूर्वाधार पूरा गरेको हुनु पर्नेछ । सो नियमको उतार अनुसूची ३ मा दिइएको छ ।
४. विद्यालयले प्रारम्भिक बालबालिका विकास कार्यक्रम सञ्चालन गरेमा देहाय बमोजिमका सर्तहरू पालना गर्नु पर्नेछ

आफ्नो विद्यालयमा ४ देखि ५ वर्ष उमेर समूहका बालबालिकाहरूका लागि पूर्व-प्राथमिक कक्षा र ३ देखि ४ वर्षका उमेर समूहका बालबालिकाको लागि शिशु विकास केन्द्र सञ्चालन गर्न चाहने विद्यालयले निर्देशिकाको अनुसूची ४ अनुसारको अनुमति लिई सञ्चालन गर्न सक्ने छ । परम्परागत घर, परिवार र समुदायमा आधारित बालविकास कार्यक्रमको ढङ्गमा यस व्यवस्थाअनुसार स्वीकृति लिईरहनुपर्ने छैन ।

#### ५. आवश्यकता लिने सम्बन्धमा

- (१) समुदायमा आधारित भई सञ्चालनमा रहेका शिशु विकास केन्द्र वा बालविकास केन्द्र व्यवस्थापन समितिले आफ्नो केन्द्रलाई तजिकको कुनै सामुदायिक विद्यालयसँग आवश्यकता लिई सञ्चालन गर्न सक्नेछ ।
- (२) निर्देशिकाको ५ (१) बमोजिम आवश्यकता लिई सञ्चालन गर्न चाहने केन्द्रले आफ्नो व्यवस्थापन समितिबाट निर्णय गरी आवश्यकता दिने विद्यालयको सिफारिससाथ सम्बन्धित गाउँ विकास समिति वा नगरपालिकामा निवेदन दिनु पर्नेछ ।
- (३) निर्देशिकाको ५ (२) बमोजिमको निवेदन प्राप्त भएमा सम्बन्धित गाउँ विकास समिति वा नगरपालिकाले त्यस्तो केन्द्र र विद्यालयलाई अनुसूची २ बमोजिमको आवश्यकता प्रमाणपत्र दिई सम्बन्धित जिल्ला शिक्षा कार्यालयलाई जानकारी दिनु पर्नेछ ।
- (४) निर्देशिकाको ५ (१) बमोजिमको आवश्यकता लिएका केन्द्र वा पूर्व-प्राथमिक विद्यालयलाई श्री ५ को सरकार वा गाउँ विकास समिति वा नगरपालिका मार्फत् दिईने स्रोत, सम्बन्धित विद्यालय मार्फत् प्रवाह गरिने छ ।
- (५) निर्देशिकाको ५ (४) बमोजिमको केन्द्रलाई आवश्यकता दिने विद्यालयले त्यस्तो केन्द्रको व्यवस्थापन समितिको स्वायत्ततामा प्रतिकूल असर नपर्ने गरी व्यवस्थापन, सञ्चालन र क्षमता अभिवृद्धिमा प्राविधिक एवम् आर्थिक सहयोग गर्नु पर्नेछ ।

(१) आफ्नो विद्यालयमा पूर्व-प्राथमिक कक्षा वा बालविकास कार्यक्रम सञ्चालन गरिरहेका विद्यालयले देहायका सदस्य रहेको पूर्व-प्राथमिक कक्षा व्यवस्थापन उपसमिति गठन गर्न सक्ने छन् :

- |   |            |
|---|------------|
| (क) प्रारम्भिक बालविकास कार्यक्रममा सहभागी भएका बालबालिकाका अभिभावकहरू मध्ये बाट विद्यालय व्यवस्थापन समितिद्वारा मनोनित १ जना | अध्यक्ष    |
| (ख) प्रारम्भिक बालविकास तर्फका अभिभावकहरू मध्येबाट छानिएका १ जना महिला पर्ने गरी २ जना  | सदस्य      |
| (ग) प्राथमिक तहमा अध्यापन गर्ने शिक्षकहरू मध्येबाट प्रधानाध्यापकद्वारा मनोनित १ जना   | सदस्य      |
| (घ) सम्बन्धित सहयोगी कार्यकर्ता वा पूर्व प्राथमिक तहको शिक्षकहरूमध्येबाट प्रधानाध्यापकद्वारा मनोनित १ जना                     | सदस्य सचिव |

#### ६. प्रारम्भिक बालविकास केन्द्रको नामाकरण :

- (१) प्रारम्भिक बालविकास केन्द्रको नामाकरण देहायबमोजिम गर्न सकिनेछ -
  - (क) राष्ट्रिय महत्त्वको भौगोलिक, धार्मिक वा ऐतिहासिक स्थलको नाममा ।
  - (ख) राष्ट्रिय विभूति वा राष्ट्रिय वा अन्तर्राष्ट्रिय व्यक्तित्वको नाममा ।
  - (ग) सञ्चालक संस्थाको नाममा ।
 तर संचालक संस्था कुनै व्यक्तिको नामबाट खुलेको भएमा सो संस्थाको नाममा केन्द्र सञ्चालन गर्न निर्देशिकाको २ (२) बमोजिमको शर्त पूरा गरेको हुनु पर्नेछ ।
- (२) कुनै संस्था वा व्यक्तिले आफ्नो नाममा केन्द्र सञ्चालन गर्न चाहेमा उक्त केन्द्रको नाममा कम्तीमा एकलाख पचास हजार रुपैयाँको अक्षय कोष राखी सम्बन्धित संस्था वा व्यक्तिको नामबाट त्यस्तो केन्द्र सञ्चालन गर्न वा केन्द्रको नामसँग नाम जोड्न सकिनेछ ।

- (३) केन्द्रको नामवाहेक आंशिकरूपमा केन्द्रको कुनै भवन वा कोठाको नाम मात्र आफ्नो नाममा राख्न चाहने व्यक्ति वा संस्थालाई केन्द्र व्यवस्थापन समितिले नै सहयोगी तोकी त्यस्तो नाम राख्ने व्यवस्था मिलाउन सक्नेछ ।

७. केन्द्र तथा पूर्व-प्राथमिक विद्यालय वा कक्षालाई श्री ५को सरकारले अनुदान उपलब्ध गराउन सक्ने:

- (१) गाउँ विकास समिति तथा नगरपालिकाले आफूले अनुमति दिएका प्रारम्भिक बालविकास केन्द्र तथा पूर्वप्राथमिक विद्यालय वा कक्षाहरू मध्ये गरिवीको चापमा परेका र पिछडिएका समुदायलाई सेवा पुऱ्याउने केन्द्र वा विद्यालयलाई श्री ५ को सरकारबाट अनुदान प्रदान गरिदिन सम्बन्धित जिल्ला शिक्षा कार्यालयमा सिफारिस गर्न सक्नेछ ।
- (२) निर्देशिकाको ७ (१) बमोजिम सरकारी अनुदानको लागि सिफारिस गर्ने गाउँ विकास समिति वा नगरपालिकाले त्यस्तो सिफारिस साथ आफ्नो क्षेत्रभित्र प्रारम्भिक बालविकास कार्यक्रमको तस्साइकन तथा सिफारिस गर्नु पर्नाको स्पष्ट कारण खोली पठाउनु पर्नेछ ।
- (३) जिल्ला शिक्षा कार्यालयले जिल्ला शिक्षा समितिमा अनुमोदन गराई निर्देशिकाको ७ (२) बमोजिम प्राप्त सिफारिसमाथि छानविन गरी आफूलाई उपलब्ध स्रोतको आधारमा प्राथमिकीकरण गरि सो को जानकारी सम्बन्धित गाउँ विकास समिति वा नगरपालिकालाई दिनु पर्नेछ ।

८. केन्द्र सञ्चालन हुने समय र प्रति कक्षा बालबालिका संख्या

- (१) केन्द्र समुदायको अनुकूलता हेरी सार्वजनिक विद्याको दिनवाहेक सामान्यतया दिनको ४ घण्टा सञ्चालन गर्नु पर्नेछ र केन्द्रको प्रति कक्षामा सामान्यतया २५ जनासम्म बालबालिका राख्न सकिनेछ ।

- (२) पूर्व-प्राथमिक विद्यालय सामान्यतया २.३० घण्टा सञ्चालन गर्नु पर्नेछ र प्रत्येक कक्षामा २५ जनासम्म बालबालिका राख्न सकिनेछ ।

९. तमुना केन्द्रसम्बन्धी व्यवस्था

- (१) प्रारम्भिक बालविकास/शिशु विकास केन्द्रको विरोपन, गुणस्तरीयता र कार्य प्रभावकारिताको आधारमा शिक्षा विभागले निर्धारण गरेको मापदण्डको भिन्नमा रही जिल्ला शिक्षा कार्यालयले तमुना बालविकास/शिशु विकास केन्द्र छनोट गर्न सकिनेछ ।
- (२) निर्देशिकाको ९ (१) अनुसार तमुनाको रूपमा पहिचान गरिएका प्रारम्भिक बालविकास केन्द्र/शिशु विकास केन्द्रलाई र पूर्व प्राथमिक विद्यालय वा कक्षालाई जिल्ला शिक्षा कार्यालय मार्फत् प्रोत्साहन स्वरुप पुरस्कृत गर्न सकिनेछ ।
- (३) निर्देशिकाको ९ (१) अनुसारका तमुना प्रारम्भिक बालविकास केन्द्र/शिशु विकास केन्द्रले प्रत्येक वर्ष आफ्नो स्तर कायम राखे नराखेको पुनरावलोकन तथा अनुगमन गरिनेछ र प्रत्येक वर्ष तमुनास्तर निर्धारण गरिनेछ ।
- (४) सो व्यवस्था पूर्व-प्राथमिक विद्यालय वा कक्षाको हकमा समेत लागू हुनेछ ।

## परिच्छेद -३

## अभिभावक शिक्षा कार्यक्रम सञ्चालनसम्बन्धी व्यवस्था

१०. प्रारम्भिक बालविकास कार्यक्रमका प्रत्येक सञ्चालकले अभिभावक शिक्षाका लागि मुख्य कार्यक्रमको रूपमा सञ्चालन गर्नुपर्नेः  
प्रारम्भिक बालविकास उमेरका बालबालिकाका अभिभावकहरूलाई शिक्षित गरी सम्बन्धित निकायले आ-आफ्नो कार्यक्षेत्रभित्र अभिभावक शिक्षा कार्यक्रम सञ्चालन गर्नु पर्नेछ। यसका लागि छुट्टै स्वीकृति लिइरहनु पर्ने छैन तर प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गरी नरहेका अन्य कुनै संस्थाले अभिभावक शिक्षा कार्यक्रम सञ्चालन गर्न चाहेमा जिल्लास्तरमा भए जिल्ला शिक्षा कार्यालयको र गाउँ विकास समिति वा नगरपालिका क्षेत्रभित्र भए सम्बन्धित गाउँ विकास समिति वा नगरपालिकाले स्वीकृति प्राप्त गरेर मात्र सञ्चालन गर्नुपर्नेछ।
११. अभिभावक शिक्षाको पाठ्यसामग्री :  
अभिभावक शिक्षाको पाठ्यसामग्रीमा बालबालिकाको शारीरिक, सामाजिक, सम्बेगात्मक र बौद्धिक विकास, बाल अधिकार, अभिभावक अधिकार तथा जिम्मेवारी, बाल स्वास्थ्य र हेरचाह, बालबालिकाको खाना तथा पोषण, बाल शिक्षा आदि विषयवस्तुहरू समावेश गरेको हुनु पर्नेछ।
१२. पाठ्यसामग्री स्वीकृति दिनुपर्नेः  
अभिभावक शिक्षाका सञ्चालकले आफूले प्रयोग गर्ने अभिभावक शिक्षाको पाठ्यसामग्रीको तमुना जिल्ला शिक्षा कार्यालयमा पेश गर्नु पर्नेछ। यसरी पेश हुन आएको तमुना सामग्रीमा विशेषज्ञता भएको अवस्थामा जिल्ला शिक्षा कार्यालय आफैले र नभएको अवस्थामा शिक्षा विभागमा पठाई स्तरीयता जाँची विकास भएबमोजिम स्वीकृति लिने कार्य जिल्ला शिक्षा कार्यालयको गर्नु पर्नेछ। जिल्ला शिक्षा कार्यालय आफैले स्वीकृति दिएको सामग्रीहरूको प्रतिनिधि सहित राखी शिक्षा विभागमा जानकारीका लागि पठाउनु पर्नेछ।

## परिच्छेद ४

## तालिम तथा क्षमता अभिवृद्धिसम्बन्धी व्यवस्था

१३. सहयोगी कार्यकर्ता तथा पूर्व-प्राथमिक शिक्षक तालिम :  
प्रारम्भिक बालविकास कार्यक्रमको सहयोगी कार्यकर्ता तथा पूर्व-प्राथमिक शिक्षकहरूका लागि राष्ट्रिय शैक्षिक जनशक्ति विकास परिषदबाट स्वीकृत पाठ्यक्रमभित्र रही देहायबमोजिम तालिम कार्यक्रमहरू सञ्चालन हुनेछन् :
- (१) आधारभूत तालिम :  
कम्तीमा ९० घण्टाको आधारभूत तालिम हुनेछ। सो तालिम प्राप्त नगरी कुनै पनि व्यक्तिले सहयोगी कार्यकर्ता वा पूर्व प्राथमिक विद्यालयको कक्षा सञ्चालन गर्न पाउने छैनन्।
- (२) पुनर्ताजगी तालिम :  
आधारभूत तालिम प्राप्त गरेका सहयोगी कार्यकर्ता वा पूर्व प्राथमिक विद्यालयको शिक्षकहरूलाई पेशागत दक्षता अभिवृद्धिको लागि विभिन्न अवधिका पुनर्ताजगी तालिमहरू सञ्चालन गरिने छन्।
- (३) प्रमाणपत्र तालिम :  
सहयोगी कार्यकर्ता वा पूर्व प्राथमिक विद्यालयका शिक्षकका लागि देहायबमोजिमका प्रमाणपत्र तालिम सञ्चालन हुन सक्नेछन्।
- (क) प्रत्यक्ष सम्पर्क र दूर शिक्षणको माध्यमबाट १० कक्षा उत्तीर्ण उमेदवारका लागि प्रारम्भिक बालशिक्षा एवम् शिशु स्याहार प्रमाणपत्र तालिम।
- (ख) फिडर छात्रवासको विद्यार्थीहरूका लागि प्रारम्भिक बालविकास सहयोगी कार्यकर्ता तालिम (एनेक्स तालिमको रूपमा दिईने)।
- (ग) अनौपचारिक शिक्षाको ९ महिने प्याकेज पूरा गरेका १५ देखि ४० वर्ष उमेरका प्रौढहरूका लागि प्रारम्भिक बालविकास सहयोगी कार्यकर्ता तयारी तालिम।

१४. प्रारम्भिक बालविकास अभिमुखीकरण :

देहायका सरोकारवालाहरूका लागि प्रारम्भिक बालविकास सम्बन्धमा अभिमुखीकरण सञ्चालन गर्न सकिनेछ :

- (१) गाउँ विकास समिति तथा नगरपालिकाका अध्यक्ष-उपाध्यक्ष, सचिव र सदस्यहरू ।
- (२) केन्द्र व्यवस्थापन समितिका सदस्यहरू ।
- (३) पूर्व-प्राथमिक विद्यालय तथा कक्षा व्यवस्थापन समिति/उपसमिति का सदस्यहरू ।
- (४) प्रारम्भिक बालविकास कार्यक्रमसँग सम्बद्ध कार्यक्रमको रूपमा संचालित बालविकास सहकारी कार्यक्रमका संचालकहरू ।
- (५) प्रारम्भिक बालविकास कार्यक्रमका सम्बन्धमा आम सञ्चारका साभेदारहरू ।
- (६) प्रारम्भिक बालविकास कार्यक्रमको व्यवस्थापनमा विभिन्न भूमिका खेल्ने सरकारी तथा गैरसरकारी निकायहरू ।
- (७) अन्य विभिन्न सरोकारवालाहरू ।

१५. प्रारम्भिक बालविकास कार्यक्रम सञ्चालकवाहेक अन्य सञ्चालक वा व्यक्तिले तालिम सञ्चालन गर्न स्वीकृति तित्तु पर्ने :

प्रारम्भिक बालविकास कार्यक्रमका संचालकहरू वाहेक अन्य संस्था वा व्यक्तिले औपचारिकरूपमा तालिम सञ्चालन गर्न चाहेमा देहाय बमोजिमको प्रक्रिया अपनाई स्वीकृति तित्तु पर्नेछ ।

- (१) संस्था दर्ताको प्रमाणपत्र भएका संस्थाहरूले आफूसँग उपलब्ध जनशक्ति, उपकरण र प्राप्त अनुभव र सञ्चालन गर्न चाहेको तालिमको विवरण खोली सम्बन्धित जिल्ला शिक्षा कार्यालयमा निवेदन दिनु पर्नेछ ।
- (२) जिल्ला शिक्षा कार्यालयले निर्देशिकाको १६ (१) अनुसार प्राप्त निवेदन माथि छानविन एवम् आवश्यकताअनुसार स्थलगत निरीक्षण समेत गरी रायसहित शिक्षा विभागमा पठाउनु पर्नेछ ।
- (३) शिक्षा विभागले निर्देशिकाको १५ (२) अनुसार प्राप्त निवेदन माथि अध्ययन गरी शैक्षिक जनशक्ति विकास केन्द्रले बनाएको नीतिभित्र रही स्वीकृतिसम्बन्धी आवश्यक व्यवस्था गर्नेछ ।

परिच्छेद - ५

**राष्ट्रिय प्रारम्भिक बालविकास परिषद, जिल्ला प्रारम्भिक बालविकास समिति**

**र केन्द्र व्यवस्थापन समितिको गठन**

१६. राष्ट्रिय प्रारम्भिक बालविकास परिषदको गठन :

महिला बालबालिका तथा समाजकल्याण मन्त्रीको अध्यक्षतामा रहेको केन्द्रीय बालकल्याण परिषदबाट तयार गरिएको बालकल्याण नीतिभित्र रही प्रारम्भिक उमेरका बालबालिकाहरूको विकास तथा शिक्षासम्बन्धी नीति तर्जुमा, समन्वय र मूल्याङ्कन समेतको कार्यगर्न देहायका सदस्यहरू रहेको एक प्रारम्भिक बालविकास परिषद गठन हुनेछ :

- |  |            |
|--|------------|
| (१) सचिव, शिक्षा तथा खेलकुद मन्त्रालय  | अध्यक्ष    |
| (२) सहसचिव, योजना महाशाखा, शिक्षा तथा खेलकुद मन्त्रालय   | सदस्य      |
| (३) महानिर्देशक, शिक्षा विभाग  | सदस्य      |
| (४) महानिर्देशक, पाठ्यक्रम विकास केन्द्र   | सदस्य      |
| (५) कार्यकारी निर्देशक, शैक्षिक जनशक्ति विकास केन्द्र  | सदस्य      |
| (६) प्रतिनिधि, अर्थ मन्त्रालय  | सदस्य      |
| (७) प्रतिनिधि, राष्ट्रिय योजना आयोग  | सदस्य      |
| (८) प्रतिनिधि, स्थानीय विकास मन्त्रालय   | सदस्य      |
| (९) प्रतिनिधि, महिला बालबालिका तथा समाजकल्याण मन्त्रालय  | सदस्य      |
| (१०) प्रतिनिधि, स्वास्थ्य मन्त्रालय  | सदस्य      |
| (११) बालविकास कार्यक्रम सञ्चालन गरिरहेका वा यस कार्यक्रममा सहयोग गरिरहेका संयुक्त राष्ट्रसंघ सम्बद्ध संस्था वा अन्तर्राष्ट्रिय गैरसरकारी संस्था मध्येबाट मन्त्रालयबाट मनोनित १ जना | सदस्य      |
| (१२) प्रतिनिधि, गाउँ विकास समिति महासंघ  | सदस्य      |
| (१३) प्रतिनिधि, नेपाल नगरपालिका संघ  | सदस्य      |
| (१४) प्रतिनिधि, तिजी तथा आवासीय विद्यालय अर्गनाइजेसन तथा राष्ट्रिय तिजी तथा आवासीय विद्यालय अर्गनाइजेसनबाट १ जना   | सदस्य      |
| (१५) निर्देशक, (प्रारम्भिक बालविकास हेर्ने) शिक्षा विभाग   | सदस्य सचिव |

१७. जिल्ला प्रारम्भिक बालविकास समितिको गठन :

जिल्ला शिक्षा समितिको सल्लाह र जिल्ला विकास समितिको सामान्य निर्देशनमा जिल्लाभित्रको बालविकास कार्यक्रम सञ्चालनमा सहयोग र

समन्वय गर्ने देहायबमोजिमको एक जिल्ला प्रारम्भिक बालविकास समिति गठन गरिनेछ :

(१)	जिल्ला विकास समितिको सभापति	अध्यक्ष
(२)	प्रमुख जिल्ला अधिकारी	सदस्य
(३)	स्थानीय विकास अधिकारी	सदस्य
(४)	महिला विकास अधिकृत	सदस्य
(५)	जिल्ला स्वास्थ्य कार्यालय/जनस्वास्थ्य कार्यालयको प्रमुख	सदस्य
(६)	जिल्लामा कार्यरत बालविकास कार्यक्रम सञ्चालन गर्ने संस्थाबाट जिल्ला विकास समितिले मनोनित गरेका कम्तीमा १ जना महिला पर्ने गरी २ जना	सदस्य
(७)	निजी तथा आवासीय विद्यालय संगठनहरू तथा राष्ट्रिय निजी तथा आवासीय विद्यालय अर्गनाइजेसनबाट १ जना	सदस्य
(८)	शिक्षक युनियनका प्रतिनिधि १ जना	सदस्य
(९)	जिल्ला विकास समितिको स्वास्थ्य तथा सामाजिक समितिको सभापति	सदस्य
(१०)	प्रारम्भिक बालविकासमा सक्रिय व्यक्तिहरू मध्ये जिल्ला शिक्षा समितिबाट मनोनीत १ जना	सदस्य
(११)	जिल्ला शिक्षा अधिकारी	सदस्य
(१२)	प्रारम्भिक बालविकास कार्यक्रम हेर्ने फोकल व्यक्ति	सदस्य सचिव

उक्त समितिको बैठकमा राष्ट्रिय मान्यता प्राप्त राजनीतिक दलका प्रतिनिधिहरू बाट १/१ जना आमन्त्रित सदस्यको रूपमा बोलाउन सकिने छ ।

#### १८ कार्य सञ्चालन समूहको व्यवस्था

प्रत्येक गाउँ तथा नगरमा सञ्चालित प्रारम्भिक बालविकास केन्द्रहरूलाई प्रभावकारीरूपले सञ्चालन गर्नेका लागि स्रोतव्यवस्थापन, समन्वय, अनुगमन जस्ता कार्यहरू गर्न गाउँ विकास समितिको अध्यक्ष वा गाउँ विकास समितिले ठोकेको व्यक्तिको अध्यक्षतामा/नगर प्रमुख वा नगरपालिकाले ठोकेको व्यक्तिको अध्यक्षतामा प्रारम्भिक बालविकास सम्बन्धी कार्य गर्ने सम्पूर्ण सघ, संस्था र केन्द्रसँग सरोकार राख्ने व्यक्तिहरू सम्मिलित सञ्चालन समूहले गर्नेछ ।

#### १९ केन्द्र व्यवस्थापन समितिको गठन

समुदायमा आधारित बालविकास कार्यक्रम सञ्चालन गर्ने केन्द्रको व्यवस्थापन र रेखदेखका लागि प्रत्येक केन्द्रमा देहायबमोजिमको एक बालविकास केन्द्र व्यवस्थापन समिति रहनेछ :-

(१)	अभिभावकहरू मध्येबाट छानिएको एकजना	अध्यक्ष
(२)	सम्बन्धित वडाको अध्यक्ष	सदस्य
(३)	अभिभावकहरू मध्येबाट छानिएको (१ जना आमा पर्ने गरी) २ जना	सदस्य
(४)	भावद्वारा प्राप्त गरेको विद्यालयको प्रधानाध्यापक वा भावद्वारा तलिएको अतस्थामा तजिकको सामुदायिक विद्यालयका प्रधानाध्यापकहरू मध्ये, केन्द्र व्यवस्थापन समितिले मनोनित गरेको एकजना प्रधानाध्यापक	सदस्य
(५)	सम्बन्धित वडाका महिला स्वास्थ्य स्वयम् सेविका १ जना	सदस्य
(६)	सम्बन्धित केन्द्रका सहयोगी कार्यकर्ता	सदस्य सचिव

-सदस्य सचिव

२०. मनोनित पदाधिकारीहरूको पदावधि : पदेन सदस्यबाहेक सबै समितिमा मनोनित पदाधिकारीहरूको पदावधि २ वर्षको हुनेछ ।

## परिच्छेद -६

**प्रारम्भिक बालविकास कार्यक्रम सञ्चालनमा विभिन्न तिकायको काम, कर्तव्य र अधिकार**

२१. राष्ट्रिय प्रारम्भिक बालविकास परिषदको काम, कर्तव्य र अधिकार :  
राष्ट्रिय प्रारम्भिक बालविकास परिषदको काम, कर्तव्य र अधिकार देहायचर्माजिम हुनेछ :

- (१) नेपाल अधिराज्यभित्र प्रारम्भिक बालविकास कार्यक्रमको विकास एवम् विस्तारका लागि नीति तर्जुमा गर्ने ।
- (२) नेपाल अधिराज्यभित्र सञ्चालित प्रारम्भिक बालविकास कार्यक्रमहरू सञ्चालनको निरन्तर समीक्षा गरी वार्षिक एवम् आवधिक प्रगति प्रतिवेदन प्रकाशित गर्ने ।
- (३) प्रारम्भिक बालविकास कार्यक्रमसंग सम्बन्धित मन्त्रालय, विभाग एवम् तिकायहरू बीच समन्वय गर्ने ।
- (४) कार्यक्रमको विकास एवम् यसको दिगोपनका लागि संघ संस्थासंग मिलेर कार्यढाँचा एवम् प्रक्रिया तय गर्ने ।
- (५) पाठ्यक्रम विकास परिषदले बनाएको नीतिभित्र रही प्रारम्भिक बालविकास कार्यक्रमको पाठ्यक्रम स्वीकृत गर्ने ।
- (६) राष्ट्रिय शैक्षिक माननीय स्रोत विकास परिषदले बनाएको नीतिभित्र रही तालिम सामग्री सञ्चालन ढाँचाहरू स्वीकृत गर्ने ।

२२. जिल्ला प्रारम्भिक बालविकास समितिको काम, कर्तव्य र अधिकार :  
जिल्ला प्रारम्भिक बालविकास समितिको काम, कर्तव्य र अधिकार देहायचर्माजिम हुनेछ :

- (१) जिल्लाभित्र सञ्चालित प्रारम्भिक बालविकास/शिशु विकास केन्द्र र पूर्व-प्राथमिक विद्यालय वा कक्षा समेतका निरीक्षण रेखदेख, निर्देशन र समन्वय गर्ने ।
- (२) जिल्लाभित्र प्रारम्भिक बालविकास कार्यक्रममा सहभागी हुन रुचिुक संघ संस्थाहरू एवम् तिकायहरूलाई कार्यक्रम सञ्चालन गर्न स्वीकृति दिने ।

- (३) जिल्लाभित्र प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्न जिल्लास्तरमा उपलब्ध स्रोतको समन्वयात्मक तथा प्रभावकारी उपयोगको व्यवस्था मिलाउने ।
- (४) केन्द्र र कार्यक्रम सञ्चालन गर्ने संस्था, तिकाय र व्यक्तिबाट नियमितरूपमा प्रतिवेदन लिई आवश्यक कार्यवाही गर्ने ।
- (५) जिल्लाभित्र प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्ने सम्बद्ध सबै पक्षको सहभागितामा जिल्लास्तरीय रणनीति एवम् कार्यक्रम तय गर्ने र कार्यान्वयनको व्यवस्था मिलाउने ।
- (६) जिल्लाभित्र सञ्चालित प्रारम्भिक बालविकास कार्यक्रमहरूबीच समन्वयगर्ने ।
- (७) प्रारम्भिक बालविकास केन्द्रको गुणस्तर कायम गर्ने ।
- (८) बाल क्लबहरूलाई सहयोग गर्ने ।
- (९) प्रारम्भिक बालविकास सहकारी कार्यक्रमलाई प्रोत्साहन एवम् सहयोग गर्ने ।
- (१०) जिल्लामा सञ्चालित बालविकास केन्द्रको निरीक्षण गराउने ।

२३. प्रारम्भिक बालविकास केन्द्र व्यवस्थापन समितिको काम, कर्तव्य र अधिकार :  
प्रारम्भिक बालविकास केन्द्र व्यवस्थापन समितिको काम, कर्तव्य र अधिकार देहायचर्माजिम हुनेछ :

- (१) केन्द्रको लागि भवन, खेचमैदान, धारा, पानी, चर्पी जस्ता भौतिक पक्षको व्यवस्था गर्ने ।
- (२) केन्द्रको रेख-देख, निरीक्षण र सञ्चालनमा सहयोग पुऱ्याउने ।
- (३) अभिभावकको नियमित बैठक राखी केन्द्रको विकासका लागि विभिन्न पक्षमा छलफल गर्ने ।
- (४) केन्द्रको लागि आर्थिक स्रोत जुटाउने ।
- (५) स्थानीय तिकाय र संघ संस्थासंग समन्वय गर्ने ।
- (६) कम्तीमा पनि दुई महिनाको एक पटक मासिक बैठक बसी सो को प्रतिवेदन सम्बन्धित गाउँ विकास समिति वा नगरपालिका र जिल्ला बालविकास समितिको कार्यालयमा पठाउने ।
- (७) सहयोगी कार्यकर्ताको छनौट तथा नियुक्ति गर्ने ।
- (८) अभिभावक शिक्षा र सामुदायिक जागरण कार्यक्रमको सञ्चालन र व्यवस्थापन गर्ने ।

- (९) बालबालिकाका अभिभावकहरूको सहमतिमा केन्द्रको न्यूनतम आवश्यकता पूरा गर्न सेवा शुल्क वा सहयोग संकलन गर्ने । तर यसमा अभिभावकको सहमति बेगर शुल्क लिन पाइने छैन ।
- (१०) केन्द्रको हितमा आर्थिक तथा अन्य उपलब्ध भौतिक स्रोतहरू पहिचान, परिचालन र उपयोग गर्ने ।
- (११) बाल क्लब गठन गर्ने ।
- (१२) जिल्ला शिक्षा कार्यालय तथा जिल्ला बालविकास समितिबाट प्राप्त निर्देशनको पालन गर्ने गराउने ।
२४. शिक्षा तथा खेलकुद मन्त्रालयको काम, कर्तव्य र अधिकार :  
शिक्षा तथा खेलकुद मन्त्रालयको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :
- (१) नेपाल अधिराज्यभित्र केन्द्र तथा पूर्व-प्राथमिक विद्यालय वा कक्षा स्थापना र सञ्चालनसम्बन्धी नीति नियमको तर्जुमा गर्ने ।
- (२) प्रारम्भिक बालविकास कार्यक्रममा सहभागी हुन चाहने अन्तर्राष्ट्रिय संघसंस्था एवं संयुक्त राष्ट्रसंघ सम्बद्ध संस्थाहरू र श्री ५ को सरकारसँग र समाजकल्याण परिषदबीच भएको सम्झौताको अधिनमा रही त्यस्ता संस्थासँग सहकार्यका लागि सम्झौता गर्ने ।
- (३) प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्न सहयोग गर्ने अन्तर्राष्ट्रिय संघ संस्था एवम् निकायबीच समन्वय गरी स्रोत जुटाउने ।
- (४) प्रारम्भिक बालविकास कार्यक्रमसँग सम्बन्धित मन्त्रालयहरूसँग समन्वय गर्ने ।
२५. शिक्षा विभागको काम, कर्तव्य र अधिकार :  
शिक्षा विभागको काम, कर्तव्य र अधिकार देहाय बमोजिम हुनेछ :
- (१) प्रारम्भिक बालविकास कार्यक्रमसम्बन्धी वार्षिक तथा आवधिक कार्यक्रमहरू निर्माण गरी लक्ष्य एवम् सूचकहरू तोक्ने र कार्यान्वयन गर्ने गराउने ।
- (२) प्रारम्भिक बालविकास/शिशु विकास र पूर्व-प्राथमिक शिक्षासम्बन्धमा बनेका नीति नियमको कार्यान्वयन गराउने ।

- (३) नेपाल अधिराज्यभित्र सञ्चालित प्रारम्भिक बालविकास केन्द्र तथा पूर्व-प्राथमिक विद्यालय कक्षाको रेखदेख, निरीक्षण, निर्देशन, सहजीकरण र मूल्याङ्कन गर्ने ।
- (४) कार्यक्रम सञ्चालन गर्ने संघ संस्थाहरू, संयुक्त राष्ट्रसंघ सम्बद्ध संस्था एवम् अन्य संघ संस्था तथा निकायसँग समन्वय गरी बालविकास कार्यक्रमको स्थायित्व प्रदानगर्न व्यवस्था मिलाउने ।
- (५) कार्यक्रम सञ्चालन गर्ने संघ संस्थाहरूलाई प्राविधिक सहयोग उपलब्ध गराउने
- (६) प्रारम्भिक बालविकास सन्दर्भ सामग्रीको विकास गरी ती सामग्रीहरूका प्रयोगको बन्दोबस्त मिलाउने ।
- (७) राष्ट्रिय प्रारम्भिक बालविकास स्रोतकेन्द्र सञ्चालन गर्ने ।
- (८) केन्द्रीय तहमा बालविकास कार्यक्रम सञ्चालनगर्ने संघसंस्थाको सञ्चाल तयार गरी सो मार्फत् कार्यक्रम सञ्चालनका विभिन्न ढाँचाहरू तय गर्ने र कार्यक्रमलाई प्रभावकारी रूपमा सञ्चालन गर्ने व्यवस्था मिलाउने ।
- (९) प्रारम्भिक बालविकास परिषदको सचिवालयको रूपमा काम गर्ने ।
- (१०) मन्त्रालयबाट निर्देशन भएबमोजिमका अन्य कार्य गर्ने ।

२६. क्षेत्रीय शिक्षा निर्देशनालयको काम, कर्तव्य र अधिकार :  
क्षेत्रीय शिक्षा निर्देशनालयको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :
- (१) आफ्नो क्षेत्रभित्र सञ्चालित प्रारम्भिक बालविकास कार्यक्रम खासगरी केन्द्र, पूर्व-प्राथमिक विद्यालय वा कक्षाहरूको निरीक्षण, अनुगमन र रेखदेख गर्ने ।
- (२) क्षेत्रभित्र सञ्चालित प्रारम्भिक बालविकास कार्यक्रमको प्रगति समीक्षा गरी शिक्षा विभागलाई जानकारी गराउने ।

२७. जिल्ला विकास समितिको काम, कर्तव्य र अधिकार :  
जिल्ला विकास समितिको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :
- (१) प्रारम्भिक बालविकास निर्देशिका र अन्य प्रचलित कानूनको अधिनमा रही जिल्लास्तरमा बालविकास कार्यक्रम सञ्चालन गर्न जिल्ला प्रारम्भिक बालविकास समितिलाई निर्देशनदिने ।

- (२) जिल्लाभित्र सञ्चालन हुने विकास कार्यहरूसँग एकीकृत गरी प्रारम्भिक बालविकास केन्द्रलाई दिगोपन बनाउन सहयोग गर्ने ।
  - (३) जिल्लाभित्र प्रारम्भिक बालविकास कार्यक्रमको विकास एवं विस्तारको व्यवस्था मिलाउने ।
  - (४) जिल्लाभित्र प्रारम्भिक बालविकासका केन्द्र वा पूर्व प्राथमिक विद्यालय तथा कक्षाको लागि भौतिक एवं शैक्षिक सुविधा विकासका लागि सहयोग पुऱ्याउने ।
  - (५) जिल्लाभित्र संचालित प्रारम्भिक बालविकास कार्यक्रम सञ्चालनगर्ने संघ संस्थाबीच समन्वय गर्ने ।
  - (६) बाब कवचहरूलाई सहयोग गर्ने ।
  - (७) प्रारम्भिक बालविकास सहकारी कार्यक्रमलाई प्रोत्साहन एवम् सहयोग गर्ने ।
  - (८) जिल्लामा सञ्चालित बालविकास कार्यक्रमको अनुगमन मूल्याङ्कन गर्ने र जिल्ला परिषदमा प्रगति समीक्षा गर्ने ।
  - (९) जिल्लामा संचालित बालविकास केन्द्रहरूको रेकर्ड अध्यावधिक राखि केन्द्रमा पठाउने ।
२८. जिल्ला शिक्षा कार्यालयको काम, कर्तव्य र अधिकार :  
जिल्ला शिक्षा कार्यालयको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ
- (१) जिल्लाभित्र सञ्चालित केन्द्र, पूर्व-प्राथमिक विद्यालय वा कक्षाको निरीक्षण, निर्देशन रेखदेख र समन्वय गर्ने ।
  - (२) जिल्लाभित्र विभिन्न सरकारी एवम् गैरसरकारी निकाय, संघ संस्थाहरूबाट संचालित प्रारम्भिक बालविकास कार्यक्रमको प्रतिवेदन तयार गरी नियमितरूपमा विभागमा पठाउने ।
  - (३) जिल्लाभित्र संचालित प्रारम्भिक बालविकास कार्यक्रमको गुणस्तर विकासको लागि प्राविधिक सहयोग पुऱ्याउने ।
  - (४) जिल्लास्तरमा प्रारम्भिक बालविकास कार्यक्रमसँग सम्बद्ध संस्था एवम् निकायहरूको सञ्जाल तयार गरी सम्पर्क बिन्दुकोरूपमा कार्यगर्ने ।

२९. संघ संस्थाको काम, कर्तव्य र अधिकार:

प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्ने संघ संस्थाको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :

- (१) प्रारम्भिक बालविकास कार्यक्रमको व्यवस्थापन, सञ्चालन अनुगमन र मूल्याङ्कनमा यो निर्देशिका र अन्य प्रचलित कानूनको अधिनमा रही कार्यक्रम साभेदार, सहयात्री एवं सहयोगी संस्थाको रूपमा काम गर्ने ।
- (२) आफूसँग उपलब्ध र आफूमाफत परिचालन भएको आर्थिक एवं अन्य स्रोत सामग्रीलाई शी ५ को सरकारका विद्यमान संगठन संरचना मार्फत् वा आफ्नै संरचना मार्फत प्रारम्भिक बालविकास कार्यक्रमको विकास र विस्तारमा उपयोग गराउने ।
- (३) प्रारम्भिक बालविकास कार्यक्रम सञ्चालनगर्ने केन्द्र वा पूर्व-प्राथमिक विद्यालय वा कक्षाको लागि भवन, खेलमैदान, धारा पानी, शौचालय आदिको व्यवस्था गर्न सहयोग गर्ने ।
- (४) प्रारम्भिक बालविकास कार्यक्रमसम्बन्धी कार्यमूलक अध्ययन अनुसन्धानमा सहयोग पुऱ्याउने
- (५) प्रारम्भिक बालविकास केन्द्र सहकारी कार्यक्रमलाई विस्तार एवम् व्यवस्थित गर्न सहयोग गर्ने ।
- (६) प्रारम्भिक बालविकास कार्यक्रमको विभिन्न तहको सञ्जालको सदस्यकोरूपमा कार्य गर्ने ।
- (७) कार्यक्रमको प्रचार-प्रसार गर्ने र स्थायित्वमा सहयोग गर्ने ।

३०. नगरपालिका वा गाउँ विकास समितिको काम, कर्तव्य र अधिकार :  
नगरपालिका वा गाउँ विकास समितिको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :

- (१) शिक्षा ऐन तथा नियमावलीका साथै यस निर्देशिकाले गरेको व्यवस्थाका अधिनमा रही प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्न अनुमति दिने ।
- (२) गाउँ विकास समिति वा नगरपालिकाले सञ्चालित विकास कार्यहरूसँग एकीकृत गर्दै कार्यक्रम सञ्चालन गर्ने ।
- (३) प्रारम्भिक बालविकास कार्यक्रम सञ्चालनगर्ने आफूसँग उपलब्ध स्रोत साधन परिचालन गर्ने र आफ्नो क्षेत्रभित्र उक्त कार्यक्रम

सञ्चालन गर्ने संस्था निकाय एवम् समुदायको सञ्चालन बनाई कार्यक्रम सञ्चालनमा समन्वय ल्याउने ।

- (४) आफ्नो क्षेत्रभित्र प्रारम्भिक बालविकास कार्यक्रमको आवश्यकता पहिचान गरी नक्साङ्कन तयार गर्ने ।
- (५) आफ्नो क्षेत्रभित्र संचालित प्रारम्भिक बालविकास कार्यक्रमहरूको मूल्याङ्कन गरी पिछडिएका एवम् आर्थिकरूपले कमजोर समुदायमा संचालित तथा विशेष दक्षताका साथ कार्यक्रम सञ्चालन गर्ने केन्द्र तथा विद्यालयलाई श्री ५को सरकारको अनुदान उपलब्ध गराउन जिल्ला शिक्षा कार्यालयमा सिफारिस गर्ने ।
- (६) प्रारम्भिक बालविकास कार्यक्रमको लागि भवन, खेलमैदान, धारा पानी, शौचालय आदिको व्यवस्था गर्न मद्दत गर्ने ।
- (७) आफ्नो क्षेत्रभित्र कार्यक्रम सञ्चालन गर्ने संघ संस्थाहरूबाट प्रतिवेदन प्राप्त गरी समष्टिगत प्रतिवेदन जिल्ला विकास समिति र जिल्ला शिक्षा कार्यालयमा पठाउने ।
- (८) बाल क्लबहरू गठन गर्ने ।

परिच्छेद - ७

### सहयोगी कार्यकर्ताको नियुक्ति, सेवाका शर्त र सुविधासम्बन्धी व्यवस्था

३१. सहयोगी कार्यकर्ताको नियुक्ति :  
सहयोगी कार्यकर्ताको नियुक्ति केन्द्र व्यवस्थापन समितिले कम्तीमा कक्षा आठ उत्तीर्ण गरेको स्थानीय उमेदवारलाई देहायबमोजिमको प्रक्रिया पूरा गरी गर्नु पर्नेछ :
  - (१) नियुक्ति गर्नु अघि कम्तीमा १५ दिनको सूचना प्रकाशित गरी रुन्छुक सबै उम्मेदवारबाट निवेदन आस्वान गर्ने ।
  - (२) निर्देशिकाको ३० (१) बमोजिम सूचना प्रकाशित गर्दा उमेदवारको लागि चाहिने शैक्षिक योग्यता, सेवाको शर्त र सुविधा समेत उल्लेख गर्ने ।
  - (३) कम्तीमा ३ जना व्यक्ति रहेको सहयोगी कार्यकर्ता छनोट समिति गठन गरी सो को सिफारिसमा सहयोगी कार्यकर्ता नियुक्ति गर्ने ।
  - (४) स्थानीय महिलाहरूलाई प्राथमिकता दिने ।
  - (५) कम्तीमा १ वर्ष कामगर्ने कबुलियत गराई नियुक्ति दिने ।
३२. सहयोगी कार्यकर्ताको आचरण:-  
सहयोगी कार्यकर्ताको आचरण देहायबमोजिम हुनुपर्ने छ -
  - (१) कार्यमा नियमितता ।
  - (२) मृदुभाषी ।
  - (३) बाल मनोरञ्जनमा सजग ।
  - (४) पेशाप्रति आस्थावान् ।
  - (५) अनुशासित, सदाचारी, सच्चरित्र ।
  - (६) सबै अभिभावकको विश्वास जित्न सफल ।
३३. सहयोगी कार्यकर्ताको पारिश्रमिक र विदा :  
सहयोगी कार्यकर्ताको पारिश्रमिक र विदा देहायबमोजिम हुनेछ :
  - (१) सहयोगी कार्यकर्ताले प्रारम्भिक बालविकास केन्द्र व्यवस्थापन समितिले तोकिए बमोजिमको पारिश्रमिक र अन्य सुविधा पाउने छन् ।

- (२) प्रारम्भिक बालविकास केन्द्र व्यवस्थापन समितिले अन्यथा तोकिएकोमाबाहेक सहयोगी कार्यकर्ताले सार्वजनिक विदाबाहेक बर्षमा विरामी विदा १२ दिन र भैपरिआउने विदा ६ दिन पाउने छन् ।
- (३) सहयोगी कार्यकर्ता नियमानुसार विदा बसेको अवस्थामा वा कुनै कारणले केन्द्र सञ्चालन गर्ने असमर्थ भएमा केन्द्रलाई बन्द हुन नदिई सञ्चालनको व्यवस्था मिलाउनु केन्द्र व्यवस्थापन समितिको कर्तव्य हुने छ ।

#### ३४. सहयोगी कार्यकर्ताको काम, कर्तव्य र अधिकार :

- सहयोगी कार्यकर्ताको काम, कर्तव्य र अधिकार देहायबमोजिम हुनेछ :
- (१) केन्द्र नियमितरूपमा सञ्चालन गर्ने गराउने ।
  - (२) अध्यक्षको निर्देशनमा व्यवस्थापन समितिको बैठक बोलाउने ।
  - (३) केन्द्रको कोषको जिम्मा लिने र केन्द्रको सम्पत्तिको सुरक्षा गर्ने ।
  - (४) अभिभावकहरूसँग नियमित छलफल र बैठक गर्ने ।
  - (५) मासिकप्रतिवेदन तयार गरी सम्बन्धित स्थानीय तिकाय र जिल्ला शिक्षा कार्यालयमा पठाउने ।
  - (६) केन्द्रका अभिलेखहरू अध्यावधिक गरी राख्ने ।
  - (७) बालबालिकाहरूको नियमितताका लागि अभिभावकहरूसँग समन्वय गर्ने ।
  - (८) विद्यालयहरू, स्वास्थ्य केन्द्र, संघ संस्था, गाउँ विकास समिति वा नगरपालिका आदिसँग सम्यक र समन्वय गर्ने ।
  - (९) जिल्ला शिक्षा कार्यालय तथा जिल्ला बालविकास समितिबाट प्राप्त निर्देशनहरू पालन गर्ने गराउने ।
  - (१०) विद्यालय भर्ना हुने उमेर पुगेका बालबालिकाहरूलाई विद्यालय भर्ना हुन सहयोग गर्ने ।
  - (११) बालबालिकाहरूको नियमित स्वास्थ्य परीक्षण र छोपको व्यवस्था मिलाउने ।
  - (१२) अभिभावक शिक्षा कार्यक्रम सञ्चालन गर्ने ।
  - (१३) आफ्नो केन्द्रको सहकारी कार्यक्रम सञ्चालन गर्ने व्यवस्था मिलाउने ।
  - (१४) प्रारम्भिक बालविकास कार्यक्रमको प्रचार प्रसार गर्ने ।

#### परिच्छेद - ८

#### निरीक्षण र अनुगमनसम्बन्धी व्यवस्था

#### ३५. निरीक्षण र अनुगमनसम्बन्धी व्यवस्था :

निरीक्षण तथा अनुगमन सम्बन्धमा मुख्यरूपले देहायबमोजिमको व्यवस्था गरिनेछ :

- (१) राष्ट्रियस्तरमा शिक्षा मन्त्रालय र शिक्षा विभाग, क्षेत्रस्तरमा क्षेत्रीय शिक्षा निर्देशनालय र जिल्लामा जिल्ला शिक्षा कार्यालयले आ-आफ्नो कार्यक्षेत्रभित्र सञ्चालित प्रारम्भिक बालविकास कार्यक्रमको सामान्य निरीक्षण तथा अनुगमन गर्नेछन् ।
- (२) जिल्ला विकास समिति, गाउँ विकास समिति वा नगरपालिकाले आफ्नो क्षेत्रभित्रको प्रारम्भिक बालविकास कार्यक्रमको निरीक्षण र अनुगमन गर्नेछन् ।
- (३) बालविकास केन्द्र व्यवस्थापन समितिले केन्द्र नियमित सञ्चालनको अनुगमन र निरीक्षण गर्नेछ ।
- (४) आनडता लिने विद्यालयले नियमितरूपमा अनुगमन निरीक्षण गर्नेछ ।
- (५) प्रत्येक स्तरको निरीक्षण र अनुगमनका लागि सूचकहरू पहिचान गरिनेछ ।
- (६) संघ संस्थाहरूले आफ्नो सहयोगमा सञ्चालन भएको र सम्झौताअनुसार जिम्मेवारी पाएको प्रारम्भिक बालविकास कार्यक्रमको निरीक्षण तथा अनुगमन गर्नेछन् ।
- (७) सबै क्षेत्रबाट भएको निरीक्षणको प्रतिवेदन निरीक्षण गर्ने व्यक्तिले आ-आफ्नो कार्यालय र एक तह माथिको कार्यालयमा अनिवार्यरूपमा पठाउनु पर्नेछ ।

परिच्छेद ९  
आर्थिक व्यवस्था

३६. केन्द्रको कोष :
- प्रारम्भिक बालविकास केन्द्रको नाममा एउटा कोष रहनेछ र उक्त कोषमा निम्नानुसारको रकम जम्मा गरिनेछ :
- (१) श्री ५को सरकारबाट प्राप्त हुने अनुदान ।
  - (२) जिल्ला विकास समिति, नगरपालिका र गाउँ विकास समितिबाट प्राप्त रकम ।
  - (३) दानदातव्य र चन्दाबाट प्राप्त रकम ।
  - (४) अभिभावकबाट प्राप्त हुने सेवा शुल्क वा अन्य रकम ।
  - (५) चल-अचल सम्पत्ति बिक्रीबाट प्राप्त रकम ।
  - (६) केन्द्रको नाममा प्राप्त हुने व्याज रकम ।
  - (७) दातृ संस्था समुदायबाट प्राप्त रकम ।
  - (८) केन्द्रले सञ्चालन गरेको सहकारी कार्यक्रमबाट प्राप्त आम्दानी ।
  - (९) अन्य विविध स्रोतबाट प्राप्त रकम ।
३७. केन्द्रको कोषको परिचालन :
- कोषको परिचालन प्रारम्भिक बालविकास कार्यक्रमको उद्देश्यभित्र रही केन्द्र व्यवस्थापन समितिले निर्णय गरेबमोजिम हुनेछ ।
३८. केन्द्रको बैंक खाता सञ्चालन :
- केन्द्रको बैंक खाता व्यवस्थापन समितिको अध्यक्ष, संघसंस्थाले सञ्चालन गरेको भए सो संघ संस्थाको प्रतिनिधि वा सो नभएमा भावद्वारा दिने वा नजिकको विद्यालयको प्रधानाध्यापक र सहयोगी कार्यकर्ताको संयुक्त दस्तखतबाट हुनेछ ।
३९. केन्द्र बन्द हुँदाको अवस्थामा सम्पत्तिको हस्तान्तरण :
- केन्द्रको नाममा जम्मा भएको रकम सोही केन्द्रको सम्पत्ति मानिने छ । तर केन्द्र सञ्चालन हुन नसकी बीचमै बन्द भएमा उक्त केन्द्रको सम्पत्ति जिल्ला शिक्षा कार्यालयको स्वीकृति लिई गाउँ विकास समिति वा नगरपालिकाले सबैभन्दा नजिकको केन्द्र वा विद्यालयलाई हस्तान्तरण

गरिदिन सक्नेछ । सो सम्बन्धमा कुनै विवाद भएमा जिल्ला बालविकास समितिको निर्णय अन्तिम हुनेछ ।

४०. विद्यालयद्वारा संचालित केन्द्रको कोष:
- विद्यालयद्वारा सञ्चालित केन्द्रको कोषको परिचालन विद्यालयबाट हुनेछ ।
४१. प्रारम्भिक बालविकास केन्द्रको सार्वजनिक लेखापरीक्षण :
- प्रत्येक वर्ष केन्द्रले आफ्नो कोष र क्रियाकलापको देहायबमोजिमको प्रक्रिया अपनाई सार्वजनिक लेखापरीक्षण गराउनु पर्ने छ :
- (१) लेखापरीक्षणको लागि देहायबमोजिमको समिति गठन गर्ने :
 

	(क) केन्द्र व्यवस्थापन समितिले तोकेको केन्द्र व्यवस्थापन समितिको सदस्य	
	सदस्य तरहेको १ जना अभिभावक केन्द्रमा सहभागी बालबालिकाहरूको अभिभावकहरूमध्ये प्राथमिक तह भन्दा माथि शिक्षा हासिल गरेका	
(ख)	सकेसम्म एक जना महिला पर्ने गरी गाउँ विकास समिति वा नगरपालिकाबाट मनोनित गरेको २ जना	सदस्य
(ग)	केन्द्र व्यवस्थापनमा चासो राख्ने विद्यालयले मनोनित गरेको स्थानीय सरोकारवाला १ जना	सदस्य
(घ)	सहयोगी कार्यकर्ता (१ भन्दा बढी भएमा केन्द्र व्यवस्थापन समितिले तोकेका १ जना)	सदस्य सचिव
  - (२) सार्वजनिक लेखा परीक्षण समितिले आफ्नो कार्य सञ्चालनको क्रममा देहायबमोजिमका विषयहरूलाई विचार गर्नु पर्नेछ :
    - (क) प्राप्त आम्दानी र खर्चको विवरण रकमको सदुपयोग वा दुरुपयोग भएको हिसाब ठीकसंग राखिए नराखिएको ।
    - (ख) केन्द्रले पुऱ्याउने सेवामा सबै अभिभावकहरू खास गरेर दलित पिछडिएका जनसमुदाय र गरिबीको रेखामुक्तिका अभिभावक हरूले समेत समानरूपले सेवा लिन सक्ने व्यवस्था मिलाए नमिलाएको ।

- (ग) केन्द्रले सहकारी कार्यक्रम सञ्चालन गरेको भए त्यस्ता कार्यक्रमहरू उत्पादनमूलक र न्यायोचित ढंगले भगाडि चढाए नचढाएको
- (घ) आफ्ना क्रियाकलापहरू प्रारम्भिक बालविकासको सिद्धान्तअनुरूप अधि चढाए नचढाएको ।
- (ङ) प्रत्येक बालविकास केन्द्र/शिशु विकास केन्द्र वा पूर्व-प्राथमिक विद्यालयले भाग-व्यय र मौज्जात रकमको अध्यावधिक रेकर्ड राखी कक्षा सञ्चालन हुने कोठामा सवैले देखने गरी टाँसेर राख्नु पर्नेछ ।

४२. पूर्व प्राथमिक विद्यालय वा प्रारम्भिक बालविकास केन्द्रले सहकारी कार्यक्रम सञ्चालन गर्न सक्ने:

केन्द्रको आफ्नो दिगोपनाका लागि र अभिभावकको भागभार्जनामा सहयोग पुऱ्याउने उद्देश्यबाट आफ्ना अभिभावक, सरोकारवालाहरूबीच देहायबमोजिमको व्यवस्था गरिएको सहकारी कार्यक्रम सञ्चालन गर्न सकिनेछ :

- (१) केन्द्रले सञ्चालन गरेको सहकारी कार्यक्रम प्रचलित कानून बमोजिम अधिकार प्राप्त सहकारी कार्यालय वा तिकाय समक्ष दर्ता गराउनु पर्नेछ ।
- (२) खण्ड १ बमोजिम सञ्चालन गरिने सहकारी कार्यक्रममा केन्द्र व्यवस्थापन समितिका सदस्यहरू सार्वजनिक लेखापरीक्षण समितिका सदस्यहरू, केन्द्रलाई सहयोग पुऱ्याइरहेका संघ संस्थाहरू र अभिभावकहरू समेत कम्तीमा २५ जना सदस्यहरू शेयर सदस्यको रूपमा रहने छन् ।
- (३) सहकारी कार्यक्रमको शेयर सदस्यहरूको साधारण सभा केन्द्र वा पूर्व-प्राथमिक विद्यालयको सल्लाहकार सभा मानिनेछ । यसले केन्द्र वा विद्यालयको विकास कार्यको लागि विभिन्न सल्लाह दिन सक्ने छ ।
- (४) केन्द्र वा पूर्व-प्राथमिक विद्यालयको जोडकोषमा रहेको रकम र केन्द्र/विद्यालयसँग उपलब्ध अन्य रकमलाई केन्द्र वा पूर्व-प्राथमिक विद्यालयको स्रोतको रूपमा यस निर्देशिकाबमोजिम

सञ्चालित सहकारी कार्यक्रममा शेयरकोरूपमा लगानी गर्न सकिनेछ ।

- (५) केन्द्र वा पूर्व प्राथमिक विद्यालयले सञ्चालन गरेको सहकारीको परिचालन सहकारीसम्बन्धी ऐन नियमअनुसार हुनेछ ।
- (६) प्रचलित सहकारीसम्बन्धी कानूनको प्रतिकूल नहुने गरी केन्द्र व्यवस्थापन समिति वा पूर्व प्राथमिक कक्षा व्यवस्थापन उपसमितिका सदस्यहरूलाई यथावत कायम राखी नपुग थप सदस्य मात्र सहकारी कार्यक्रमको कार्यसमितिको सहकारीका शेयर होल्डरहरूले छान्नु पर्नेछ ।

४३. जोडकोष :

केन्द्रको दिगोपनाका लागि प्रत्येक केन्द्रले देहायअनुसारको एक जोडकोषको स्थापना :

- (१) जोड कोषमा केन्द्रले परिचालन गरेको स्थानीय स्रोतको आधारमा त्यसकै अनुपातमा थप ५ को सरकार, जिल्ला विकास समिति, गाउँ विकास समिति वा नगरपालिका र साभेदार वा सहपात्री संस्थाले अनुदान वा सहयोग उपलब्ध गराउन सक्नेछन् ।
- (२) जोड कोषमा जम्मा भएको रकमको मूल धन सामान्यतया नघटने गरी केन्द्रको हित एवं विकासको लागि परिचालन गर्नु व्यवस्थापन समितिको कर्तव्य हुने छ ।

## परिच्छेद १०

## पाठ्यक्रम र सन्दर्भ सामग्रीसम्बन्धी व्यवस्था

## ४४. पाठ्यक्रम र सन्दर्भ सामग्रीसम्बन्धी व्यवस्था :

पाठ्यक्रम र सन्दर्भ सामग्रीसम्बन्धी व्यवस्था देहायअनुसार हुनेछ :

- (१) प्रारम्भिक बालविकास कार्यक्रम सञ्चालन गर्ने संस्था वा व्यक्तिले शिक्षा विभागबाट तयार गरिएको र राष्ट्रिय पाठ्यक्रम परिषदबाट स्वीकृत पाठ्यक्रम प्राप्तपछि रही पाठ्य एवम् सन्दर्भ सामग्रीहरूको प्रयोग गर्नु पर्नेछ ।
- (२) उपदफाको अधिनमा रही शिक्षा विभागबाट प्रदान गरिएको बाहेक अन्य सामग्री प्रयोग गर्न चाहने प्रारम्भिक बालविकास कार्यक्रम सञ्चालकले त्यस्तो सामग्रीको तमुना जिल्ला शिक्षा कार्यालयमा पेश गर्नु पर्ने छ । उक्त निवेदनमा शिक्षा विभागले नियम १२ अनुसारको प्रक्रिया पूरा गरी स्वीकृति दिन सक्नेछ ।
- (३) प्रारम्भिक बालविकास कार्यक्रमको पाठ्यक्रम र सन्दर्भ सामग्रीहरूले बालबालिकाहरूको शारीरिक, संवेगात्मक, सामाजिक र बौद्धिक जस्ता चार वटै पक्षको समष्टिगत विकास गर्ने किसिमको हुनु पर्नेछ ।

## परिच्छेद - ११

## सहकार्य तथा साझेदारीसम्बन्धी व्यवस्था

## ४५. सहकार्य गर्दा सम्झौता गर्नुपर्ने :

कार्यक्रम साझेदार र सहयोगी संस्थाका रूपमा कार्य गर्न चाहने संस्थाले दुई पक्षबीच प्रचलित कानूनको परिधिभित्र रही यस निर्देशिकामा लेखिएबमोजिमका व्यहोरा खोली सम्झौता गरी कार्य गर्नुपर्ने छ । तर सहभागी संस्था समुदाय भएको अवस्थामा सम्झौता गरेर वा नगरी पनि सहकार्य गर्न सकिनेछ । तर वन समूह, दुग्ध विकास समूह, उपभोक्ता समूह जस्ता समूहहरूले सहयोगी संस्था समूहकोरूपमा देहायबमोजिमको व्यहोरा खोली सहयोगीको रूपमा कार्य गर्न चाहनेमा जिल्ला शिक्षा कार्यालय, स्थानीय निकाय, विद्यालय वा केन्द्र समक्ष निवेदन पेश गर्नुपर्नेछ ।

१. सहयोगीको रूपमा कार्य गर्न खोजेको कार्यक्रम,
२. आफूले परिचालन गर्ने स्रोत र सहयोग,
३. सम्बन्धित संस्था निकायसँग अपेक्षा गरिएको स्रोत र सहयोग,
४. अपेक्षित उपलब्धि,
५. अनुगमन ढाँचा,
६. सम्बन्धित विद्यालय/निकायले यसबारे आफ्नो राय सहित नियम २१ (२) अनुसार जिल्ला प्रारम्भिक बालविकास समितिमा पेश गरी स्वीकृत भएबमोजिम सहकार्य गर्न सक्नेछन् ।

## ४६. सहयोगी संस्थाको रूपमा प्रारम्भिक बालविकास कार्यक्रममा काम लगाउन सक्ने : केही शुल्क लिई काम गर्न चाहने संघ संस्था व्यक्तिलाई सम्बन्धित कार्यक्रम सञ्चालकहरूले प्रचलित कानूनको परिधिभित्र रही सम्झौताअनुसार काम गराउन सक्नेछन् ।

परिच्छेद -१२  
विविध

४७. प्रतिवेदन पेश गर्नु पर्ने:

- (१) प्रारम्भिक बालविकास कार्यक्रमको चौमासिक प्रतिवेदन कार्यक्रम सञ्चालन गर्ने समुदाय वा संस्था जिल्ला शिक्षा कार्यालयमा पठाउनु पर्नेछ।
- (२) नियम ४९ अनुसारको प्रतिवेदनलाई जिल्ला प्रारम्भिक बालविकास समितिमा समीक्षा गराई समितिको राय सुझाव एवं प्रतिक्रिया सहित जिल्ला शिक्षा कार्यालयले शिक्षा विभागमा पठाउनु पर्नेछ।

४८. सहयोग गर्न बाध्य नहुने:

निजी क्षेत्रमा पनि प्रारम्भिक बाल विकास कार्यक्रम सञ्चालन गर्न मन्त्रालयले प्रोत्साहित गर्ने नीति अवलम्बन गर्नेछ तर यस्ता कार्यक्रमलाई सहयोग उपलब्ध गराउन मन्त्रालय बाध्यहुने छैन।

४९. कार्यक्रमलाई पाइलटिङ्को रूपमा सञ्चालन गर्न सकिने:

प्रारम्भिक बालविकाससम्बन्धी विभिन्न कार्यक्रमहरू तयौं सुरु गर्दा एकै पटक लागू नगरी देहायको ढाँचामा पाइलटको रूपमा सञ्चालन गर्नु पर्नेछ।

- (१) शिक्षा विभागको पहलमा सरकारी निकायले एकौं वा अन्य विभिन्न निकाय मार्फत,
- (२) प्रारम्भिक बाल विकास कार्यक्रमका साभेदारको रूपमा कार्यरत विभिन्न संघ संस्था निकायहरूको पहलमा,
- (३) स्थानीय निकायको पहलमा,
- (४) केन्द्र वा पूर्व प्रारम्भिक विद्यालयको पहलमा
- (५) निर्देशिकाको ४९ (१),(२),(३) र (४) का चारवटै ढाँचाबाट प्राप्त शिक्षालाई कार्यक्रममा समावेश गर्नु प्रारम्भिक बालविकास कार्यक्रमको सञ्चालकको कर्तव्य हुनेछ।

५०. प्रारम्भिक बालविकास केन्द्र समुदायकै अङ्ग रहने :

श्री ५ को सरकारको अनुदान प्राप्तहुने बालविकास केन्द्रको सम्पूर्ण व्यवस्थापकीय जिम्मेवारी यस निर्देशिकाको अधिनमा रही समुदायकै हुनेछ। यो निर्देशिका प्रारम्भ हुँदाको बखत सञ्चालन भइरहेका समुदायमा आधारित प्रारम्भिक बालविकास केन्द्रहरू स्वतः गाउँ विकास समिति वा नगरपालिकाको व्यवस्थापकीय जिम्मेवारीमा सनेछ र जिल्ला शिक्षा कार्यालयले सम्बन्धित गाउँ विकास समिति वा नगरपालिकालाई निर्देशिका जारी भएको ९ महिनाभित्र सम्पूर्ण अभिलेखको एक प्रति उपलब्ध गराउनु पर्नेछ।

५१. बाधाअडकाउ फुकाउने अधिकार:

यस निर्देशिकाले व्यवस्था गरेको कुनै प्रावधान कार्यान्वयन गर्न बाधा अडकाउ फुकाउन परेमा शिक्षा विभागले आवश्यकताअनुसार मन्त्रालयको समेत स्वीकृति लिई त्यस्तो बाधा अडकाउ फुकाउन सक्नेछ।

अनुसूची - १  
(निर्देशिका खण्ड ३.१ संग सम्बन्धित )  
**( प्रारम्भिक बालविकास केन्द्र सञ्चालनका लागि दिने निवेदन)**

श्री गाउँ विकास समिति/नगरपालिका कार्यालय  
.....

**विषय :-** प्रारम्भिक बालविकास केन्द्र/पूर्वप्राथमिक कक्षा/विद्यालय सञ्चालन अनुमति पाउँ ।

शैक्षिक सत्र ..... को मितिबाट ३ देखि ५ वर्षका बालबालिकाको सर्वाङ्गीण विकासका लागि प्रारम्भिक बालविकास केन्द्र पूर्व-प्राथमिक विद्यालय सञ्चालन गर्न अनुमति पाउन अभिभावक तथा समुदायको मिति .....निर्णयानुसार तपसिलका विवरण र कागजात संलग्न गरी यो निवेदन पेश गरेका छौ ।

(क) प्रस्तावित प्रारम्भिक बालविकास केन्द्रको

१. नाम :-

२. ठेगाना :- गा.वि.स./न.पा.....

बडा नं..... गाउँ/टोल..... फोन नं.....

संलग्न हुने बालबालिका संख्या:

(ख) सञ्चालनका लागि जिम्मेवारी वा आबद्धता लिने विद्यालय

१. नाम :-

२. ठेगाना :-

३. फोन नं.:-

(ग) प्रस्तावित केन्द्रको पूरा भएको भौतिक पूर्वाधार

(१) भवन

(क) कोठा..... (ख) कच्ची/पक्की.....

(ग) के ले बनेको..... (घ) भाडा/आफै/सार्वजनिक.....

(२) फर्निचरहरूको विवरण .....

(३) खेलकुद मैदान छ, आफै वा अन्य .....

(४) शौचालयको अवस्था.....

(५) खानेपानीको अवस्था .....

(६) सिकाइ सामग्री के के छन् ?

१. ....

२. ....

३. ....

## (७) आर्थिक विवरण

१. अचल सम्पत्ति
२. चल सम्पत्ति

३. आम्दानीको स्रोतको व्यवस्था कसरी मिलाइन्छ-

माथि लेखिएको विवरण ठीक छन् / भुटा ठहरेमा कानुन बमोजिम संहिता/बुझार्जेता

संस्थाको छाप

निवेदकको सही :-

नाम :-

ठेगाता :-

मिति :-

संतुष्ट कामजातहरू

१. भवन, खेलमैदान सम्बन्धी कामजात र विवरण
२. संस्था दर्ताको प्रमाणपत्र प्रतिलिपि र नियमानुसारको नवीकरण र लेखा परीक्षण प्रतिवेदन ।

## अनुसूची २

(निर्देशिकाको खण्ड ३.३ संग सम्बन्धित )

**बालविकास केन्द्र सञ्चालन गर्न दिइने अनुमति**

श्री .....महा/उप/नगरपालिका/ गाउँ विकास समिति

त्यस संस्थाले बालविकास केन्द्र/पूर्व प्राथमिक कक्षा खोल्ने सम्बन्धमा यस ..... नगरपालिका/गाउँ विकास समितिको कार्यालयमा दिनु भएको निवेदन उपर कारवाही हुँदा शिक्षा नियमावली २०५९ प्रारम्भिक र बालविकास कार्यक्रम सञ्चालनसम्बन्धी निर्देशिका २०५९ अनुसारको पूर्वाधार पूरा गरेको र यस गाउँ विकास समिति/नगरपालिकाको तस्साडकनमा परेकोले मिति..... देखि पूर्वप्राथमिक कक्षा/प्रारम्भिक बाल विकास केन्द्र/शिशु विकास केन्द्र ..... सञ्चालन गर्न यस समिति/कार्यालयको मिति.....को निर्णयअनुसार अनुमति प्रदान गरिएको छ ।

अनुमति प्रदान गर्नेको

सही :-

नाम :-

पद :-

मिति :-

बोधार्थ

श्री जिल्ला शिक्षा कार्यालय

अनुसूची - ३  
(निर्देशिकाको खण्ड ३.४ संग सम्बन्धित )

शिक्षा नियमावली २०५९ को नियम ६८ अनुसार केन्द्र खोल्न पूरा गर्नु पर्ने  
पूर्वाधार-

- (क) फराकिलो, खुल्ला, शान्त, सुरक्षित भवन भएको ।
- (ख) भवनबाहेक कम्तीमा आधा रोपनी वा एक कट्टा जग्गा भएको ।
- (ग) चाल उच्चान / फिडास्थलको व्यवस्था भएको ।
- (घ) सफा र स्वच्छ खानेपानी र शौचालयको व्यवस्था भएको ।
- (ङ) कम्तीमा दुई जना सहयोगी भएको ।

अनुसूची - ४  
(निर्देशिकाको खण्ड ५.१ संग सम्बन्धित)  
**आवद्धताको लागि दिने निवेदन**

मिति.....

विषय : आवद्धताको स्वीकृति पाउँ ।

श्री .....गाउँ विकास समिति/नगरपालिका कार्यालय

..... मा सञ्चालित यस ..... प्रारम्भिक  
बालविकास केन्द्रलाई ..... विद्यालयसँग आवद्ध भई सञ्चालन गर्ने  
अनुमति पाउन उक्त विद्यालयको सिफारिस सहित आफ्नो केन्द्र व्यवस्थापन  
समितिको निर्णय संलग्न राखी यो निवेदन पेश गरेका छौं ।

यस केन्द्रलाई आवद्धता दिई सञ्चालन गर्न यस विद्यालयको स्वीकृति भएको  
व्यहोरा सिफारिससाथ अनुरोध गर्दछौं ।

.....  
प्रधानाध्यापक                      सदस्य-सचिव                      अध्यक्ष  
..... विद्यालय ।      केन्द्र व्यवस्थापन समिति      केन्द्र व्यवस्थापन समिति

अनुसूची - ५  
(निर्देशिकाको खण्ड ५.३ संग सम्बन्धित)  
**आवद्धताको प्रमाणपत्रको ढाँचा**

श्री.....महा/उप/नगरपालिका/गाउँ विकास समिति.....

श्री .....वाल् विकास केन्द्र ।

मिति .....

**आवद्धताको प्रमाणपत्र**

यस गाउँ विकास समिति/.....नगरपालिकाको वडा नं. ....मा सञ्चालन भएको यस प्रारम्भिक बालविकास केन्द्रले दिएको निवेदन र.....विद्यालयको सिफारिसको आधारमा प्रारम्भिक बाल विकास सञ्चालनसम्बन्धी निर्देशिका २०११ अनुसार यस केन्द्रलाई..... विद्यालयसँगै मिति..... देखि आवद्ध गरी सञ्चालन गर्ने अनुमति प्रदान गरिएको छ ।

.....  
प्रमुख  
नगरपालिका/गा.वि.स.  
वा  
कार्यकारी अधिकृत/सचिव

बोधार्थ :

श्री जिल्ला शिक्षा कार्यालय .....

**अनुसूची ६**

(निर्देशिकाको खण्ड ९.२ संग सम्बन्धित)  
**तमुना बाल विकास केन्द्र  
प्रमाणपत्र**

श्री ५ को सरकार  
जिल्ला शिक्षा कार्यालय.....

मिति:.....

श्री .....

शिक्षा तथा खेलकुद मन्त्रालय, शिक्षा विभागद्वारा तयार गरिएको मापदण्डअनुसार मूल्याङ्कन गर्दा यस बाल विकास केन्द्र/शिशु विकास केन्द्र/पूर्व-प्राथमिक विद्यालयलाई.....को लागि तमुना बाल विकास केन्द्रको रूपमा छनोट भएकोले यो प्रमाणपत्र प्रदान गरिएको छ । हरेक वर्ष हुने मूल्याङ्कनमा यस केन्द्रलाई तमुनाकै रूपमा कायम रहिरहन सफलता मिलोस् भन्ने शुभकामना व्यक्त गर्दछौ ।

.....  
सदस्य सचिव अध्यक्ष  
जिल्ला प्रारम्भिक बालविकास समिति जिल्ला प्रारम्भिक बालविकास समिति

**नविकरण विवरण**

साल	उत्कृष्टताको स्तर	अधिकारीको दस्तखत र मिति

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## ANNEX 3-1: SCHOOL SYSTEM

### Reform in School Structure: Basic Education

#### Norms and guidelines

##### ***Provision of Education***

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

#### Formal Education

##### ***Early Childhood Development***

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

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

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

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

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

### **Basic Education**

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

**Table 1.1: Number of schools with different combination of grades**

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

1-9	<b>1-10</b>	6-9	6-10	9-10	1-11	<b>1-12</b>	6-11	6-12	9-11	9-12	11-12
316	<b>4029</b>	9	101	4	59	<b>513</b>	1	58	0	0	26

Source: Flash Report, 2006; DOE.

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

#### ***Restructuring of Existing School:***

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

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

#### **School upgrade**

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

- a. Extension of an existing school into a *Foundation School* (1-3) should have at least 100 students enrolled and/or at least 150 population in the age range of 5-7 years in the school community.
- b. Extension of an existing school into a *Primary School* (1-5) should have at least 200 students enrolled and/or at least 250 population in the age range of 5-9 years in the school community, or there are 3 *Foundation Schools* in the radius of 3 kilometers provide consent for the said school to become a Primary School in the community.
- c. Extension of an existing school into an *Upper Primary School* (1-8) should have at least 300 students enrolled and/or at least 350 population in the age range of 5-12 years, or at least 3 *Primary Schools* in the radius of 5 kilometers provide consent for the said school to become an Upper Primary school in the community.
- d. In communities that do not meet the minimum population requirements even to run a Foundation school, multi-grade teaching schools will be prescribed to run. The local government, based on the minimum norms and in consultation with DEO and local educators, will determine schools within their jurisdictions that may cost-effectively perform better as a multi-grade school.
- e. SMC of the school in question will have several options to chose, such as: integrating with nearby school, developing to function as an alternative and/or vocational education centre in the community, and choosing to operate as multi-grade school. Such school community will be encouraged to work with their local government to work out the best options.

### **Merging Schools**

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

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

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

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

### **Downsizing of Schools**

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

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

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

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

Note: Schools that opt for downsizing will both receive an attractive incentive to improve the quality of the school.

### ***Existing Religious/Traditional Schools***

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

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

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

### ***Provision of New Schools***

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

- i. *Foundation School (1-3)* – at least one foundation school in each settlement with 30-50 or more households and/or 150-200 or more population or 100-150 population in the age range of 5-7 years. Since foundation schools are supposed to be located in sparsely populated localities, feasibility of multi grade teaching will be also tested in some schools.
- ii. *Primary School (1-5)* – at least one primary school in villages with 80-100 or more households and/or 400-500 or more population or 200-250 population in the age range of 5-9 years.
- iii. *Upper Primary School (1-8)* – at least one upper primary school in villages with 150-200 or more households and/or 800-1000 or more population or 300-350 population in the age range of 5-13 years.
- iv. *Multi-grade school (up to grade 3)* – Communities with scattered population where possibility of population growth is minimal can be selected for Multi-grade school.

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

### **Alternative Education**

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

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

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

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

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

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

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

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

- i) A standardized format can be developed to conduct qualifying tests for students who have received education through alternative modes of education including home based education and would like to join grades appropriate to

their age and level of knowledge. The school upon satisfactory result must admit such student in appropriate grade.

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

The following provides guideline for the operation of Alternative Education:

1. Using school mapping and other sources of information available locally, the DEO in collaboration with the local government, civil society and NGO/INGOs will plan the number and type of alternative education programs needed in the district.
2. In consultation with the DEO, local government can authorize (contract-out) locally based institutions such as NGOs including schools to run alternative education programs.
3. DEO will facilitate local government to seek partnership for resource sharing and will provide technical support including educational resources, training, and facilitator's input.
4. Following norms can be used to maximize efficiency of limited resources available:
  - a. Number of participants must be at least 15-25 in each centre
  - b. Education centre must be located conveniently for most participants.

Alternative Education provider must produce commitment (in case of out-of-school population) of participants to attend the desired course.

## ANNEX 3-2: QUALITY EDUCATION

### Norms and guidelines

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

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

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

#### ***Physical environment***

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

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

**Provision of facilities and amenities:** Each school must have at least two separate toilets - one for girls and one for boys. In a Foundation School (1-3 grades) there must be at least 2 toilets one for girls and one for boys. In a primary school (1-5 grades), there must be at least 3 toilets of which at least one must be allocated for girls. The SMC may decide use of the remaining toilet depending on student pressure. Similarly, in an Upper Primary School (1-8 grades), there must be at least 5 toilets of which at least two must be allocated for the girls. These toilets must also have adequate water supply including provision of detergent for cleaning. Each school must have its own source of potable water.

**Provision of classrooms and its size:** One separate classroom for each grade running in the school. For example, in a foundation school with 1-3 grades there must be three separate classrooms for each grade. Classroom size should allow at least 1 square meter per student

and other spaces as specified in the school design prepared by the Department of Education.

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

**Table 2.1 Minimum student and teacher per school**

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

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

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

### ***Educational Environment***

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

Teacher Student Ratio (TSR): A maximum teacher student ratio of 1:40 will be maintained across all geographic regions in the country. A teacher shall not be required to teach more than 40 students in a class. Per capita funding will be provided in case there are more students than the norm. School should manage excess students with the per capita fund. However, the minimum teacher that the school must have, regardless of its student population, includes the following:

**Table 2.2: The minimum number of teachers**

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

\*Including a separate head-teacher position

Libraries: Every school must have a library with books relevant to its student population. In a Foundation School there must be at least 500 books other than textbooks; in a

Primary School there must be 1000 books and in an Upper Primary School there must be at least 2000 books. Such libraries must be open and easily accessible to student and teachers during school days.

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

### ***Instructional Provisions***

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

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

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

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

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

Multi-grade teaching (MGT) can be introduced as pedagogical choice in identified schools that meet nationally defined criteria. The local government will select schools qualifying to operate MGT in consultation with the technical body/DEO. MGT and Grade Teaching can be practiced at the basic education and especially in foundation grades. Specially

designed learning package/ facility will be provided for identified multi-grade schools, and special needs classes.

### ***Curriculum and textbooks***

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

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

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

### **Quality Assurance**

#### ***Teacher professional development***

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

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

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

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

### ***Head-teacher management and development***

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

Head teacher selection: At the district level an independent head-teacher recruitment committee with representatives from local experts and stakeholders can be formed to appoint head-teacher in all Upper Primary Schools in the district.

Selection process: Candidates for head-teacher position will have to prepare a proposal for school development and that the proposal evaluation can be a key factor in Head-teacher selection. The head-teacher can be appointed on a contractual basis for a period of four years. The SMC will appraise the head-teacher's performance in terms of his or her school development proposal annually. Based on SMC's recommendation and upon review of head-teacher's performance and achievements, the committee may extend for another term of four years. A teacher can at the most serve for two terms as head-teacher.

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

Applicability: Provision of minimum qualification and eligibility criteria for headship is applicable to all teachers including serving head-teachers. All eligible teachers can participate in the head teacher selection process. Serving head-teachers that do not meet the minimum qualification and eligible criteria cannot participate in the selection. Teachers serving for long time as head-teacher but do not meet the minimum eligibility criteria can opt for voluntary retirement.

The DEO in consultation with DEC should prepare a plan for head teacher recruitment and start the process by January 2010 and head-teachers be in place by the start of new academic year in April 2010 (Baisakh 2067).

### ***Certification and Examination system***

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

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

Grade 8 examination will be the terminal examination of basic level education. The certification at grade 8 will be awarded on the basis of individual subjects passed. Students seeking entrance in grade 9 either in general or vocational/technical stream must have passed in at least five subjects at grade 8 including four core subjects.

National assessments of student achievement will be conducted periodically for students enrolled in grades 3,5, 8 and 10. These assessments will help set norms and standards for quality education.

### ***School Management and Operation***

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

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

Following arrangements can also be made in the event if none of the above is possible:

- a) If students have received 700 or more contact hours before the situation became impossible to run the classes, student shall be allowed to proceed to the next grade or level.
- b) If students have received less than 700 contact hours before the situation became impossible to run the classes, SMC in collaboration with local authority may decide necessary steps to complete the course requirements.

Minimum teacher days/time in school/classroom: Teacher in the regular payroll is a fulltime position in school. The teacher must spend at least 1000 teaching hours with students in the classroom and about 500 hours equivalent of non-teaching hours with the school management. Teacher's time in the classroom shall be determined, monitored and supervised by the head-teacher and the SMC jointly. Teacher's non-teaching time shall be spent in schools' and/or self development works. This includes teacher's time frequently used in non-teaching activities such as participating in seminars, workshops, trainings, school management and administration, examination works and so forth. The SMC may also decide to use some of the teacher's non-teaching time in community mobilization and other local development works such as, support to run community learning centre, support to run non-formal classes, and support to run remedial and extracurricular activities.

The SMC and the head-teacher must keep record of individual teacher's time spent on both teaching and non-teaching works. Teachers failed to spend minimum prescribed time in teaching and non-teaching works shall be subject to disciplinary action that may include suspending one grade in teacher's salary. Teachers that fail to spend minimum prescribed time for three consecutive years shall be subject to disciplinary action that may include suspending promotion for three years.

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

### **Other provisions to ensure quality**

1. Current RP and RC system will be based at each VDC/Municipalities to work as an Education Desk Officer. Their roles and functions will be more technical support in education planning and setting own targets and standards for education quality including regular supervision and monitoring of education programs.
2. RED will primarily function as the regional examination center under the authority of the National Examination Board. RED's capacity will be strengthened and equipped to perform all the examination functions independently.
3. An independent ERO will be established in each district in order to provide feedback and rewards, to institutions providing educational services, in the pursuit of attaining academic excellence. Periodic Standardized Tests will be conducted to assess educational status across the region.
4. The roles of District ERO will primarily be: (a) to help schools and local authority in setting performance based standards, norms and indicators, (b) to review performance of schools and recommend necessary measures to improve quality of education including rewards to the best performing schools, (c) and to conduct periodic action research in key policy areas and establish linkage with national and international research and development institutions.
5. As recommended by the ERO, VDC will make necessary provision to reward best performing 1-8 schools and DDC will make necessary provision to reward best performing 9-12 schools.
6. There will be a provision of education desk in each VDC/DDC to coordinate, facilitate and provide technical/professional inputs in planning and implementation of education program in VDC and district.

**Following can be used as reference for developing standards in key areas:**

**Standard 1: Curricular Standard**

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

**Standard 2: Teacher standard**

- a. Minimum qualification of teachers for basic education is raised from SLC pass to grade 12 pass.
- b. Pre-service training and teaching license are mandatory prior to hiring people in teaching position.
- c. Quality of working teachers (permanent or temporary) is ensured by assessing their performance and providing them opportunity of professional development.
- d. Regularity of teacher in school and in classroom is monitored properly.
- e. Teachers' time on task is approaching 100 percent.
- f. It is ensured that teachers use proper instructional materials in class.
- g. Teacher is made accountable that their students receive timely feedback to improve their performance.
- h. Teacher is knowledgeable in the mother tongue of the majority of students in classroom.
- i. Teacher commitment is ensured through accountability system.

**Standard 3: Classroom standard**

- a. In an average one child gets one meter square space in the classroom
- b. One class holds not more than 40 students.
- c. Provision of enough light is made in each classroom

- d. Ventilation of air is ensured in each class.
- e. Classroom is made friendly to students with special needs.
- f. Classroom is suited for age level of students
- g. Each class gets appropriate and child-friendly furniture which allows teachers for different activities into the classroom.

**Standard 4: Assessment standard**

- a. District level exam is conducted at the end of grades 5 and 8.
- b. Regional exam is conducted at the end of grade 10 (Existing SLC is replaced by this)
- c. National exam is conducted at the end of grade 12.
- d. Continuous assessment system is applied at all grade levels within the school and student evaluation record is kept properly.
- e. Summative evaluation is conducted at the end of each class.
- f. A combination of formative and summative evaluation is used to assess students' performance of the year.
- g. Subject teacher is made accountable for the progress of students in each subject
- h. Parents are regularly informed about their children's performance and class teachers are made accountable to this.
- i. Remedial sessions are conducted to weaker students so that their performance is made at par with other students in class; each subject teacher is made accountable to this.
- j. It is ensured that each student achieves at least 50 percent in each subject (instead of existing 32) in order to get promoted to the next grade.

**Standard 5: Other standards relating to quality**

- a. It is ensured that schools remain open at least for 220 days a year.
  - b. Local government is given the autonomy of deciding academic session and is made accountable for running the school to 220 days a year instead of government prescribing same academic session to all ecological zones.
  - c. School is declared as zone of peace without any political disturbance throughout the academic year.
  - d. Strict implementation of education law is ensured with effective monitoring and supervision system.
  - e. Reward and punishment system is associated with accountability.
  - f. Grade teachers in lower level (1-5) and subject teachers for upper level (6-12) are managed.
  - g. Selection of head-teachers is made on the basis of leadership quality criteria.
  - h. School is managed by local government is close consultation of the community.
  - i. Student regularity is ensured.
  - j. School management without duplicating what they are doing.
- National norm for school physical facilities for each level is developed and local government is motivated to meet the standard.

## ANNEX 3-3: GOVERNANCE AND MANAGEMENT

### Norms and guidelines

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

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

#### ***A. Education Planning***

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

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

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

***Support for education planning***

***a) Provision of Education Desk Officer***

- Local government can hire an Education Officer who will be responsible for coordinating and overseeing the preparation as well as implementation of the Plan. Local government will also get technical support from the District Education Office as well as other technical offices available in the district to prepare its education development plan.
- Local Education Officer will have the minimum qualification of graduate with training/experience on planning preferably on education planning and management. Preferably, s/he will be a teacher and a local person.
- Central government will provide necessary fund to local government to support hiring the Local Education Officer.
- Depending upon the volume of the work, local government may hire additional staff to support education planning function at the VDC/Municipality or at the District level. The local government can establish an Education Desk/Unit/Section to carrying out all education related activities in the jurisdiction of local government.
- In order to document effectiveness of Education Desk Officer in VDCs and Municipality, the DEO in consultation with local governments can plan to allocate one Education Desk Officer in every two or more VDCs.

***b) Survey and Research work***

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

***c) Capacity building and Technical backstop***

- Central government will develop and implement a capacity development plan for schools focusing on areas like planning, programming and budgeting, resource mobilization, program implementation and monitoring, managing information, building and managing strong and cooperative linkage and relationships with the community, etc.
- The DEO will regularly provide technical backstop to VDC and Municipalities in planning and developmental works.
- Periodic supervision and monitoring through DEO and DDCs will help support program implementation
- Besides, DOE and MOE will also provide technical backstop if need may arise.
- SMC will take the leadership role in mobilizing community and parental support to and participation in school. I/NGO can play a strong facilitating role contributing to enhance SMC/school capacity in this regard.

***Review and endorsement of the Plan***

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

***B. Decentralization***

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

***C. Provision of Head-teacher***

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

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

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

***D. Funding Mechanism***

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

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

<b>a) Goal Level</b>							
Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
- to contribute to Nepal's socio-economic development through a continuous development of its human resource capacity							
Assumptions:							
<b>b) Purpose Level</b>							
Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							
<b>c) Objective Level</b>							
Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							
<b>d) Key Results Level</b>							
Information Requirements	Indicators	Means of verification				Use of Information	
		Data Source	Frequency	Responsibility	Method	Reporting	Presentation
Assumptions:							

## ANNEX 8.2: EDUCATION POLICY COMMITTEE (EPC)

### Structure, Composition and Mandates

#### Existing Provisions

1. EPC in the SSR Core Document: The School Sector Reform Core Document has made the following provisions:

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

2. Purpose: To provide institutional framework for facilitating policy coherence, policy coordination and policy review.
3. Establishment and composition: The EPC became functional following a decision by the Cabinet in 2007. The composition of the Committee is as follows:
  - It is a 13 member committee with Minister for Education in the Chair
  - The Secretaries from the Ministry of Education, Ministry of Finance, Ministry of Local Development, Ministry of Children, Women and Social Welfare, National Planning Commission are members of the Committee
  - Dalit Commission and Women’s Commission are also represented as members.
  - Four educationists nominated by the Committee
4. Mandates: The mandate of the Committee includes:
  - To coordinate policy decisions in education sector
  - To recommend to the government necessary policies for approval
  - To conduct research and studies on policy related issues
  - To monitor and follow up the on the policy actions
  - To assist the Ministry in the development of the short and long term plan
  - To organize consultation sessions on different educational issues

#### The Way Forward

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

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

- b. For the purpose of assisting and helping EPC make informed policy choices, there will be a Technical Secretariat (TS) of its own. The TS will provide technical inputs to the Committee through thematic studies, policy reviews and stakeholders' consultations.
- c. Mandates: As the Committee is headed by the Minister of education, and represented by high-level officials, and professionals, the value of the decisions of the Committee cannot be underrated. It will have power to approve policies in technical matters. From the management viewpoints, however, the mandate of the Committee may remain broadly advisory.
- d. Relationships with other technical Councils/ Committees: The different Councils or Committees constituted under the Education Regulations will help the EPC provide their technical inputs on relevant policy matters. The composition of these bodies will be revisited accordingly.

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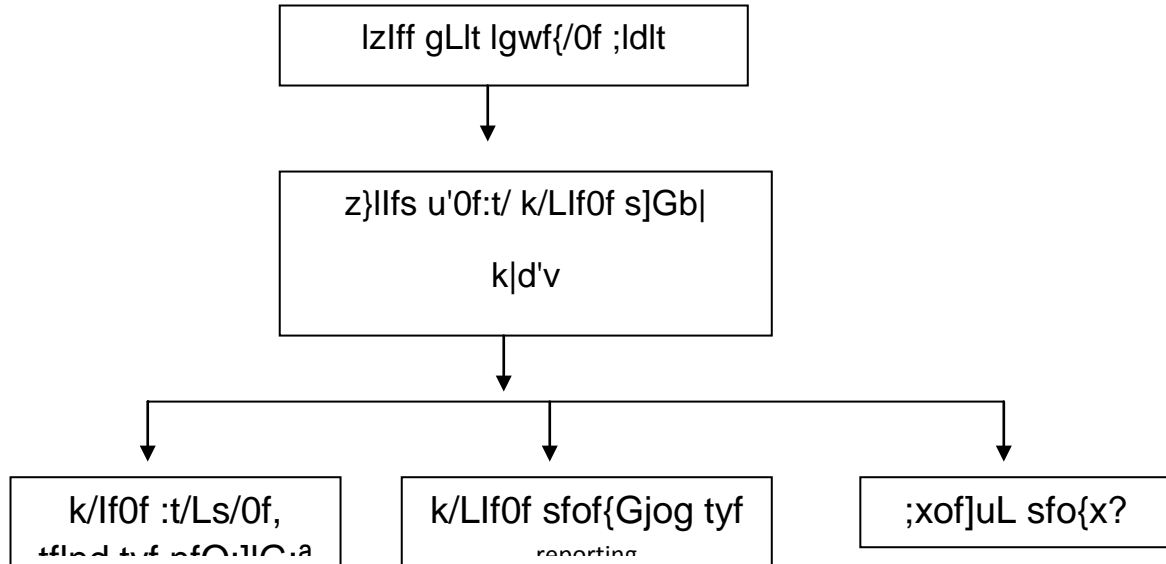
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## ANNEX 9-1: TOTAL BUDGET BY COMPONENT

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

**Annex 9-2: Total Development Budget by Component**

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

## Annex 9-3: Budget Share of Government and DPs

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

## Annex 9-5: Component wise share of Total Development Budget

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

## ANNEX 11: SSRP LOGICAL FRAMEWORK MATRIX

## Part 1: Summary of SSRP Logical Framework

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>- To contribute to socio-economic development through a continuous development of its human resources capacity.</li> </ul>	<ul style="list-style-type: none"> <li>- Trends in average, median, maximum and minimum living standards.</li> <li>- Trends in productivity in economic sub-sectors</li> <li>- Trends in unemployment rates</li> </ul>	<ul style="list-style-type: none"> <li>- Population Census</li> <li>- Sample surveys (NLSS, NDHS)</li> <li>- Special studies</li> <li>- Economic surveys</li> </ul>	
<p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>- To facilitate that all citizens have opportunity to become functionally literate, numerate, and develop the basic life skills and knowledge required to enjoy a productive life.</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy and numeracy rates</li> <li>- Average years of education per citizen</li> </ul>	<ul style="list-style-type: none"> <li>- Population Census</li> <li>- Sample surveys (NLSS, NDHS)</li> <li>- Special studies</li> </ul>	<ul style="list-style-type: none"> <li>- Children and adults make use of what they have learned to improve their economic activity (productivity) and standards of living.</li> </ul>
<p><b>Objective 1: ECED</b></p> <ul style="list-style-type: none"> <li>- To expand access to quality ECED services for children of four years of age to prepare them for basic education.</li> </ul>	<ul style="list-style-type: none"> <li>- % of four years age population enrolled in ECED (EOP Target 87 %)</li> <li>- % of new entrants in grade one with at least one year ECED experience (EOP Target 64%)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Yearly Sample survey by MOE</li> </ul>	<ul style="list-style-type: none"> <li>- ECED experience helps prepare children for Grade 1 and helps reduce drop-out and repetition rates</li> </ul>
<p><b>Objective 2: Basic and Secondary Education</b></p> <p><b>2.1 Basic Education</b></p> <ul style="list-style-type: none"> <li>- To ensure equitable access and quality basic education for all children in age group 5-12</li> </ul>	<ul style="list-style-type: none"> <li>- NIR and GIR (EOP Targets 94 % and 130% respectively)</li> <li>- GER (EOP targets ... % for Primary and 132 % for Basic education)</li> <li>- NER (EOP Targets 99 % for Primary and 85 % for Basic education)</li> <li>- Gr. 8 survival rate (EOP target 66%)</li> <li>- Number of schools meeting MECs</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Periodic Sample Surveys and Studies</li> <li>- District level examination at grade 8 and periodic achievement tests in grades 3, 5, and 8.</li> </ul>	<ul style="list-style-type: none"> <li>- Children enrol in and complete basic education</li> <li>-</li> </ul>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<b>2.2 Secondary Education</b> - To improve access, equity, and quality and relevance of secondary education	<ul style="list-style-type: none"> <li>- % of grades 3, 5 and 8 completers achieving minimum learning</li> <li>- Number of schools meeting MECs</li> <li>- Transition rate from grades 8 to 9 (EOP target 80%) and 10 to 11</li> <li>- NER (EOP target 27%)</li> <li>- GER (EOP target 66%)</li> <li>- Gender Parity Index (EOP target 0.96)</li> <li>- SLC and HSLC pass rates as percentage of initial enrolment and exam appearance (EOP targets 71% and 41% respectively)</li> <li>- % of learning achievement in core subjects (EOP 10% points over base level)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Periodic sample surveys and studies</li> <li>- EMIS Flash Report</li> <li>- OCE Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Students enrol in and complete secondary education</li> </ul>
<b>Objective 3: Literacy and Life-long Learning (Continuing Education)</b> - To enhance functional literacy and basic competencies among youths and adults.	<ul style="list-style-type: none"> <li>- No of graduates in literacy classes</li> <li>- % of population with functional literacy (EOP targets 85% for 6+ age group and 70% for 15+ age group)</li> </ul>	<ul style="list-style-type: none"> <li>- CBS Report</li> <li>- Functional Literacy Surveys (sample based)</li> </ul>	<ul style="list-style-type: none"> <li>- Beneficiaries capable of maintaining skills and use it for a more productive life</li> </ul>
<b>Objective 4: TEVT</b> - To equip secondary level students with TVET soft skills	<ul style="list-style-type: none"> <li>- No. of students completing TVET soft skills course</li> <li>- No of schools with TVET soft skills piloted</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Special Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Students are interested in further developing TVET skills and knowledge to improve their employability</li> </ul>
<b>Objective 5: Teacher Professional Development (TPD)</b> - To enhance teachers' qualifications and professional competencies to better facilitate students learning processes	<ul style="list-style-type: none"> <li>- % of teachers with required qualification and training (EOP targets 88% and 93% for basic and secondary respectively)</li> <li>- % of teachers with required Certification (EOP targets 97% for both basic and secondary levels)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Reports</li> <li>- NCED progress reports</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers motivated, able and willing to apply earned knowledge and skills in teaching situations.</li> </ul>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 6: Capacity Development</b></p> <ul style="list-style-type: none"> <li>- To improve the performance of the MOE service delivery system and develop capacity to implement critical reforms.</li> </ul>	<ul style="list-style-type: none"> <li>- Timely delivery of relevant quality services that are valued and used by clients</li> <li>- Physical and financial progress measured as % of annual targets and budget</li> <li>- % of service delivery agencies that have developed and implemented CD plan to close performance gaps.</li> <li>- Number of low performing schools that have been supported with development and completion of quality improvement programmes under SIP</li> <li>- Average number of days of Teacher attendance (EOP target 220 days)</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity Development Evaluation Report, addressing user satisfaction with services</li> <li>- ERO agency-wise performance assessment reports</li> <li>- EMIS Flash</li> <li>- Status Report</li> </ul>	<ul style="list-style-type: none"> <li>- Improve performance and cost-efficiency will contribute to improved client satisfaction, reach and impact of educational services</li> </ul>
<p><b>Objective 7: Monitoring &amp; Evaluation (ME)</b></p> <ul style="list-style-type: none"> <li>- To monitor program inputs, processes, and outputs and evaluate the impact of program.</li> </ul>	<ul style="list-style-type: none"> <li>- Timely Flash Reports, Status Reports, Financial Management and Implementation Progress Reports</li> <li>- Periodic Student Assessment Reports</li> <li>- Timely dissemination of EMIS and Student Assessment reports to wider stakeholders</li> <li>- Baseline, annual, mid-term, and EOP evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>- Flash reports</li> <li>- EMIS reports</li> <li>- Students assessment reports</li> <li>- Aide Memoire</li> <li>- EOP evaluation reports</li> <li>- FMR</li> </ul>	<ul style="list-style-type: none"> <li>- Improved planning, management, M&amp;E will lead to improved relevance and effectiveness of MOE services and products</li> </ul>
<p><b>Objective 8: Aid Management</b></p> <ul style="list-style-type: none"> <li>- To improve the efficiency and effectiveness of aid available for SSRP implementation</li> </ul>	<ul style="list-style-type: none"> <li>- % of physical and financial progress</li> <li>- % of development partners and of aid flows that use GoN's public financial management system</li> <li>- % of aid provided on program-based approach, consistent with the SSRP</li> </ul>	<ul style="list-style-type: none"> <li>- Aide Memoire</li> <li>- Status Reports</li> <li>- Progress Reports</li> <li>- FMR</li> <li>- Special studies</li> </ul>	
<b>Total Financial Input: USD: 2626 million</b>			

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

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>- To contribute to Nepal's socio-economic development through a continuous development of its human resources capacity.</li> </ul>	<ul style="list-style-type: none"> <li>- Trends in average, median, maximum and minimum living standards.</li> <li>- Trends in productivity in economic sub-sectors</li> <li>- Trends in unemployment rates</li> </ul>	<ul style="list-style-type: none"> <li>- Population Census</li> <li>- Sample surveys (NLSS, NDHS)</li> <li>- Special studies</li> <li>- Economic surveys</li> </ul>	
<p><b>SSR Purpose:</b></p> <ul style="list-style-type: none"> <li>- To ensure that all citizens are functionally literate, numerate, and possess the basic life skills and knowledge required to enjoy a productive life.</li> </ul>	<ul style="list-style-type: none"> <li>- Literacy and numeracy rates</li> <li>- Average years of education per citizen</li> </ul>	<ul style="list-style-type: none"> <li>- Population Census</li> <li>- Sample surveys (NLSS, NDHS)</li> <li>- Special studies</li> </ul>	<ul style="list-style-type: none"> <li>- Children and adults make use of what they have learned to improve their economic activity (productivity) and standards of living.</li> </ul>

**Objective 1: ECED**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 1: ECED</b></p> <ul style="list-style-type: none"> <li>- To expand access to quality ECED services for children of four years of age to prepare them for basic education.</li> </ul>	<ul style="list-style-type: none"> <li>- % of four years age population enrolled in ECED (EOP Target 87 %)</li> <li>- % of new entrants in grade one with at least one year ECED experience (EOP Target 64%)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Yearly Sample survey by MOE</li> </ul>	<ul style="list-style-type: none"> <li>- ECED experience helps prepare children for Grade 1 and helps reduce drop-out and repetition rates</li> </ul>
<p><b>Key Results:</b></p> <ul style="list-style-type: none"> <li>- 87 % of children with four years of age attain the ECED program</li> <li>- Minimum standards for the ECED are met by all ECED centers.</li> <li>- 64% of children with ECED experience enter into grade one</li> </ul>	<ul style="list-style-type: none"> <li>- % of age 4 population with access to ECED services</li> <li>- % of ECED centers services meeting MEC.</li> <li>- ECED norms and standards in place.</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Status Report</li> </ul>	<ul style="list-style-type: none"> <li>- ECED centers are perceived attractive and trust-worthy so that parents choose to send their 4-year children to ECED centers</li> </ul>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Develop ECED operational guidelines</li> <li>- Initiate coordination arrangement among different ministries (MOE, MOLD, MOH, MOWCSW,) through the high level coordination committee at NPC</li> <li>- Facilitate the establishment of new functional ECED centers in un-served and under-served areas</li> <li>- Promote community-based ECED programs</li> <li>- Ensure government funding for four year children in ECED program</li> <li>- Employ mother tongue as a medium of interaction in ECED program</li> <li>- Use existing ECED guidelines for development of partnerships with non-government organizations, teacher unions, and civil society organizations, CBOs (e.g. Mothers' Group).</li> <li>- Develop and implement code of conduct for the protection of the integrity of all children, with particular focus on dalits, girls and marginalized populations.</li> <li>- Ensure state support for the social mobilization, establishment, operation and monitoring of ECED centers to disadvantaged areas and poverty pockets.</li> </ul>			<p><b>Component Input:</b></p> <p>USD: <b>62.87</b> million</p>

**Objective 2:**

**2.1 Basic and Secondary Education**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 2: Basic and Secondary Education</b></p> <p><b>2.1 Basic Education</b></p> <ul style="list-style-type: none"> <li>- To ensure equitable access and quality basic education for all children in age group 5-12</li> </ul>	<ul style="list-style-type: none"> <li>- NIR and GIR (EOP Targets 94 % and 130% respectively)</li> <li>- GER (EOP 132 % for Basic education)</li> <li>- NER (EOP Targets 99 % for Primary and 85 % for Basic education)</li> <li>- Gr. 8 survival rate (EOP target 66%)</li> <li>- Number of schools meeting MECs</li> <li>- % of grades 3, 5 and 8 completers achieving minimum</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Periodic Sample Surveys and Studies</li> <li>- District level examination at grade 8 and periodic achievement tests in grades 3, 5, and 8.</li> </ul>	<ul style="list-style-type: none"> <li>- Children enrol in and complete basic education</li> </ul>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
	learning		
<p><b>Key Results:</b></p> <ul style="list-style-type: none"> <li>- Achieving 94% NIR at grade one and 66% survival rate at grade eight</li> <li>- Achieving NER for Primary 99% and Basic 85%</li> <li>- 19,500 new classrooms meeting minimum standards constructed,</li> <li>- 13,000 schools/classrooms rehabilitated meeting minimum standards,</li> <li>- 100 new schools meeting the requirements of students with disabilities established,</li> <li>- 500 VDCs/ Municipalities implement Compulsory Basic Education (CBE),</li> <li>- Needy students received scholarship</li> <li>- 175, 000 students with disabilities received scholarship</li> <li>- 300 schools equipped with library and laboratory facilities,</li> <li>- 7,000 schools' external environment improved to meet MECs,</li> <li>- 625 traditional schools upgraded to meet MECs,</li> <li>- 95 learning facilitation materials produced in different languages,</li> <li>- Multilingual Education implemented in 7,500 schools,</li> <li>- 1,500 Schools rewarded for improvement in performance,</li> <li>- 10,400 Basic Schools where SMCs hired Head teacher on a contractual basis,</li> </ul>	<ul style="list-style-type: none"> <li>- Number of students received education through alternative provisions</li> <li>- Number of new classrooms constructed with MECs</li> <li>- Number of classrooms rehabilitated</li> <li>- Number of schools with library and laboratory facilities</li> <li>- Number of new schools opened for disabled students</li> <li>- Number of schools with external environments improved</li> <li>- Number of VDC/Municipality implementing CBE</li> <li>- Number of traditional schools upgraded</li> <li>- Number of learning materials in different languages developed</li> <li>- Number of schools implementing MLE</li> <li>- Number of schools receiving rewards for better performance</li> <li>- Number of curriculum, teachers' guides and textbooks digitized</li> <li>- Number of curriculum revised and updated</li> <li>- Number of textbooks revised and updated</li> <li>- Number of teacher guide developed, updated and distributed</li> <li>- No of local curriculum developed and implemented</li> <li>- Number of quality improvements models piloted</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Report and periodic surveys</li> <li>- Annual Sample Surveys</li> <li>- DOE annual status report</li> <li>- MOE annual monitoring report</li> </ul>	<ul style="list-style-type: none"> <li>- Schools are open and operate for a minimum of 220 days a year.</li> <li>- Development works is carried out smoothly throughout the plan period.</li> </ul>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<ul style="list-style-type: none"> <li>- Multi-grade teaching implemented in 750 schools.</li> <li>- Each year about 150,000 student populations facilitated to receive basic education through alternative provisions,</li> </ul>	<ul style="list-style-type: none"> <li>- CAS implemented in all schools</li> <li>- number of Head-teachers contracted</li> <li>- number of students received textbooks on time</li> <li>- Number of schools implementing Multi-grade teaching</li> <li>- Number of Dalit students receiving scholarships</li> <li>- Number of girls receiving scholarships</li> <li>- Number disabled students receiving scholarships</li> <li>- Number of student receiving scholarships</li> </ul>		
<p><b>Strategic Interventions</b></p> <ul style="list-style-type: none"> <li>- Prepare a phased implementation plan to provide free and compulsory basic education by making necessary legislative provisions</li> <li>- Introduce incentive schemes to encourage local governments to adopt and declare basic education free and compulsory in their respective areas.</li> <li>- Extend alternative modes of education to cater to diverse learning needs.</li> <li>- Make provisions to strengthen and institutionalize traditional modes of education.</li> <li>- Adopt competency-based CAS from grade 1 to 7 to improve efficiency</li> <li>- Provide incentives to all dalit, 50% girls and other needy students to complete basic education.</li> <li>- Develop and implement provision of incentives to motivate schools to strive for better performance,</li> <li>- Apply affirmative actions to increase the number of teachers from disadvantaged groups,</li> <li>- Implement mandatory sanitary provisions for female teachers in school.</li> <li>- Develop minimum quality standards and norms, and ensure resource availability for schools to meet these standards</li> <li>- Develop and implement a code of conduct in schools to safeguard pro-poor, non-discriminatory, and non-punitive practices.</li> <li>- Encourage local government to introduce entitlement scheme.</li> <li>- Encourage correct-age children to enroll in school from the date of enactment of compulsory education law,</li> </ul>			<p><b>Component Input</b> USD: <b>1992.41</b> million</p>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<ul style="list-style-type: none"> <li>- Develop and implement special provisions to cater to the needs of public school students in Karnali Zone, students from the Dalit communities and students with disabilities across the country, paying special attention to girls.</li> <li>- Facilitate timely preparation and implementation of SIPs and DEPs</li> <li>- Develop and facilitate the establishment of inclusive practices in schools</li> <li>- Develop a comprehensive policy on MLE</li> </ul>			

## 2.2 Secondary Education Objective:

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<b>2.2 Secondary Education</b> <ul style="list-style-type: none"> <li>- To improve access, equity, and quality and relevance of secondary education</li> </ul>	<ul style="list-style-type: none"> <li>- Number of schools meeting MECs</li> <li>- Transition rate from grades 8 to 9 (EOP target 80%) and 10 to 11</li> <li>- NER (EOP target 27%)</li> <li>- GER (EOP target 66%)</li> <li>- Gender Parity Index (EOP target 0.96)</li> <li>- SLC and HSLC pass rates as percentage of initial enrolment and exam appearance (EOP targets 71% and 41% respectively)</li> <li>- % of learning achievement in core subjects (EOP 10% points over base level)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Periodic sample surveys and studies</li> <li>- EMIS Flash Report</li> <li>- OCE Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Students enrol in and complete secondary education</li> </ul>
<b>Key Result:</b> <ul style="list-style-type: none"> <li>- Each year 60,000 students received education in class 9 &amp; 10 through alternative schooling provisions</li> <li>- 75,000 students from extreme poverty background provided</li> </ul>	<ul style="list-style-type: none"> <li>- No. of students received secondary education through alternative provisions</li> <li>- No. of schools rewarded for best performance (based on</li> </ul>	<ul style="list-style-type: none"> <li>- A framework on Quality Standards in secondary schools.</li> </ul>	

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<ul style="list-style-type: none"> <li>scholarships to complete secondary education</li> <li>- 660,000 girls studying in grade 9-10 received annual scholarship</li> <li>- 75,000 students with disabilities received scholarship</li> <li>- 60 children of martyrs' family received scholarship</li> <li>- 375 Secondary Schools rewarded for improvement in performance</li> <li>- Curriculum, teachers' guides and textbooks digitized</li> <li>- Curriculum and textbooks revised and updated</li> <li>- Teachers' guide developed, updated and distributed</li> <li>- All Secondary level students received textbooks on time</li> </ul>	<ul style="list-style-type: none"> <li>set criteria)</li> <li>- No. of curriculum, teachers' guides and textbooks digitized</li> <li>- No. of curriculum and textbooks revised and updated</li> <li>- No. of teachers' guide developed, updated and distributed</li> <li>- No. of students from poverty backgrounds receiving scholarships</li> <li>- % of students who have received textbook in time</li> <li>- No. of girls in grade 9 and 10 who have received scholarships</li> <li>- No. of disabled students receiving scholarships</li> <li>- No. of students receiving scholarships</li> </ul>	<ul style="list-style-type: none"> <li>- DOE status report</li> <li>- EMIS Flash Report</li> <li>- Annual Report from the National Examination Board</li> <li>- Periodic assessment reports and surveys.</li> <li>- School evaluation report</li> </ul>	
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Make provision of free secondary education gradually by 2012</li> <li>- Introduce special incentive package to promote access, participation and completion of secondary education for the children from disadvantaged communities,</li> <li>- Promote partnership with private providers to safeguard access to secondary education</li> <li>- Expand alternative schooling programs to cater to the diverse needs with cost sharing basis</li> <li>- Introduce technical education and vocational training as a separate stream from grade 9 onwards</li> <li>- Provide remedial support to those students lagging behind in acquiring minimum learning achievements</li> <li>- Implement the affirmative actions focusing on disadvantaged groups,</li> <li>- Enact legislative provisions to safeguard equity in education,</li> <li>- Develop min. quality standards, Code of Conduct, and guidelines to help schools prepare and implement quality improvement plans to safeguard pro-poor, non-discriminatory, and non-punitive practices,</li> </ul>			<p><b>Component Input:</b> USD: <b>483.79</b> million</p>

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<ul style="list-style-type: none"> <li>- Introduce TEVT in secondary schools, including soft skills, for example, on a pilot basis and subsequent integration into school education</li> <li>- Implement comprehensive school mapping</li> <li>- Make teacher preparation course and refresher training mandatory,</li> <li>- Define and ensure minimum enabling conditions,</li> <li>- Provide SIP based funding to schools,</li> <li>- Make provision of a separate head-teachers' position in all secondary schools,</li> <li>- Constitute an NEB as a coordinating apex body, responsible for regulating and carrying out all public examinations, certification and accreditation functions for grades 8, 10 and 12, including TEVT certification</li> <li>- Facilitate the preparation and implementation of SIPs and DEPs focusing on secondary education</li> <li>- Strengthen decentralized school management to improve transparency and accountability</li> <li>- Establish provision for contract between SMCs and Head Teachers, and assist schools entering contracts.</li> </ul>			

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

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 3: Literacy and Life-long Learning (Continuing Education)</b></p> <ul style="list-style-type: none"> <li>- To enhance functional literacy and basic competencies among youths and adults.</li> </ul>	<ul style="list-style-type: none"> <li>- No of graduates in literacy classes</li> <li>- % of population with functional literacy (EOP targets 85% for 6+ age group and 70% for 15+ age group)</li> </ul>	<ul style="list-style-type: none"> <li>- CBS Report</li> <li>- Functional Literacy Surveys (sample based)</li> </ul>	<ul style="list-style-type: none"> <li>- Beneficiaries capable of maintaining skills and use it for a more productive life</li> </ul>
<p><b>Key Result 3:</b></p> <ul style="list-style-type: none"> <li>- Literates and neo-literates empowered and have access to information and skills with ability to make rational choices contributing to improved livelihoods.</li> <li>- Enhanced system capacity and institutional learning.</li> <li>- 1,050 CLCs established and operational</li> <li>- About 700,000 youths and adults attain life skills through literacy and continuing education</li> <li>- Mother tongue literacy courses in local languages (through CDC experience and resourcing) introduced.</li> </ul>	<ul style="list-style-type: none"> <li>- No. of CLCs operating</li> <li>- No of neo-adults completing post-literacy/ life-skills related continuing education</li> </ul>	<p>NFEC Report</p>	<ul style="list-style-type: none"> <li>- CLCs become fully functional</li> <li>- Effective partnership with local agencies/ communities in place</li> </ul>
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Place emphasis on decentralization, empowerment and partnerships with private sector and I/NGO's to achieve goals of adult literacy and continuing education.</li> <li>- Incorporate literacy and life-long learning programs in existing DEPs and VEPs.</li> <li>- Respond to diversity needs of adults in regard to language, culture, life skills and income generating activities.</li> <li>- Develop and implement literacy programs through integrated approach comprising life skills and micro-credit schemes, targeting disadvantaged populations.</li> <li>- Provide lifelong learning opportunities through horizontal links with the formal systems and through locally managed CLC arrangement.</li> <li>- Implement Literacy and Lifelong Learning as a complementary to the National Literacy Campaign aimed at attaining the EFA and MDG goals on UPE/ literacy.</li> <li>- Render emphasis on targeted groups and areas including women, marginalized populations, dalits, endangered communities, internally displaced people, people with disability and people living with HIV/AIDS</li> <li>- Make CLCs functional and align with local institutions</li> <li>- Develop networking with multi-sectoral service agencies</li> </ul>			<p><b>Component Input:</b> USD: <b>14.09</b> million</p>

**Objective 4: Technical Education and Vocational Training (TEVT)**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 4: TEVT</b></p> <ul style="list-style-type: none"> <li>- To equip secondary level students with TVET soft skills</li> </ul>	<ul style="list-style-type: none"> <li>- No. of students completing TVET soft skills course</li> <li>- No of schools with TVET soft skills piloted</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Report</li> <li>- Special Studies</li> </ul>	<ul style="list-style-type: none"> <li>- Students are interested in further developing TVET skills and knowledge to improve their employability</li> </ul>
<p><b>Key Result 4:</b></p> <ul style="list-style-type: none"> <li>- Basic life skills and vocational orientations integrated in grades 6 to 8 curricula.</li> <li>- Vocational curricula focusing on soft-skills developed for secondary education.</li> <li>- Different technical/vocational components, focusing on soft skills such as arts and crafts, computer skills and so forth, are piloted and tested in 100 public secondary schools for model building.</li> </ul>	<ul style="list-style-type: none"> <li>- No. of secondary schools piloting integrated TV program/curricula</li> <li>- No. of schools offering specific vocational education</li> <li>- No. of students receiving basic vocational training</li> <li>- No. of teachers receiving short-term teacher training</li> </ul>	<ul style="list-style-type: none"> <li>- DOE Status Report</li> <li>- EMIS Flash Report</li> <li>- CTEVT Status/Progress Reports</li> <li>- Records of DOE/CTEVT</li> <li>- Progress Report of NCED/TITI</li> </ul>	<ul style="list-style-type: none"> <li>- Students' demand for the skills and knowledge on offering through the vocational stream and TEVT courses</li> </ul>
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Integrate vocational and technical education concepts in basic education curricula, beginning from grade six.</li> <li>- pilot the additional contents/trades for technical/vocational education and training in school education</li> </ul>			<p><b>Component Input:</b></p> <ul style="list-style-type: none"> <li>- USD: <b>21.62</b> million</li> </ul>

**Objective 5: Teacher Professional Development (TPD)**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 5: Teacher Professional Development (TPD)</b></p> <ul style="list-style-type: none"> <li>- To enhance teachers' qualifications and professional competencies to better facilitate students learning processes.</li> </ul>	<ul style="list-style-type: none"> <li>- % of teachers with required qualification and training (EOP targets 88% and 93% for basic and secondary respectively)</li> <li>- % of teachers with required Certification (EOP targets 97% for both basic and secondary levels)</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS Flash Reports</li> <li>- NCED progress reports</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers motivated, able and willing to apply earned knowledge and skills in teaching situations.</li> </ul>
<p><b>Key Result 5: Teacher Development</b></p> <ul style="list-style-type: none"> <li>- 750 master trainers trained and capable of conducting refresher training for teachers</li> <li>- All teachers' professional skills and knowledge updated through Teacher Preparation Courses and refresher training.</li> <li>- 4,050 head teachers completed certification training course</li> <li>- Competencies of 7,000 DAG candidates improved</li> </ul>	<ul style="list-style-type: none"> <li>- No. of trainers developed to conduct refresher training to teachers on different themes</li> <li>- % of teachers who are certified and meet minimum qualification requirements</li> <li>- % of teachers who have completed 1-year teacher preparation course and in-service training</li> <li>- % of HT who have completed management training</li> </ul>	<ul style="list-style-type: none"> <li>- NCED Report</li> <li>-</li> <li>- TMIS Report</li> <li>-</li> <li>- EMIS Report</li> <li>- Study Report</li> </ul>	
<p><b>Strategic Interventions:</b></p> <p><i>Qualification upgrading program :</i></p> <ul style="list-style-type: none"> <li>- Upgrading the minimum qualification to entry in to teaching service in basic education.</li> <li>- Provide opportunities to the working primary teachers to upgrade qualifications.</li> <li>- Backlog clearance of ongoing certification in-service training</li> </ul> <p><i>L/RC-Based demand driven short training</i></p> <ul style="list-style-type: none"> <li>- Develop and implement L/RC based demand driven short training including the provision for 'whole-school training'</li> </ul> <p><i>HT certification training</i></p> <ul style="list-style-type: none"> <li>- Develop and implement head-teacher certification training through NCED</li> </ul> <p><i>Monitoring and post-training support to the teachers</i></p> <ul style="list-style-type: none"> <li>- Implement the Teacher Support Mechanisms (TSM) developed under TEP</li> <li>- Strengthen school supervision and support system for teacher professional development.</li> <li>- Provide job induction training to novice teachers and officials, Develop the capacity of ETCs and LRCs</li> </ul>			<p><b>Component Input:</b> USD: <b>10.55</b> million</p>

**Objective 6: Capacity Development**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 6: Capacity Development</b></p> <ul style="list-style-type: none"> <li>- To improve the performance of the MOE service delivery system and develop capacity to implement critical reforms.</li> </ul>	<ul style="list-style-type: none"> <li>- Timely delivery of relevant quality services that are valued and used by clients</li> <li>- Physical and financial progress measured as % implementation of annual targets and budget</li> <li>- % of service delivery agencies that have developed and implemented CD plan to close performance gaps.</li> <li>- Number of low performing schools that have been supported with development and completion of quality improvement programmes under SIP</li> <li>- Average number of days of Teacher attendance (EOP target 220 days)</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity Development Evaluation Report, addressing user satisfaction with services</li> <li>- ERO agency-wise performance assessment reports</li> <li>- EMIS Flash</li> <li>- Status Report</li> </ul>	<ul style="list-style-type: none"> <li>- Improve performance and cost-efficiency will contribute to improved client satisfaction, reach and impact of educational services</li> </ul>
<p><b>Key Result 6:</b></p> <ul style="list-style-type: none"> <li>- Enabling institutional framework developed through enactment of necessary Acts, rules and regulations, and guidelines.</li> <li>- Organizational mandates, structures, and relationships aligned contributing to improved performance.</li> <li>- Individual competence and working conditions enhanced contributing to improved performance through training, orientation, awareness, research activities and incentives.</li> </ul>	<ul style="list-style-type: none"> <li>- CD Plan completion report</li> <li>- Updated Organization Chart, mandate- and job descriptions in place</li> <li>- % of basic and secondary schools meeting MECs</li> </ul>	<ul style="list-style-type: none"> <li>- 6.1: CD Plan completion report</li> <li>- 6.2: Updated Organization Chart, mandate- and job descriptions in place</li> <li>- 6.3: EMIS Flash Report</li> </ul>	<ul style="list-style-type: none"> <li>- Improved capacity will result in improved service delivery and client satisfaction</li> <li>- Improved enabling conditions will lead to improvement in learning achievements.</li> </ul>
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Develop a broad framework for capacity development and is reflect in the ASIP.</li> <li>- Prepare and implement capacity development plans</li> <li>- Establish a coordination mechanism in MoE to facilitate CD plans</li> <li>- Develop legal frameworks, including acts, regulations and implementation guidelines</li> <li>- Review and update mandates and TORs at institutional- , organizational- , unit- and individual levels.</li> <li>- Identify capacity gaps at all service delivery levels, prepare and implement capacity development plans</li> <li>- Assist DEOs in identifying the 5 lowest performing schools in each district each year, and in facilitating the preparation and implementation of these schools' quality improvement plans for meeting MECs by 2015/16</li> </ul>			<p><b>Component Input:</b> USD: <b>21.14</b> million</p>

**Objective 7: Monitoring & Evaluation (ME)**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 7: Monitoring &amp; Evaluation (ME)</b></p> <ul style="list-style-type: none"> <li>- To monitor program inputs, processes, and outputs and evaluate the impact of program.</li> </ul>	<ul style="list-style-type: none"> <li>- Timely Flash Reports, Status Reports, Financial Management and Implementation Progress Reports</li> <li>- Periodic Student Assessment Reports</li> <li>- Timely dissemination of EMIS and Student Assessment reports to wider stakeholders</li> <li>- Baseline, annual, mid-term, and EOP evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>- Flash reports</li> <li>- EMIS reports</li> <li>- Students assessment reports</li> <li>- Aide Memoire</li> <li>- EOP evaluation reports</li> <li>- FMR</li> </ul>	<ul style="list-style-type: none"> <li>- Improved planning, management, M&amp;E will lead to improved relevance and effectiveness of MOE services and products</li> </ul>
<p><b>Key results:</b></p> <ul style="list-style-type: none"> <li>- Report on updating of M&amp;E structures, roles and responsibilities</li> <li>- Monitoring and evaluation plan, based on revised M&amp;E system</li> <li>- Number of evaluative reports produced</li> <li>- Accurate data produced in a consistent manner by all schools</li> <li>- DEPs prepared in 75 districts</li> <li>- 48 commissioned study reports prepared and disseminated</li> <li>- 4,000 VEPs prepared and implemented</li> <li>- Programs disseminated</li> <li>- All schools managed by communities</li> <li>- 30 vehicles procured and handed over to districts</li> </ul>	<ul style="list-style-type: none"> <li>- Report on updating M&amp;E system, structures, roles and responsibilities</li> <li>- M&amp;E plan</li> <li>- No. of evaluation reports</li> <li>- % of schools included in the EMIS flash reports</li> <li>- % of districts completing DEPs</li> <li>- No. of commissioned reports completed</li> <li>- No. of VEPs prepared</li> <li>- No. of programs disseminated</li> <li>- % of schools managed by communities</li> <li>- No. of vehicles procured and handed over to districts</li> </ul>	<ul style="list-style-type: none"> <li>- Copy of Report in M&amp;E division</li> <li>- Copy of M&amp;E plan in M&amp;E Division</li> <li>- Copy of reports in M&amp;E Division</li> <li>- EMIS Flash Report</li> <li>- DOE Trimester Report</li> <li>- Records of commissioned studies</li> <li>- NFEC records</li> <li>- M&amp;E Report</li> <li>- EMIS Flash Report</li> <li>- Copies of entries in store register</li> </ul>	
<p><b>Strategic Interventions:</b></p> <ul style="list-style-type: none"> <li>- Develop capacity for M&amp;E system at all levels to ensure effective planning and programming</li> <li>- Develop partnerships and establish coordination mechanism with national and international research and other line agencies</li> <li>- Improve EMIS mainly at central, regional and district levels to improve service delivery</li> <li>- Design and conduct Client Satisfaction Surveys</li> <li>- Prepare and implement plan for updating of M&amp;E structures, roles and responsibilities</li> <li>- Develop M&amp;E indicators</li> </ul>			<p><b>Component Input:</b> USD: <b>39.21</b>million</p>

**Objective 8: Aid Management**

Intervention Logic	Verifiable Indicators	Source of Verification	Assumptions
<p><b>Objective 8: Aid Management</b></p> <ul style="list-style-type: none"> <li>- To improve the efficiency and effectiveness of aid available for SSRP implementation</li> </ul>	<ul style="list-style-type: none"> <li>- % of physical and financial progress</li> <li>- % of development partners and of aid flows that use GoN's public financial management system</li> <li>- % of aid provided on program-based approach, consistent with the SSRP</li> </ul>	<ul style="list-style-type: none"> <li>- Aide Memoire</li> <li>- Status Reports</li> <li>- Progress Reports</li> <li>- FMR</li> <li>- Special studies</li> </ul>	
<ul style="list-style-type: none"> <li>- <b>Key results</b></li> <li>- Improved alignment of development assistance with national priorities reducing tied aid</li> <li>- Improved coordination of Donors Capacity Development Support</li> <li>- Increased use of GoN's public procurement and financial management system</li> <li>- Improved predictability of aid</li> <li>- Increased use of the Joint Financing Arrangement (JFA) modality and Code of Conduct, promoting common arrangements and procedure</li> </ul>			
<p><b>Strategic Intervention:</b></p> <ul style="list-style-type: none"> <li>- Strengthen MoE's FACS and make it responsible as the point-of-entry for all foreign aid and DF/TA support made available by development partners, I/NGOs based on the Paris Declaration, Accra Agenda for Actions, JFA and the CoC</li> <li>- Constitute a Joint Steering Committee comprising of heads of the central level agencies and the donor contact point to improve the efficiency and effectiveness of direct funding and TA provisions.</li> <li>- Prepare a separate operational guideline for mobilizing TA/DF support</li> <li>- Monitor and review the current system of TA/DF implementation and produce progress reports</li> </ul>			<p><b>Component Input</b> <b>USD: 7.5 million</b></p>

## ANNEX 12: GOVERNANCE AND ACCOUNTABILITY ACTION PLAN

1. The SSRP Plan document identifies a number of governance and accountability issues, and for which accountability measures are already integrated into the program design. In addition to this, the MOE and DPs have also agreed on some Key Guiding Principles (KGP) on the basis of which the SSRP will be implemented. This Governance and Accountability Action Plan (GAAP) is structured around the following principles:

- a. Improving governance in the education sector will be key to improving overall quality of services provided in the sector, and hence should be a key area of emphasis in the implementation of the SSRP program.
- b. Program governance and implementation will be based on the prevailing Acts and Regulations. All proposed changes in governance and implementation modality which require changes in the Acts and Regulations, will be undertaken after the appropriate amendments have been made in the said documents.
- c. The existing EFA implementation arrangements will be continued for the SSRP implementation until new statutory arrangements take place.
- d. If necessary, the DOE will develop new implementation guidelines, or use existing guidelines for program implementation. However, all guidelines will be based on principles of simplicity to ensure efficient program implementation.
- e. Communities are at the forefront of service delivery and it is important that the program ensures the strong, independent community level structures for the sustainability of the program.
- f. Good-governance will be a key theme of the SSRP, and in particular, emphasis will be placed on all areas that are vulnerable to corruption, and these will be strengthened during the course of the program implementation.

2. As a program focused on improving both the participation of children in the schooling process, and to improve the quality of both teaching and learning, some aspects of the program design are important for developing and implementing the Governance and Management Framework (GMF). These features include:

- a. All program planning, strategies and implementation of programs in SSRP are assessed on whether they are child-centric, and by reviewing them through the lens of an equity filter.
- b. Program financing will gradually become norm-based and channeled through PCF grants.
- c. Teacher management continues to be strengthened at the school level.
- d. Learning achievements will become the key measure of learning outcomes and program success.

3. Various sections of the program document, prescribed guidelines, the appraisal report, and other relevant operational manuals provide clarity on the policy and legal environment under which this program is being implemented. The risk matrix provides a clear glimpse of some of the key risks, in addition to which the peace-filter further identifies key concerns that need to be addressed before, and during, program implementation.

4. Based on the above, and through intensive discussions with the MoE and DPs, the following GAAP was prepared for program implementation. This summarizes key areas of the risk matrix that require further specific actions and will focus on: (i) Ensuring minimum enabling conditions in school education, (ii) Improving financial management and procurement procedures and their timeliness, (iii) strengthening the role of communities and further concretizing the decentralization agenda in this sector, (iv) Institutional and Capacity Development, and Human Resource Management, (v) Performance Audits, (vi) Disclosure arrangements and communication strategy, and (vii) Guidelines for dealing with emergencies, conflicts and crisis.

5. GAAP Monitoring. The milestones and timeline indicated in the GAAP above will be monitored by the MoE and DPs on a regular basis through the review missions or through the bi-monthly Government and DP meetings. Issues identified in earlier missions will be reviewed and progress made on addressing these will be noted, and all remaining tasks identified. Given that the SSRP is a full sector SWAp, any changes in governance administered through this program is likely to have immediate and far reaching impacts across the sector, and as such will have impacts on overall service-delivery in the sector. Prior to each review mission, the MOE and the DPs will agree on the key governance issues to be included in the mission's TORs.

6. Implementation Arrangements for GAAP. As the Annex 6 on Implementation Arrangements makes clear, the SSRP is implemented directly through Government offices, and not through the establishment of a stand-alone or separate PIU. The key emphasis here being that all changes brought about by support to the program, should also be translated to the broader functions with the MOE and DOE, to improve the overall efficiency with which resources are used in the system. Specifically, the implementation of the GAAP will be under the overall supervision of the Secretary of the Ministry of Education. The Government shall designate a Grievance Officer to address key grievance issues that may emerge. The Grievance Officer shall strengthen and develop existing mechanisms for grievance redressal through the program.

7. Communication Strategy. The Government shall designate an Information Officer to handle both the dissemination of information and the development of communications strategies for the program. The development of clear strategies for communication are important for reasons of transparency and good-governance, and most importantly, for the benefit of all potential beneficiaries. The dissemination of program information will be carried out through all available and appropriate media. This includes, radio, TV, newspapers, MOE/DOE website, and other avenues.

## Governance and Accountability Action Plan Framework

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
<b>ISSUE 1. Ensuring Minimum Enabling Conditions For School Education</b>						
1.1. Ensuring Adequate Number of Teachers as per norms	<ul style="list-style-type: none"> <li>• Determination of surplus/short supply of teachers by school</li> <li>• Determination of un-served students by school</li> <li>• Calculation of PCF grants by school</li> <li>• Allocation of PCF grants by district/school</li> </ul>	REDS, DEOs and DOE	<ul style="list-style-type: none"> <li>• Short supply/surplus of teachers by school and/or district</li> </ul>	<ul style="list-style-type: none"> <li>• February-April 2009</li> <li>• Joint Consultation Mission April/May</li> <li>• Once a Year</li> </ul>	<ul style="list-style-type: none"> <li>• ASIP and AWBP preparation and approvals</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of PCF grants and deployment of teachers as per this norm</li> </ul>
1.2. Timely Availability of Textbooks and other learning materials	<ul style="list-style-type: none"> <li>• Scrapping the provision for prequalification for textbook suppliers by August 31, 2009</li> <li>• Replace ex-ante quality control by ex-post, by August 31, 2009</li> <li>• CRC to be made available to all interested parties at cost price six months before the beginning of the academic session and/or keep all textbooks in the website</li> </ul>	MOE, DOE, CDC	<ul style="list-style-type: none"> <li>• Share of schools receiving textbooks within two weeks after the beginning of academic session</li> </ul>	<ul style="list-style-type: none"> <li>• November/December Joint Review Mission</li> <li>• Once a year, Flash I</li> </ul>	<ul style="list-style-type: none"> <li>• Annual progress report on program activities</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks timely distributed and made available two weeks prior to the start of the academic year.</li> <li>• No complains reported on timely availability of textbooks.</li> </ul>
1.3 Improving quality of textbooks	<ul style="list-style-type: none"> <li>• Establish a system for review of textbooks by January 31, 2010</li> </ul>	MOE, CDC	<ul style="list-style-type: none"> <li>• Annual review of quality of textbooks</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Certification on the quality of text books</li> <li>• Reviews ascertain the quality of text</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
						books
1.4. <i>Timely distribution of Grants to schools</i>	<ul style="list-style-type: none"> <li>Providing adequate training, orientation for DEOs, RPs on guidelines for grants and ensuring timely applications for school grants – per capita funding and other types of funding at the school level</li> </ul>	DOE, RED, DEO, RP, SMCs	<ul style="list-style-type: none"> <li>Number of districts and schools receiving timely distribution of school grants and compliance with regulations</li> </ul>	<ul style="list-style-type: none"> <li>November/December Joint Review Mission</li> <li>Once a year</li> </ul>	<ul style="list-style-type: none"> <li>Annual progress report</li> <li>Social Audit Reports</li> </ul>	<ul style="list-style-type: none"> <li>Schools comply with School Grants Operation Directives (SGOD)</li> </ul>
1.4 <i>Teacher redeployment</i>	<ul style="list-style-type: none"> <li>Identification of number of teachers to be redeployed within VDC/municipality</li> <li>Transfer of teachers from schools with surplus teachers to schools with short supply</li> </ul>	DEO, DOE	<ul style="list-style-type: none"> <li>Number of teachers transferred from schools with surplus to schools with deficit by VDC/municipality</li> </ul>	<ul style="list-style-type: none"> <li>Once a year</li> </ul>	<ul style="list-style-type: none"> <li>FY10 and 11 at VDC level, later at higher levels</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>ISSUE 2. Improving Financial Management And Procurement Procedures And Their Timeliness</b>						
2.1. <i>Timely fund release to schools</i>	<ul style="list-style-type: none"> <li>Providing adequate and timely support to districts to submit AWPB</li> <li>Putting in place a clear system of norms and procedures for appraisal of plans and approvals of budgets</li> <li>Fixing deadlines for key budget decisions e.g. list of schools selected for new classrooms and PCF and rahat allocation by schools to be included in AWPB</li> </ul>	MOE, DOE, DEO and other bodies involved in appraisal and approval of plans and timely release of funds to schools at	<ul style="list-style-type: none"> <li>Number of districts undertaking stakeholder consultations for plan preparation and budget approvals.</li> <li>Share of annual budget released in the first trimester by district</li> </ul>	<ul style="list-style-type: none"> <li>April/May Joint Consultation Mission</li> <li>November/December Joint Review Mission</li> <li>Thrice a year</li> </ul>	<ul style="list-style-type: none"> <li>AWPB approvals for all districts.</li> <li>Annual Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>Timely availability of funds at schools.</li> <li>No complaints registered on delay of fund release to schools.</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
		the start of the academic session	<ul style="list-style-type: none"> <li>Share of schools getting grants within one month after the beginning of FY</li> </ul>			
<p>2.2 Adequate and timely Financial management - at central level, district level and school level</p>	<ul style="list-style-type: none"> <li>Timely preparation and submission of trimesterly financial management reports covering all program activities and all districts;</li> <li>Computerization of accounting and reporting;</li> </ul>	MOE, DOE, FCGO	<ul style="list-style-type: none"> <li>Trimesterly reports of adequate quality and coverage submitted for smooth disbursement of funds to the program</li> <li>A computerized Financial Management Information System (FMIS) is in place at the DOE.</li> </ul>	<ul style="list-style-type: none"> <li>FMRs</li> <li>Every Trimester</li> <li>Annual Consolidated FMR</li> <li>A computerized system in place in DOE by July 15, 2009.</li> </ul>	<ul style="list-style-type: none"> <li>Financial Progress Reports submitted as part of Implementation Progress Reports every trimester.</li> </ul>	<ul style="list-style-type: none"> <li>Reports submitted within the stipulated time frame.</li> <li>Financial statements of the SSRP prepared through the FMIS system.</li> <li>DEOs networked with DOE and MOE for the flow of management information system.</li> </ul>
<p>2.3 Monitoring school audits</p>	<ul style="list-style-type: none"> <li>Develop school audit schedule and budget to ensure that all schools as a minimum are audited once every three years</li> <li>Establish DOE Task Force to monitor and report on auditors' compliance with audit guidelines and schools compliance with norms, financial rules and</li> </ul>	MOE, DOE, DEO, SMC	<ul style="list-style-type: none"> <li>DOE prepares audit schedule and disseminate to DEOs.</li> <li>DOE Task Force to closely monitor the compliance as well as recommendations from such audits.</li> <li>Annual consolidated</li> </ul>	<ul style="list-style-type: none"> <li>April/May Joint Consultation Mission</li> </ul>	<ul style="list-style-type: none"> <li>Annual audit reports in congruence with annual progress reports</li> </ul>	<ul style="list-style-type: none"> <li>School audits timely carried out and widely disseminated the results of such audits.</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
	regulations		audit reports submitted timely with quality of coverage for smooth disbursement of funds to the program.			
<i>2.4 Procurement at central and district level</i>	<ul style="list-style-type: none"> <li>Revise the Program Implementation Manual (PIM).</li> <li>Preparation of annual procurement plans.</li> <li>Training for strengthening procurement capacity both at the central and the district level</li> </ul>	DOE	<ul style="list-style-type: none"> <li>Standards and procedures in place for procurement best practices. Districts reporting difficulties in procurement; monitoring reports on procurement;</li> <li>Training conducted on procurement at least once a year for all DEOs and cost centers.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Procurement Plan</li> <li>Reports on procurements undertaken</li> <li>Every trimester</li> </ul>	<ul style="list-style-type: none"> <li>Annual Procurement Plan in line with AWPB</li> <li>Procurement report in FMRs</li> <li>Procurement assessment in Status Report</li> </ul>	<ul style="list-style-type: none"> <li>Good procurement practices in education sector</li> </ul>
<b>ISSUE 3. Strengthening Decentralization and Community Participation</b>						
<i>3.1 Timely and adequate Social Audit with full</i>	<ul style="list-style-type: none"> <li>Updating of Social Audit Guidelines, their distribution to all stakeholders; provision of training and budget for undertaking social</li> </ul>	MOE, DOE, RED, DEO,	<ul style="list-style-type: none"> <li>Districts and schools undertaking social audits as per the guidelines and their</li> </ul>	<ul style="list-style-type: none"> <li>Review the progress every trimester and describe in the</li> </ul>	<ul style="list-style-type: none"> <li>ASIP and AWPB to reflect the use of Social Audit report outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Increased transparency in school decision-making and accountability for the</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
<i>coverage of schools as per SSR goals</i>	audits as per the guidelines, dialogue with SMCs; dissemination and use of social audit information	SMC	link to next year planning cycle <ul style="list-style-type: none"> <li>• Share/number of schools completing social audit by trimester by district</li> <li>• Random sample review of social audit reports and field verification</li> </ul>	Implementation Progress Report.	<ul style="list-style-type: none"> <li>• IPRs to report progress on collection of social audit reports</li> </ul>	use of resources and the achievement of results.
<i>3.2 School Management Committees (SMC) are established and effective</i>	<ul style="list-style-type: none"> <li>• Facilitation at the local level to ensure that SMCs are formed in all schools and oriented in the roles, responsibilities and rights they hold for school education</li> </ul>	MOE/DOE DEO	<ul style="list-style-type: none"> <li>• Number/share of schools with duly formed SMCs by district</li> </ul>	<ul style="list-style-type: none"> <li>• November/December Annual Review Mission</li> <li>• Once a year</li> <li>• Every trimester</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Progress Report to include information on the existence and functioning of SMCs.</li> <li>• IPRs to report on the status of SMC formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective functioning of SMCs.</li> </ul>
<b>ISSUE 4. Institutional And Capacity Development And Human Resource Management</b>						
<i>4.1. Ensuring adequate capacity development of institutions and human resource to effectively</i>	<ul style="list-style-type: none"> <li>• Annual work plans and budgets to incorporate capacity development initiatives; adequate plans, budgets and activities to be provided for each year in line with the needs of key institutions and bodies at central, district and local levels</li> </ul>	MOE/DOE All key institutions at central, regional, district and local levels	<ul style="list-style-type: none"> <li>• Coverage of key activities, in line with the sequence of SSRP planned implementation, in the key institutions of education, particularly the new institutions and bodies foreseen for</li> </ul>	<ul style="list-style-type: none"> <li>• April/May Joint Consultation Mission</li> <li>• November/December Joint Review Mission</li> <li>• Twice a year</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Plans to include a special chapter on capacity development and institutional strengthening initiatives with requisite budgets.</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment for capacity development demonstrated by including in the AWPB and implementing the plan.</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
<i>implement SSRP</i>		engaged in education service delivery and quality	SSRP, e.g. ERO.		<ul style="list-style-type: none"> <li>Annual progress reports to provide information on the implementation CD and human resource strengthening actions</li> </ul>	
<b>ISSUE 5. Performance Audit</b>						
<i>5.1 Ensuring periodic Performance Audit</i>	<ul style="list-style-type: none"> <li>Identification of key aspects to be covered in the Performance Audit of the SSRP by MOE, DOE and other stakeholders; timely advance discussions on how the performance audit can supplement regular ongoing progress</li> </ul>	MOE to request OAG for Performance Audit	<ul style="list-style-type: none"> <li>Identification of key issues in relation to performance of districts and thematic areas against the programs' overall goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Performance Audit Report</li> <li>Every two years</li> <li>corrective measures to be included in the next cycle of planning</li> </ul>	<ul style="list-style-type: none"> <li>Triangulation of this independent performance audit with regular internal reports;</li> </ul>	<ul style="list-style-type: none"> <li>Expected results are independent evaluation and corrective actions taken for any reported deficiencies.</li> </ul>
<b>ISSUE 6. Disclosure Arrangements And Information Dissemination</b>						
<i>6.1. Implementation of transparency</i>	<ul style="list-style-type: none"> <li>Ensuring regular and timely public disclosure activities through DOE website, Radio/TV, newspapers, and local points, of</li> </ul>	MOE, DOE, DEO	<ul style="list-style-type: none"> <li>There is sufficient flow of information at the local level to the stakeholders on</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Short report on disclosure procedures implemented in</li> </ul>	<ul style="list-style-type: none"> <li>All information related to SSRP implementation are kept in the access of</li> </ul>

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
<i>and disclosure measures</i> <sup>1</sup>	program budgets, contracts, procurement and activities.		budgets available and used, activities planned and undertaken. • Public systems		the program annual progress report	public domain by adhering to Right to Information Act

<sup>1</sup> At the central level the following information will be put in the DOE website: (a) Procurement plan; (b) Complaint mechanism including that for procurement; (c) Information on action on complaints; (d) Trimester implementation progress reports; (e) Expressions of interests, bid documents, request for proposals and contract awards; (f) Annual work plan and budget; (g) Annual audited financial statements; (h) Program implementation manual; (i) School grants operation directives; (j) PCF Implementation Directives; (k) Flash reports; (l) Fund release information with budget heads, amounts and dates; and (m) Target and actual dates for prequalification, CRC delivery and the latest date of availability of books at the major depositions.

At the district level the following information will be disclosed through newspapers and public notice boards, and wherever possible through websites: (a) List of schools getting new classrooms along with their scores according to the selection criteria; (b) List of schools getting ECD facilitator, rahat and per capita financing with justification; (c) Annual work plan and budget; (d) Permanent teacher positions, rahat and PCF by school; (e) Number of scholarships by category by school; (f) Fund release information with budget heads, amounts and dates by school; (g) Complaint mechanism; (h) Information on action on complaints.

At the school level the following information will be disclosed through public notice boards: (a) Grants received from government and other sources with amount and date; (b) Social and financial audit reports; (c) List of students selected for scholarship with amount disbursed and selection criteria; (d) Current enrolment; and enrolment, repetition, dropout and promotion rate for the previous year; (e) Complaint mechanism; (f) Information on action on complaints; and (g) Information on teacher recruitment.

Objectives	Key Activities	Responsible Agencies	Key indicators	Reporting Frequency	Key Actions	Expected Results by
<b>ISSUE 7. Dealing With Emergencies, Conflict And Crisis</b>						
<p>7.1 <i>Ensuring continued access to education for all children in the face of emergencies, crisis and conflict situations</i></p>	<ul style="list-style-type: none"> <li>Develop guidelines for immediate response and possible activities to deal with children affected; provision of Annual Contingency Plans and budgets for districts</li> </ul>	<p>MOE, DOE Coordination with other departments that deal with emergencies and peace building</p>	<ul style="list-style-type: none"> <li>Emergency, contingency plans and initiatives to deal with children in conflict situations</li> </ul>	<ul style="list-style-type: none"> <li>November/December Joint Review Mission</li> <li>Once a year</li> </ul>	<ul style="list-style-type: none"> <li>Information included in the annual progress report</li> </ul>	<ul style="list-style-type: none"> <li>Immediate response to deal with children affected by crisis.</li> </ul>