School Sector Development Programme (SSDP)

Annual Strategic Implementation Plan (ASIP)

&

Annual Work Plan & Budget (AWPB)

FY 2018-19 (2075/76)

Final ASIP/AWPB, 2018-19

Government of Nepal

Ministry of Education, Science and Technology

Centre for Education and Human Resource Development

Sanothimi, Bhaktapur

August, 2018

List of Abbreviations

ACF:	Award Confirmation Form
ASIP:	Annual Strategic Implementation Plan
AWPB:	Annual Work Plan and Budget
CAS:	Continuous Assessment System
CBOs:	Community Based Organizations
CB-EGRA:	Classroom Based Early Grade Reading Assessment
CDC:	Curriculum Development Centre
CEHRD	Centre for Education and Human Resources Development
CGAS:	Computerized Government Accounting System
CLAs:	Central Level Agency
CLCs:	Community Learning Centre
CLPIU:	Central Level Program Implementation Unit
CTEVT:	Council for Technical Education and Vocational Training
DEOs:	District Education Offices
DF:	Direct Funding
DLIs:	Disbursement Linked Indicators
DOE:	Department of Education
DRR:	Disaster Risk Reduction
ECD:	Early Childhood Development
ECED:	Early Childhood Education and Development
EDCU:	Education Development and Coordination Unit
EEAP:	Earthquake Emergency Assistance Project
EFA:	Education for All
EGRA:	Early Grade Reading Assessment
EMIS:	Educational Management Information System
ERO:	Education Review Office
ESRP:	Emergency School Reconstruction Project
ETCs:	Educational Training Centres
FCGO:	Financial Comptroller General Office
FMAP:	Fiduciary Management Action Plan

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FMR:	Financial Monitoring Report
FMT:	Financial Management Team
FY:	Fiscal Year
GER:	Gross Enrolment Rate
GIR:	Gross Intake Rate
GoN:	Government of Nepal
GPI:	Gender Parity Index
HT:	Head Teacher
ICT:	Information and Communication Technology
IEMIS:	Integrated Educational Management Information System
I/NGOs:	International/Non-Governmental Organisations
IPR:	Implementation Progress Report
JFA:	Joint Financing Arrangement
JFPs:	Joint Financing Partners
JSPR:	Japanese Social fund for Poverty Reduction
KPI:	Key Performance Indicators
LMBIS:	Line Ministry Budget Information System
MDAC:	Ministerial Level Development Action Committee
MECs:	Municipality Education Committees
MECs:	Minimum Enabling Conditions
MIC:	Middle Income Country
MILE:	Medium of Instruction and Language Education
MOE:	Ministry of Education
MOEST:	Ministry of Education, Science and Technology
MTB-MLE:	Mother Tongue Based Multi Lingual Education
MTEF:	Mid-Term Expenditure Framework
NA:	Not Available
NASA:	National Assessment for Student Achievements
NCED:	National Centre for Educational Development
NEB:	National Examination Board
NEC:	National Education Council

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NEGRP:	National Early Grade Reading Program
NER:	Net Enrolment Rate
NIR:	Net Intake Rate
NPC:	National Planning Commission
NRA:	National Reconstruction Authority
NTA:	Nepal Telecommunication Authority
OOSC:	Out of School Children
PCF:	Per Child Funding
PDNA:	Post Disaster Need Assessment
PDRF:	Post Disaster Recovery Framework
PFM:	Public Financial Management
PIC:	Program Implementation Committee
PIM:	Program Implementation Manual
PMECs:	Priority Minimum Enabling Conditions
PPC:	Pre-Primary Classes
PPE:	Pre Primary Education
PTA:	Parent Teacher Association
RBM:	Result Based Monitoring
RCs:	Resource Centers
RED:	Regional Education Directorate
SDGs:	Sustainable Development Goals
SGMS:	School Grant Management System
SIP:	School Improvement Plan
SMC:	School Management Committee
SSDP:	School Sector Development Plan/Programme
SSRP:	School Sector Reform Plan
SWAP:	Sector Wide Approach
TA:	Technical Assistance
TASS:	Technical Assistance for Competency Based Soft Skills
TESC:	Technical Education in Community School
TOR:	Terms of Reference

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TPD:	Teacher Professional Development
TSC:	Teacher Service Commission
TSU	Technical Support Unit
TVE:	Technical and Vocational Education
UN:	United Nations
UNESCO:	United National Educational, Scientific and Cultural Organisation
UNICEF:	United Nations International Children's Fund

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PART I

Chapter 1: General Introduction

1.1. SSDP Context

The Government of Nepal (GoN) has developed the follow-on School Sector Development Plan (SSDP) for the seven-year period of 2016 to 2023 (B.S. 2073–2080) in line with Nepal's vision to graduate from the status of a least developed country by the year 2022 and to reach at the status of the middle-income country's level by 2030. The SSDP programme has been developed for the implementation of the first five years of the SSDP (2016/17–2020/21). This Annual Strategies Implementation Plan (ASIP) and Annual Work Plan and Budget (AWPB) particularly describes the third year, FY 2018/019, implementation of the programme related to the SSDP with specific strategies, priority interventions and indicative cost for the core programme.

The achievements and unfinished agenda of the government to ensure access to quality education for all through the Education for All (EFA) programme, which were largely concluded in the joint evaluation of the School Sector Reform Plan (SSRP) (2009-2016) and national review of EFA (2001-2015) program, were set the direction to continue the government's efforts on the SSDP. The SSDP aligns with Nepal's 14th 3-year-National Plan (2016/17-2019/20), and Nepal's international commitment towards the Sustainable Development Goals (SDGs), Education 2030, which were ratified by the UN General Assembly in September 2015. It also takes stock of the Post Disaster Needs Assessment (PDNA, NPC 2015) and the Post Disaster Recovery Framework (PDRF, NRA 2016) in terms of the recovery of the education sector from the 2015 earthquakes.

Building upon the lessons learned and the gains made in the sector, the SSDP is designed to enable the school education sector to complete unfinished agenda of the SSRP, while at the same time having a result-based forward looking approach to cater to the emerged needs from the post-disaster context and upcoming federal structure. The SSDP also aligns with Nepal's commitment on the SDG4 expressed at the Incheon Declaration of the World Education Forum and its Universal Declaration on Education by 2030 agenda (UNESCO 2015).

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In the meantime, the 2015 Constitution of Nepal has granted education as a fundamental right of the people with the provision of free and compulsory basic education and free secondary education. Schedule 8 of the Constitution, a list of the powers or jurisdiction of local level, includes the basic and secondary education function of the state under the rights of the local government. The Local Government Operation Act, 2074 authorizes local governments for the management of school education with specified 23 functions.

Moreover, the Constitution of Nepal demands a thorough reorientation of the education system through structural and functional reforms including the policy and regulatory frameworks for the smooth transition of the state services form unitary system to federal setup. Structural reform at the ministerial level has been completed. Ministry of Education, Science and Technology (MOEST) has been made an overarching responsible agency for the implementation of SSDP and had overall responsibility for policy guidance and oversight for programme implementation.

Under the new structure at the federal level, the Centre for Education and Human Resource Development (CEHRD), merging the Department of Education (DOE), the National Centre for Education Development (NCED) and Non-formal Education Centre (NFEC) together, has been established with a refocused mandate as an executing agency for the SSDP. The CHERD will carry out the programme activities and coordinate with province and local governments. Thus, the execution of the SSDP will continue to be led at the federal level, being overseen by the MOEST and administrated by the CEHRD.

At the provincial level, education directorate/division has been established in the Ministry of Social Development. The roles and responsibilities that were previously defined under the mandate of the Regional Education Directorates (REDs) have been transferred to the respective SSDP unit or school education section that have been established at the provincial government offices. At the local level, education unit/section/division has been set up in the local governments to provide supervisory and technical support to the schools under their jurisdiction. District Education Offices (DEOs) were dissolved; Education Development and Coordination Unit (EDCU) has been established in each 77 district to facilitate, coordinate and provide technical support to provincial and local governments and schools for the smooth implementation of the SSDP activities. A series of SSDP introduction workshop for the local and provincial levels that provide guidance on strategies and implementation modalities incorporated within the SSDP has been undertaken by

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the MOEST to ensure that education activities planned and implemented at the local levels would be aligned with SSDP objectives.

In this transitional context, there is a perceived increased risk of interruption to the implementation of the SSDP. As such, the MOEST has reviewed and discussed arrangements to safeguard the SSDP implementation during the period of the roll out of federal structure and developed the transitional roadmap to clarify accountability mechanisms in the changed structure, reaffirm roles and responsibilities of new and existing institutional structures, and clarify the measures and safeguards that have been put in place where uncertainties pose a potential risk to the effective implementation of the SSDP.

1.2. Consolidation of Past Achievement by SSDP

SSDP has consolidated and continued the remarkable achievements made earlier like; the decentralized planning and arrangements to strengthen planning and implementation within the school education sector at all levels that were introduced previously and have been continued under the SSDP. The requirement for School Improvement Plans (SIPs) sees local stakeholders preparing plans for their schools and brings local education stakeholders together for planning and monitoring purposes. The SSDP also continues to strengthen the role of School Management Committees (SMCs), and the institutionalization of the Education Review Office (ERO), which oversees the National Assessment for Student Achievements (NASA). The institutional capacity for monitoring and needs-based planning has been safeguarded by the development of a robust Education Management Information System (EMIS).

Public financial management has remained a priority area. Measures are taken to mitigate fiduciary risks, including the development of a Fiduciary Management Action Plan (FMAP) and the establishment of a Financial Management Team (FMT). Other Public Financial Management (PFM) key strategies are the roll out of a Computerized Government Accounting System (CGAS), strengthening the fund flow tracking mechanism, developing a teacher rationalization plan, establishing a database of student and school facilities and rolling out the transfer of teacher salaries to their bank accounts. These measures continue to support a reduction of ineligible expenses.

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The SSDP has put the strengthening of quality of education at the core of its development agenda. Key strategies relating to this include the roll out of the National Early Grade Reading Programme (NEGRP) and other programmes aimed at improving learning outcomes. A study on the 'Medium of Instruction and Languages of Education' (MILE) has provided the basis for a strategic framework on the languages of education. Furthermore, competency-based curricula and soft skills programmes have been introduced. Some policy reform initiatives include National Curriculum Framework, Teacher Competency Framework and National Qualification Framework.

Recognizing that despite significant progress with regards to access in basic education being achieved under the previous plan, disparities remain in terms of children not being able to access, participate or learn based on gender, wealth, ability, geographical location, caste/ethnicity or vulnerability. The Consolidated Equity Strategy for the Nepal school education sector (MOE 2014) recognizes the groups where these disparities have the highest prevalence and severity experience multiple barriers across these dimensions. In order to strengthen need-based-targeting and ensure a systematic evidence-based-approach, all district have been ranked against a composite equity index, with additional resources mobilized to the most disadvantaged districts to improve access, participation and learning outcomes.

1.3. ASIP Preparation Process

The ASIP 2018/19 has been developed considering the policy directions and result framework of the SSDP document, taking into account the provisions of the Constitution, the 3 year 14th National Plan (2016/17-2019/20) and federal set up of the Government. The ASIP also acknowledges ongoing education reform initiatives, including those identified in the Medium Term Expenditure Framework (MTEF) 2018/19-2020/21, SSDP document, SDG4 and Education 2030, Joint Financial Arrangement (JFA) and other agreed documents, accounting the strengths and opportunities from those past education reform initiatives, together with the implementation of the SSDP previous two years (FY 2016/17 and 2017/18).

At the same time, guidelines and budget ceiling received from National Planning Commission (NPC), Status Reports, Flash Reports and monitoring reports were taken into consideration as a basis for the prioritization and sequencing the proposed programs in the 2018/19 ASIP. The ASIP also includes strategies and provisions to streamline coordination in terms of the recovery of the

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education sector in the earthquake affected districts and the strengthening of school safety nationwide, in line with the directions set out in the SSDP.

As there was still the transition to full set up of implementation arrangements of educational activities including SSDP program and activities at local and provincial level at the time of the preparation of the ASIP for FY 2018/19, a bottom up planning process which is the way ASIP had been prepared in previous years was not exactly possible for the preparation of the ASIP FY 2018/19. Instead, based on the experience of budget allocation to local levels and its implementation in the FY 2017/18, budget and activities for FY 2018/19 have been developed in line with the SSDP objectives, priorities and results areas. Budget estimation to all 753 local governments and 7 provinces was made based on Flash I 2017 data. Only those budget allocation that have been from MOF to the federal level (NPR 7555.6 million), provincial (NPR 267.2 million) and local (NPR 85.1 billion) are reflected in the AWPB 2018/19.

The budget to local levels has been allocated as the conditional grant. To facilitate the local and provincial levels to implement strategies and activities outlined under the SSDP, a comprehensive guideline, Program Implementation Manual (PIM), has been prepared by the CEHRD. The PIM that includes instructions and suggestions for activities, procedures, responsibility, time bound, expected results and their indicators, and the monitoring mechanism, has become available at the CEHRD website and also be sent out to local and provincial governments so that the allocated budget will be utilised in the specified areas and activities to achieve intended objectives.

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Chapter 2: Overview of the SSDP

2.1. Vision, Mission, Goals and Objectives

The SSDP (2016-2023) has set the following Vision, Mission, Goal and Objectives:

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

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

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

Purposes: to improve the equity, quality, efficiency, governance and management, and resilience of the education sector.

2.2. SSDP Strategic Priorities

The strategic priorities of the SSDP are summarized in the following paragraphs.

Federalism and Decentralization: As the constitutional provisions, there is a need of reorientation in the education management system, including its policy and regulatory frameworks, under the new federal system. SSDP focuses on building capacity at school and district levels and to devolve powers to lower levels of the system.

Quality and effective pedagogy: Quality of education is a key concern of SSDP. Its priorities are enhancing early grade reading skills in students, teachers' professional development and the school improvement planning to promote effective teaching and learning in schools. Promotion of child-friendly, learner-centred interactive pedagogies for active learning and the development of skills, with more emphasis on experiential learning in Early Childhood Education and Development/Pre-Primary Education (ECED/PPE) and better qualified teachers are major priorities of SSDP.

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Curriculum Framework and learning materials: Review and subsequently revision of the national curriculum framework by including the requisite skills, aptitudes, knowledge, understanding and values that students need including life skills, environmental awareness and disaster preparedness. Based on this, revision of textbooks and intensifying efforts for their timely production and distribution will be undertaken.

Assessment and Examinations: For the improvement of assessment and examination system, SSDP focuses on specific interventions like: establishing a National Examination Board to oversee and quality-assure exams, continue Early Grade Reading Assessment (EGRA) and NASA, extend NASA to grade 10 and use findings to develop the curriculum and inform teacher training and development, support teachers to use the Continuous Assessment System (CAS) as a teaching tool, and implement the single subject certificate policy for 10 and 12 examinations.

Teacher management and professional development: The SSDP envisions further improvement through the application of the teacher management and development strategy. The specific needs include strengthening the Teacher Service Commission (TSC), continuing the redeployment of teachers, and requiring that all teachers take pre-service and in-service professional development courses. To facilitate the later, the CEHRD which is established merging NCED will prepare a set of teacher professional development courses and other modalities for continuous learning.

Language of education: In line with the constitutional right to mother tongue education up to the secondary level, SSDP provisions for it. This will include a Languages of Education Framework to guide the teaching of languages and their use as the medium of instruction. Other interventions within this strategic area are to provide increased support for English teaching in schools, to expand the NEGRP, to introduce Nepali as a second language where relevant, and to prepare teachers to apply bilingual teaching approaches.

Equity and inclusion: Insuring access to all is still a challenge in Nepal. Certain groups still experience disparity in access to and participation in quality education, including the low participation of children with disabilities in mainstream classrooms. To overcome this situation, the Consolidated Equity Strategy (2014) will be implemented.

Enabling environment: To create appropriate teaching learning environment in schools, Minimum Enabling Conditions (MECs) require to be developed. SSDP sets priority for improving

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enabling environment through (i) finalizing the MECs for secondary schools and ECED/PPE and include gender-sensitive criteria, (ii) ensuring that school facilities do not limit access to learning opportunities for children with disabilities, (iii) strengthening teaching and learning processes and facilities needed to increase access, particularly in science, maths and English in the higher basic grades and at secondary level, and (iv) strengthening school governance and management.

Infrastructure development and school safety: Reconstruction of earthquake damaged/destroyed classrooms, school retrofitting, ensuring structural integrity of both new and existing school buildings, promoting school safety and Disaster Risk Reduction (DRR) are the priority areas of SSDP. SSDP will mainstream school safety and DRR.

Institutional and capacity development: SSDP focuses on capacity development in line with the implementation of a decentralized federal system of governance and a national framework that supports local governments to assign roles and functions to strengthen school governance. A capacity development plan will be developed that outlines needed competencies and skill sets.

2.3. Policy Priorities

The changed context and evolving socio-political order under the new constitution provide the foundation for reforming the country's governance and management systems. Alongside this and best practices and lessons learned from SSRP, the SSDP has following policy priorities:

- Enable the education sector to establish the provisions and legislation for the 2015 constitutional mandate to be achieved as envisioned, such as the governance and management of the educational system and its delivery mechanisms, which need reorientation to fulfil the intent and mandates of the new constitution.
- In line with the federal restructuring of governance, eighth amendment of the Education Act, finalization of the structural and functional reforms at federal, provincial and local level, further to the reformation of SMCs and the strengthening of teacher management through the rationalization of teacher positions and types.
- Strengthening of local level governance and management, including realign SMCs' roles and responsibilities and strengthening Municipal Education Committees (MECs). Ensuring further strengthening of school level planning through the capacity and responsibilities of the head

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teachers carry out more technical functions including reviewing teacher performance, monitoring teachers' time on task and building the capacities of teacher.

- The SSDP is fully aligned to support the goal of the 14th periodic plan to prepare Nepal to further graduate to the status of Middle Income Country (MIC) by 2030. All sectoral objectives, including those in the SSDP, are aligned with the overarching national goal.

2.4. SSDP Programme Financing and Budget

In the plausible scenario, the total estimated cost of the seven year SSDP is projected at US$ 10,577 million, of which US$ 6,461 million is estimated for the first five years (2016/17–2021/22). Table 2-1 presents an overview of the projected total resources available for the SSDP and the entire education sector for the year.

Table 1-1: Tentative SSDP financing plan (2016−2021)

Source	Amount ($ million)	Share of total (percent)
Government	5,739	88.8
JFP financing	471	7.3
Non-JFP financing	14	0.2
Financing gap	272	3.7
Total	**6,461**	**100**

In the SSDP, Development Partners' financing is estimated based on their indicative commitments. The indicative commitments made by each Joint Financing Partner (JFP) for SSDP programme is shown in the following table.

Table 1-2: Overall loan/grant for SSDP programme

	JFP currency (million)	In US$ (million)
ADB	US$ 120	US$ 120
EU	€ 56.5	US$ 66.67
Finland	€ 20	US$ 23.6
GPE/REACH[1]	US$ 27.1	US$ 27.1[2]
JICA	¥ 900	US$ 8.17
Norway	NOK 231	US$ 30
UNICEF	US$ 2.5	US$ 2.5
WB	US$ 185	US$ 185

[1] Of the total US$ 27.1 million, US$ 4 million is from the REACH grant.

[2] Includes US$ 5.3 million saving from GPE fixed trance under SSRP, restructured to be used for SSDP.

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The SSDP is the 7-year strategic plan of the Government of Nepal, implemented through a Sector Wide Approach (SWAp) which is guided by the Joint Financial Arrangement (JFA). The SSDP is jointly funded by the Government of Nepal and 8 JFPs (as of August 2018). Besides this, a number of non-JFP partners also contribute to the SSDP implementation.

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Chapter 3: Performance of the SSDP Implementation

3.1 SSDP Key Performance Indicators

The Flash Report I, 2017 has shown the progress towards the key performance areas as compared to previous year. The following table 3-1 presents the key performance indicators against which the progress made so far during the implementation of the SSDP. This table highlights the achievement summary on the SSDP Key Performance Indicators with base year status, progress status and set targets.

Table 1-3: SSDP key performance indicators and achievements by 2017/18

Sub sector/thematic area		Baseline (2015/16)	Achievements (in 2016/19)		3-year target (to 2018/19)	5-year target (to 2020/21)	7-year target (to 2022/23)
Indicators			16/17	17/18			
1. Early childhood education development/pre-primary education (ECED/PPE)							
1.1	Gross enrolment ratio (GER) in ECED/PPE	81[a]	82.9	84.1	86	89.5	94
1.2	% of ECED/PPE teachers with required qualification	93.7[a]	93.8	94.2	95.5	97	100
1.3	% of ECED/PPE teachers with one-month training	0	N.A.	4.7	30	65	100
1.4	% of grade 1 new entrants with ECED/PPE experience	62.4[a]	64.7	66.3	68.5	73	85
2. Basic education (grades 1–8)							
2.1	Gross intake rate in grade 1	136.7[a]	133.5	128.6	130.5	127	115
2.2	Net intake rate in grade 1	93.9[a]	95.2	95.9	95	96	100
2.3	GER of basic (grades 1-5)	135.4[a]	134	132.3	130.5	125.5	115
2.4	Net enrolment ratio (NER) in basic education (grades 1-5)	96.6[a]	96.9	97.2	97.5	98.5	100
2.5	GER of basic education (grades 1-8)	120.1[a]	122	120.2	118	115	112
2.6	NER of basic education (grades 1-8)	89.4[a]	91.0	92.3	94	95	100
2.7	Gender parity index (GPI) in NER in basic education (grades 1-8)	1[a]	1.00	1.00	1	1	1
2.8	Survival rate for grade 8	76.6	75.9	77.4	86	92	97
2.9	Completion rate for basic education level	69.6[a]	68.4	70.7	78.5	85	90
2.1	% of out of school children in basic education (age 5-12)	10.6[a]	9.0	8.7	7.5	5	0

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Sub sector/thematic area		Baseline (2015/16)	Achievements (in 2016/19)		3-year target (to 2018/19)	5-year target (to 2020/21)	7-year target (to 2022/23)
Indicators			16/17	17/18			
1. Early childhood education development/pre-primary education (ECED/PPE)							
2.11.1	Students' reading proficiency (%) in grade 3	27.2	27.2[b] (per minute)	27.2[b] (per minute)	42.2	52.2	60
2.12.1	Students' learning achievement scores (%) in grade 5	Maths: 48[b]	49[b]	49[b]	52	56	60
2.12.2		English: 47[b]	47[b]	47[b]	53	57	60
2.12.3		Nepali: 46[b]	46[b]	46[b]	54	59	65
2.13.1	Students' learning achievement scores (%) in grade 8 (based on National Assessment for Student Achievements, NASA)	Maths: 35[c]	35[c]	35[c]	48	55	60
2.13.2		Nepali: 48[c]	48[c]	48[c]	52	57	62
2.13.3		Science: 41[c]	41[c]	41[c]	49	55	60
3. Secondary education							
3.1	GER in grades 9-12	56.7 a	56.9	60.6	72	85	90
3.2	NER in grades 9-12	37.7[a]	38.9	43.9	45	53	60
3.3	Survival rate to grade 10	37.9[a]	45.2	57.1	50	65	75
3.4	Survival rate to grade 12	11.5	NA	17.2	18	25	31
3.5	GPI in NER in grades 9-12	0.99[a]	0.98	0.99	1	1	1
3.6	Number of model schools	0	240	196	600	1,000	1000
3.7	Number of students enrolled in technical subjects in grades 9-12	9,750[a]	15,445	23,415[3]	72,540	102,600	126,600
4. Non-formal education and lifelong learning							
4.1	Literacy rate 6 years+	78[d]	78[d]	78[d]	85	87	90
4.2	Literacy rate 15-24 years	88.6[e]	88.6[e]	88.6[e]	92	95	98
4.3	Literacy 15+ years	57[f]	57[f]	57[f]	70	75	80
5. Teacher management and professional development							
5.1	% of female teachers in basic level	38.8	40.7	41.2	42	45	50
6. Sector finance							
6.1	Education sector budget as % of national budget	12.04%	11.09	9.91	15%	17%	20%

a: DOE (2016); b&c: ERO (2016); d:NPC (2016); e: NPC(2014); f: CBS(2012); g: RTI(2014), h: ERO (2014)

Similarly, SSDP implementation related other key findings, as given in Flash Report-1, 2017 are given in table 3 below.

[3] Agriculture and Science; 10,700, English; 12,645, and Music Education; 70

Table 1-4: Flash Report 2017-018 (Flash 1 Report 2074 key findings)

Table 1: Institutions

Number of Institutions:	Total	Community	Institutional	Religious
ECD/PPCs:	36,568	34,448	6,120	
Schools:				
Total in Units	35,601	27,914	6,566	1,121
Primary Levels	35,211	27,792	6,298	1,121
Lower Secondary Levels	15,632	11,293	4,264	75
Basic Levels	35,393	27,974	6,298	1,121
Secondary (Grade 9-10) Levels	9,416	6,230	3,186	31
Secondary (Grade 11-12) Levels	3,783	2,719	1,084	6
Secondary (Grade 9-12) Levels	9,416	6,230	3,208	31

Table 2: Students

	Total		Community		Institutional		Religious	
Students:	Total	Girls	Total	Girls	Total	Girls	Total	Girls
ECD/PPCs	958127	452259	607369	303616	350758	148643		
Primary Level	3970016	2009314	3312062	1704666	657954	304648	77009	34075
Lower Secondary Level	1866716	943410	1544661	802724	322055	140686	6434	2827
Basic Level	5836732	2952724	4856723	2507390	980009	445334	83443	36902
Secondary Level	970720	501388	778822	418163	191898	83225	4487	2132
Higher Secondary Level	584072	315012	427261	246960	156811	68052	1107	634
Secondary Level	1554792	816400	1206083	665123	348709	151277	5594	2766

Table 3 Teachers

Teachers:	Primary	L. Sec.	Basic	Sec.	H. Sec	Sec.
Approved positions: total	100685	25687	126372	19517	5859	25376
Approved positions: permanent	55038	12016	67054	9845	-	9845
Approved positions: temporary	24478	4217	28695	2928	1918	4846
Rahat:	21169	9454	30623	6744	3941	10685
Reported in all types of schools: total	201075	56763	257838	42817	21420	64237
Reported in all types of schools: female	100556	16443	116999	8215	3804	12019
Reported in all community schools: total	150,870	42,494	193,364	26,562	16,741	7,299
Reported in all community schools: female	61,922	10,805	72,727	4,231	3,068	43,303
Reported in all institutional schools: total	50419	17095	67514	16255	4680	20935
Reported in all institutional schools: female	27964	7705	35669	3984	736	4720

Chapter 4: Overall Constraints and Concerns for FY 2018/19

A major constraint for progress against the SSDP indicators in FY 2017/18 was related with the restructuring of the education sector institutional arrangements, restructuring of the budget at the different levels and restructuring of the reporting mechanism for the SSDP. Although the transitional roadmap will mitigate the disruptions of the transition to a full-fledged and functional federal structure, constraints will still be expected in the FY 2018/19. Moreover, another potential issue is a concern of how to ensure that the SSDP programme and its targets are fully owned and implemented across all 753 local governments. The SSDP document has been shared with all the local governments and a series of SSDP induction workshops that further provide guidance on strategies and implementation modalities incorporated within the SSDP have been taken place. Yet, it is a challenge to make certain that these all local governments will come to have a clear understanding and institutional capacity to ensure that their achievements will align with and contribute to the overall goal and objectives of the SSDP plan. In addition, the following constraints and concerns in the SSDP key result areas (quality, equity and access, efficiency and governance & accountability) have been identified for the programme implementation of the FY 2018/19.

4.1. Quality of School for Education

With the current strong policy drive and targeted interventions to reduce the number of out of school children, the quality of the enabling learning environment becomes further a key determinant on whether children that are likely to have additional needs or barrier that caused them to not be in school until now will retain and complete education with relevant learning outcomes. For this, the professional development of teacher focusing on child-centred approach to teaching and strengthening subject knowledge in Science, Maths and English at secondary level is key to ensure improved teaching learning processes.

4.2. Equity and Access

Retaining the children that were brought into school from the most disadvantaged and marginalized communities, groups and remote geographical areas will be a challenging task as these children will require a learning environment sensitive to their additional/special needs which prevented them from enrolling earlier or face challenges such as malnourishment, poverty or

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vulnerability that has been passed on over generations and will be partly beyond the scope of what the education system can provide to help them overcome these barriers. The federal redistribution of resources should be taken as an opportunity but might also result in marginalized areas in terms of education outcomes and available resources to emerge that will require additional support and need based education packages.

4.3. Efficiency

The current transition will pose a major challenge on the gains made in terms of the efficiency of the education sector as many arrangements and processes will have to be undertaken from zero at the newly established government levels, and thus there might be a risk in losing institutional memory and know-how during the devolution of mandates and redeployment of human resources within the sector. Furthermore, the previously established arrangements at central and district levels for monitoring, reporting and public financial management of progress within the sector needs to be redefined.

4.4. Governance and Accountability

The federal restructuring of education system and managing the human and institutional capacity pose another major challenge for FY 2018/19 to allow for adequate decentralized educational management and planning at the local level.

The consolidated report 2016/17 presents serious concerns in school education. Out of total 29,607 community schools, only 7,255 schools meet all the Priority Minimum Enabling Conditions (PMECs) while 9,833 schools do not meet even 3 indicators out of 5 PMECs. This shows that efforts should focus on ensuring PMECs. Application of Information and Communication Technology (ICT) in education has been in focus to improve the quality of school education; however, the infrastructure for the expansion and implementation of the ICT in education as per the needs of curriculum and fulfilment of the SSDP goals is not sufficient. The consolidated report 2016/17 shows that out of total community schools, 34.7 % schools have electricity facility, only 12.4 % schools are using computers in teaching learning activities, 28.3 % schools have computer facilities. It shows that expansion and implementation of ICT in education requires more interventions.

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The Flash I 2017 shows that the Net Enrolment Rate (NER) at primary level (grade 1-5) has reached to 97.2 %, but only 92.3 % of children at the basic level (grade 1-8) is reported at schools. The enrolment ratio varies from provinces to provinces, especially Province 2 whose enrolment rate is lower than other provinces. Generally, as the grade of education increases the enrolment rates decreases. The ratio of out of school children in Province 2 is higher than other provinces.

Other major concerns in school education include; re-visiting the existing ECD/PPCs focusing to the disadvantaged community and developing capacity of community-based ECDs, mainstreaming the traditional religious schools, providing necessary supports to achieve expected results from community schools, providing adequate supports to the secondary schools running up to grade 12, making equitable access and improve expected learning outcomes of the children from Dalit and extremely disadvantaged communities, reducing the over age children enrolment and improving internal efficiencies, improving in the proportions of female teachers at school education, timely providing facilities to all schools and students (e.g., full set of textbooks, scholarship and other physical facilities), ensuring the school expected days of school opening, students attendance and teacher attendance with set norms/standards of time on tasks, improving on effectiveness of scholarship use, improving physical infrastructure with a gender perspectives to improve retention and regularities of girl students.

As the federal governance system has become functional, it is urgent to strengthen capacity of local level authorities in order to continue providing quality school education and to meet SSDP objectives and indicators for FY2018/19, especially in the area of capacity on education planning, school governance and management, monitoring and evaluation to support students learning, reporting mechanism on education activities and achievements. Redefining and strengthening the roles and functioning of present Resource Centres (RCs) and establishing well-functioning financial reporting mechanism are also among major concerns and constraints in the current transitional context. Although, institutional set-ups are largely in place, linkages and detailed coordinating and reporting arrangements, including clarity of functions across the newly formed institutions and the sub-national governments are yet to be cleared.

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Chapter 5: Financing Envelop for FY 2018/019

5.1. Context of Financing

GoN has continued to allocate a major portion of the national budget to the education sector, reiterating the sector as a priority. However, the Government is at the same time facing a significant budget crunch in the upcoming year. The federal restructuring of the state along with the restructuring of education management demands huge amount of investment which creates a budget gap compared to the envelope allocated to the MOEST. More resources require addressing the issues related to quality, access and equity, post-disaster and governance and management.

Budget allocation to education sector is to be made from all three levels of governments i.e. federal, province and local. The ASIP/AWP for 2018/19 is developed based on budget allocated by the federal government and does not capture the budget that is allocated by province and local levels from their own treasury.

5.2. Budget for FY 2018/019

MOEST has received the total amount of annual budget NPR 134508.7 million (1281.04 Million[4] US$) out of which NPR 92935.08 million (885.10 million US$) for SSDP[5] to be implemented for FY 2018/19. The total SSDP budget for FY 2018/19 is as following table.

Table5.1: The total education sector and SSDP budget for FY 2018/19

Particular	Actual Allocation for FY 2018/19		Actual Allocation for FY 2017/18	
	NPR million	US$ million	NPR million	US$ million
Education sector budget	134508.7	1281.04	126642.1	1194.02
SSDP budget	92935.08	885.10	93064.09	877.44
% of SSDP budget compared to Education Budget	69.09	69.09	73.49	73.49

5.3. Total SSDP Budget for FY 2018/019

The total SSDP budget for FY 2018/19 is summarized in the table below.

[4] 1 US$ = 105 NPR based on the rate of 22 April 22, 2018

[5] This includes federal budget and its activities along with the budget which is to be transferred to province and local levels.

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Table 5.2: Total SSDP Budget for FY 2018/19[6]

Sn	Budget Head	Program	Budget	
			NPR Million	US$ Million
1	350016	Teacher salary for basic and secondary level teachers	59910.26	570.57
2	350017[7]		0	0
3	3508063/4	SSDP - Local Level	25202.08	240.02
4	3508063/4	SSDP- Province Level	267.15	2.54
5	3501403/4	SSDP - Federal Level	7555.60	71.96
6	3500233/4[8]	Special Education Council	0	0
Total			**92935.08**	**885.10**

5.4. Budget Allocation to Province and Local Levels

As the Federal governance system is being set up, the budget allocation for school education program and activities (SSDP) has been proposed at three levels of government. At federal level, budget and program for policy inputs, facilitation to province and local governments has been proposed. At province level, budget for programs and activities that facilitate to the local governments, coordination between federal and local level, monitoring and evaluation and other province level activities have been proposed while at local level; budget for all the activities that are targeted to be implemented at school level has been allocated.

Table 5-3: Level wise budget for FY 2018/19

Level of Government	SSDP budget (NPR million)	Percent
Federal	7555.6	8.13
Province	267.2	0.29
Local	85112.3	91.58
Total	92935.08	100.00

5.5. Education Budget and JFP fund for FY 2018/19

For FY 2018/19, out of the total education sector budget, 134508.7 million, 69.09 percent has been allocated for SSDP amounting NPR 92935.08 million (US$ 885.10 million)[9]. As some JFPs adopt a Result Based Financing (RBF) approach to support the implementation of SSDP, the GoN will

[6] Budget in the SN 1-4 will be transferred directly through the MOF as inter-government fiscal transfer.

[7] The budget for secondary teacher salary has been included under budget head 350016.

[8] The budget has been allocated through budget head 3508063/4.

[9] This doesn't include the budget allocated for reconstruction through NRA/CL-PIU.

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fund the entire SSDP, with the understanding that these JFPs will make disbursement when the envisioned results for FY 2018/19 are met. The education sector budget and JFP budget are shown in the following table.

Table 5.4: Comparative Education Sector Budget and JFPs Fund

SN	Description	*Budget (Million) FY 2017/18*		*Budget (Million) FY 2018/19*	
		NPR	US$	NPR	US$
1	Total Education Sector Budget	126642	1194.7	134508.7	1281.04
2	Total SSDP JFP Budget	93064.09	877.44	92935.08	885.10
3	% of SSDP Budget out of Education Sector Budget	73.5	73.5	69.09	69.09
4	Government share on SSDP JFPs	85227.1	803.55	83751.34	797.63
5	DPs share on SSDP JFPs Fund Budget	7836.96	73.9	9183.74	87.46

The support of JFPs to SSDP for FY 2018/19 is estimated based on the assumption that DLIs target for third year and other commitments are met by the government. The total SSDP budget for FY 2018/19 is US$ 885.10 million. Out of which, the share of GON is US$ 797.63 million and JFPs support is US$ 87.46 million.

The amount of disbursement JFPs have indicated for FY 2018/19 is showed in the table below.

Table 5.5: JFPs indicative disbursement for FY 2018/19

JFP	**Indicative Disbursement for FY 2018/19**[10]		**Type of funds**
	JFP currency million	US$ million	
ADB	US$ 21	US$ 21[11]	Loan (DLI)
EU	€ 8.0	US$ 9.48	Grant (Fixed/DLI)
Finland	€ 6	US$ 7.08	Grant (Fixed/DLI)
GPE/REACH[12]	US$ 16.4	US$ 16.4	Grant (Fixed/DLI)
JICA	¥ 300	US$ 2.72	Grant (Fixed)
Norway	NOK 64	US$ 8.3	Grant (Fixed)
UNICEF	US$ 0.5	US$ 0.5	Grant (Fixed)
WB	US$ 43	US$ 43	Loan (DLI)
Total		**US$108.48**	

[10] Contingent on the identified DLIs being met for JFPs that have subscribed to these.

[11] Estimated disbursement by December 2018: US$ 8 million.

[12] Of the total US$ 27.1 million, US$ 4 million is from the REACH grant.

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5.6. Allocation of Budget at Province and Local Level from Equalization Grant

In addition to federal level allocation of budget in school education, province and local level governments have also allocated budget to school education from the equalization grant. Analysis of budget in education sector of some of the province and local level governments has been made in order to see the trend of allocation of budget. Out of total 753 local levels, the budget allocation to education sector in 47 local levels shows that out of total equalization budget 6.0 percent budget has been allocated to education. Similarly, the budget allocation to education sector at province level out of equalization budget is 12.1 percent. The following table 1.9 shows the budget allocated to education sector at Province Level.

Table 5.6: Budget Allocation to School Sector from Province Level Equalization Grant

SN	Province	Equalization Grant		Percentage
		Total	Allocated	
1	1	6610300	1120000	16.9
2	2	7016100	381242	5.4
3	3	5969700	1540000	25.8
4	Gandaki	6776700	551525	8.1
5	5	6869700	692070	10.1
6	Karnali	9131400	749900	8.2
7	Far West	7924700	1058235	13.4
Total		50298600	6092972	12.1

5.7. SSDP non-JFPs Contribution

In addition to SSDP JFP funds, SSDP will also utilize the non-JFP fund and Technical Assistance (TA) supports for its better implementation and results. The following table shows the programmes and proposed budget which will be implemented in FY 2018/19 utilizing non-JFP fund.

Table 5-6: Non-JFP fund and programmes for FY 2018/019

Budget Head	Name of the Program/Project	Allocated amount for FY 2018/19

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350118	EFA- Child development Programme	NPR 62.3m
350138	Early grade Reading	NPR 138.57m
350113	Food for Education project	
	Support rehabilitation of education sector	$1.4m
	Nepal Safer Schools Project	Up to £1m
	Supporting Policies and Implementation in the School Sector	$200,000 (ADB) $1.0 million (EU) $300,000 Norway
	PEAK! Partnership for Equity and Access in Kapilbastu.	(€9,0127.35)
	"HamroSikshya"	(€197,650.47)
	Technical Assistance for Competency Based Soft Skills (TASS) Development in School Education in Nepal	€565,489
	Empowering Adolescent Girls and Young Women through the Provision of Comprehensive Sexuality Education and a Safe Learning Environment in Nepal (UNESCO-UNFPA-UN Women Joint Programme)	US$1,179,991
	CapED Programme: Strengthening literacy and lifelong learning opportunities in Nepal	US$86,000
	CapED Programme: Integrating SDG 4: Policy Reviews and Monitoring Frameworks	US$31,948
	Malala Fund for Girls' Education	US$61,364

In addition to above non-pooling contribution, technical assistance to enhancing quality and relevance of learning for adolescence girls are among other projects that will supplement the implementation of the SSDP. Moreover, the Earthquake Emergency Assistance Project (EEAP), Emergency school reconstruction project (ESRP), and the model school construction project under Japanese Social fund for Poverty Reduction (JSPR) project are funded through the National Reconstruction Authority (NRA) and implementation through Centre level Program Implementation Unit (CLPIU), in coordination with the regular planning and implementation under the SSDP.

5.8 Budget Allocation for Program Support Facilities and Capacity Development at Local and School level

To support and facilitate the smooth implementation of SSDP program and activities at local, province and federal level in the changed context, activities for program support facilities and capacity development have been proposed. Total NPR 731.523 million has been allocated for this purpose, out of which 234.7 is under the activities of budget head, 3501403/4, 9.2 million at province level activities and 487.4 million has been allocated at local activities. Implementation procedures of these activities has presented in the Program Implementation Manual, 2075/76(2018/19). The details of activities has been presented in the annex 4.

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PART II

Chapter 1: Basic Education

1.1 Objectives

The basic education mainly aims to promote a rights-based approach to Early Childhood Development/Pre-primary Education (ECD/PPE) programmes for developing the physical, socio-emotional, cognitive, spiritual, and moral potential of children below 5 years, and ensure school readiness; ensure universal access to quality basic education for all 5–12 year old children; ensure student readiness for secondary education with students having the required learning competencies; to promote life skills and value-based education and impart early orientation on the national economy and harmony in socio-cultural diversity and to complement formal education by providing alternative and flexible modes of education.

1.2 Progress Status

Current progress status of basic education is given in table 9 below

Table 2-1: Summary of the current status: Basic Education

Indicators	Status Summary
ECED	The overall outcome level achievements: • The total 36,568 (Compared to 36,093 in the last school year) ECD/PPCs in the country, 30,448 (84.4%) ECD centers are running as community-based ECD and community schools-based ECD/PPCs.
Equity	• The gender parity in school education has been achieved. The Gender Parity Indexes (GPI) in NER at primary, lower secondary, basic, are 1.00; 0.97; and 0.99 (0.99; 1.01; and 1.00 in the last school year) respectively. • The girls' enrolment constitutes 50.6% (50.4% in the last school year) at primary level, 50.5% (50.5% in the last school year) at upper basic level, and 50.6 % (50.5% in the last school year) at basic level, illustrating a higher degree of participation and retention of girls in the school education system. • The share of Dalit and Janajati enrolment is 19.9% and 36.8% respectively at primary, and 16.0% and 33.8% at upper basic, which is in increase from previous school year. However, the total number of student enrolment by extremely disadvantaged Janajati (22 ethnic groups) is 89,216 (93,351 in the last school year) at primary level, 31,852 (31,733 in the last school year) at upper basic level, reflecting a slight decrease in grade 6-8 from the previous years. • The proportions of female teachers by levels, in all types of schools and community schools, are: 44.6% (44.0% in the last school year) and: 41.0% (40.3% in the last school year) at grades 1-5 respectively, and 30.5% (28.9% in the last school year) and 25.4% (22.2% in the last school year) at grades 6-8 respectively. • Furthermore, the proportions of Dalit and Janjati teachers are: 5.6% and 32.8% (5.3% and 30.9% in the last school year) for grade 1-5 and 4.5% and 24.8% (4.3% and 20.3% in the last school year) for grade 6-8 respectively.
Access	• Gross Intake Rate (GIR) and Net Intake Rate (NIR) in Grade One are 128.6 % (133.5% in the last school year) and % 95.9 (94.7% in the last school year) respectively. • The Gross Enrolment Rate (GER) at grade 1-5 and 6-8 are 132.3 % (133.6% in the last school year), and % 108.0 (103.3% in the last school year) respectively.

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	• The Net Enrolment Rate (NER) at grade 1-5 and 6-8 and secondary levels are 97.2 % (96.9% in the last school year), and 87.4% (80.9% in the last school year) respectively.
Quality	• The promotion and repetition rates in Grade One are 82.5% (80.9% in the last school year) and 13.9% (14.3% in the last school year) respectively. The promotion and repetition rates in grade 5 are 92.9% and 4.1% respectively. The promotion and repetition rates in grade 8 are 90.6% and 3.9% (90.0% and 4.3% in the last school year) respectively. • The overall survival rate to grade five is 88.3% with 89.3% for girls and 87.3% of boys (Compared to total 87.0%, with 86.6% for boys and 87.2% for girls in the last school year). The overall survival rate to grade eight is 77.4% with 77.7% for girls and 77.1% of boys (compared to total 75.9%, with 75.2% for boys and 76.2% for girls in the last school year). • According to the National Assessment of Student Achievement (NASA) report (2013), the average students' learning achievements in Grade 8 are 35% in Mathematics, 48% in Nepali and 41% in Social studies subjects. According to the NASA report (2012), the average students' learning achievements in Grade 5 are 53.3% in Mathematics, 59.7% in Nepali and 53.6% in English subjects. According to the NASA report (2015), the average students' learning achievements in Grade 5 are 48.7% in Mathematics, 46.3% in Nepali and 46.8% in English subjects. According to the NASA report (2012), the average students' learning achievements in Grade 3 are 59.4% in Mathematics and 62.6% in Nepali subjects. According to the NASA report (2015), the average students' learning achievements in Grade 3 are 45.3% in Mathematics and 51.5% in Nepali subjects. • Based on the NASA reports (2011 and 2012), the districts - Achham, Bardiya, Jumla, Khotang, Mahottari, Rolpa, Saptari, Udayapur and also the Eastern- and Mid-Western development regions have low level of achievements. It is worth mentioning here that similar situations have been observed in these districts and regions with regard to their internal efficiency as demonstrated in the Flash I Report, 2016-017. • The student-teacher ratios (based on the approved positions of teachers) in community schools are 33:1 (34:1 in the last school year) at grade 1-5, and 60:1 (60:1 in the last school year) at grade 6-8, highlighting the need of increasing teacher positions, especially at grade 6-8. • The average percentage of students who received the full sets of textbooks, within the second week of the academic year 2017-018, was 90.9% (87.6% in the last school year) at grade 1-5, and 91.3% (90.3% in the last school year) at basic level. • Altogether 69 local languages have been used in 7,955 schools in grade 1 classes, 7,221 schools in grade 2 classes, 6,357 in schools in grade 3 classes, 4,929 schools in grade 4 classes and 4,749 schools in grade 5 classes as the medium of instruction in the classroom teaching and learning activities at primary level.
Efficiency	• The overall Co-efficient of Internal Efficiency at Primary and Basic levels are: (81.3% and 74.8% in the last school year) respectively. The Cohort Graduation rates at Primary and Basic levels are: (80.6% and 69.6% in the last school year) respectively. • School to student ratios are 1:113 at grade 1-5, 1:119 at grade 6-8, and 1:166 at grades 1-8. The number of students in different levels 3,970,016 (4,135,253 in the previous year) at grade 1-5, 1,866,716 (1,859,359 in the previous year) at grade 6-8, and 5,836,732 (5,994,612 in the previous year) at grade 1-8. • Enrollment in public/private schools, last year of the total enrolment at grade 1-5, grade 6-8 and grade 1-8, is 83.4%, 82.7% and 83.2% (compared to 83.4%, 82.8% and 83.2% last year) in community schools respectively. Similarly, 16.6% (16.6% in the last school year), 17.3 (17.2% in the last school year) and 16.8% (16.8% in the last school year) are in institutional schools.

1.3 Constraints and Concerns

Along with the overall constraints and concerns mentioned in Chapter I, followings are identified as the constraints and concerns of basic education for the FY 2018/19.

- Increasing the percentage of new children in G1 with ECD/PPC experience which would contribute to improving the internal efficiency of education system.
- Enhancing capacity of ECED facilitators through adequate training and qualification in the context of federal institutional arrangements and facilitation to local governments for redistribution and reallocation of ECED centres as per the requirements, etc.
- Identification of Out of School Children (OoSC) with proper interventions to enrol and retain into the education system has been a major concern. Overcoming access disparities and improving the student achievement is a major concern.
- Expanding flexible and open learning opportunities for underserved populations by improving management, redistribution and relocation of alternative and traditional religious classes/schools. Involving and strengthening Community Learning Centres (CLCs) as main mechanism for delivering non-formal and alternative education.
- Expanding and further strengthening school health and nutrition programmes (midday meals) in areas of poverty and food insecurity.
- Ensuring adequate and enabling quality learning environment in schools with resilient infrastructure and child-friendly environments; enhancing teachers' capacity to promote teaching in mother languages and use mother tongues as a medium of instruction.
- Reconstruction of schools damaged by the 2015 earthquake, designing and constructing disaster resilient school buildings and developing safe schools.
- Enhancing the capacity of Local authorities, School Management Committees (SMCs) and Parent Teacher Associations (PTAs) for better engagement in community schools for quality of education and school governance and management in the changed context.

1.4 Strategic Priorities

The major strategic priorities of basic education are:

- Facilitation to local and provincial governments will be provided to support effective planning and budgeting of activities, their implementation and their monitoring and reporting. Along with the provision of conditional grant/budget, guideline for proposed

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activities and detailed implementation procedures will be provided to local and provincial governments.

- Standards for ECED/PPC with provision of qualified and trained ECED/PPE teachers will be implemented through materials, training and appointment (as vacancies arise).
- Equity strategy will be implemented to increase equity and access to basic education and support the out of school children.
- Intervention will be made for strengthening and expanding early grade reading habits with minimum packages.
- Facilitating and supporting Local levels in implementing teacher rationalization and redeployment plan for adequate provision of teachers across basic education schools and subjects.
- To enhance the quality education, implementation of revised National Curriculum Framework, textbooks and materials and other programmes will be implemented. Continuous improvements in assessment and examination will be undertaken.
- Support to alternative provision of basic education like; flexible schools, traditional schools and open schools will be continued.
- To enhance the equity and access, students will be supported with residential and non-residential scholarships, learning materials, midday meal programme will be continued.
- Provision of education in mother tongue, multi grade multi-level teaching methodologies will be continued.
- Coordination and mobilization with International/Non-governmental Organization and (I/NGOs) and Community Based Organizations (CBOs), campaigns like students enrolment will be enlarged and strengthened.
- Facilitation and capacity development at the local and province levels.

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1.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and Key Performance Indicators (KPIs) and other result framework the Results set for the FY 2018/19 in relation to the basic education are given in table 10 below:

Table 2-2: Results for FY 2018/019-Basic Education

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
% of grade 1 new entrants with ECED/PPE experience: 68.5	66.3	64.7	KPI
Student learning achievement scores (%) in grade 5 Math 52, English 53, Nepali 54	Math49.0 English 47.0, Nepali 46.0	Math48.0 English 46.0, Nepali 47.0	KPI
No. of schools implementing CB-EGRA, 3000		3000	DLI
No of districts where NEGR minimum package is rolled out, 20 districts	NA	NA	DLI
Approved of revised National Curriculum Framework(NCF)	Revision of NCF		DLI
Improved time spent in teaching	TST guideline approved	TST guideline developed	DLI
Timely availability of textbooks	90.9% (primary) 91.3% (basic)	87.6% (primary) 90.3%(basic)	
Improved management of schools		NA	

1.6. Major Interventions and Budget for FY 2018/19

Major Interventions for FY 2018/019- Basic Education

The major intervention/activities under this component are: Per Child Fund (PCF) grant for ECD, Capacity Building for ECD Facilitator, Development of criteria and Materials of ECD, Salary for ECD Facilitator, Grant for traditional religious school (1-5), Grant for traditional religious school (1-8), Grant for Flexible Schooling Programme (FSP), Operational Grant for school- (grade 1-5), Textbook grant for grade 1-5, Textbook grant for grade 6-8, Scholarship for grade 1-8 dalit student, Scholarship for grade 1-8 girls student, Operational cost for student Enrolment Campaign, Operational cost for Grade 8 exam, Operational grant for Resource class, Learning materials grant for MGML operating school, Day meal grant for target group children of targeted districts, Day meal grant for ECD to grade 5 students at Karnali, Grant for management of CAS in grade 1, PCF grant for management of teaching learning materials and book corner (grade 1-5), PCF grant for

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management of teaching learning materials and book corner (grade 6-8), Block grant to basic schools for SIP, interaction for capacity development of community and SMC, guardians education and extra-curricular activities, Block grant to basic school for social audit, student report card, financial audit, school mapping management, bulletin publication, Targeted programme for OOSC (based on equity index), Scholarship for targeted group student non-residential, Scholarship for students with disability grade 1-8 (non-residential), Scholarship for disable grade 1-8 (Residential), Minimum package for Early grade reading, Grant for English, science & English kit tools, Basic Teacher Salary, Grant for Open school- Basic level 6-8, Grant for special school, etc. which are presented in annex 2.

The budget for activities planned for FY2018/19 is mainly disbursed to the local governments from Ministry of Finance, and planned interventions will be implemented by the local level and schools. In order to facilitate and support the local governments to implement the suggested activities, the PIM which describes details of activities and their implementation procedures to achieve the specified result has been prepared by the CEHRD and has become available at the website. Major interventions proposed in the area of basic education are summarised below. Please see AWPB for details of activities and their budgets.

Major interventions for basic education for FY2018/19 are:

- Activities to develop and update the standard and guideline for ECD are planned, along with development of model learning materials for ECD. Development of customized training curriculum and job induction training course for ECD teachers is also planned.
- Four types of activities, that is integrated child development workshop (NPR 3.1million), implementation and monitoring of early reading program and child friendly framework (NPR 6.9 million), implementation of girls access on education class (NPR 2.2 million), orientation of gender focal point and gender network and management of suggestion box and safety school (NPR 1.42 million) and school peace zone (NPR1.47 million) are planned for the local levels.
- Targeted programme for out of school children selected based on Equity Index is planned, as well as an enrolment retention programme targeted for out of school children. Day meal grant for identified group children of targeted districts is also planned to address access,

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equity and quality. The education programme in coordination with the local level and educational institutes for enrolment and retention of students is also planned (NPR68 million). Residential education programme for child labour and street children are also planned (NPR9.6 million).

- Support for dalit students, girls students, students of targeted groups, physically challenged students from targeted groups (for both residential and non-residential) are budgeted to address equity, access and quality.
- Development of textbooks and learning materials are budgeted, including development of audio materials of textbooks at Grade 4-8 in English medium for students with disability, development of learning material kit of English, Science and Maths for grade 9 and10,
- PCF grant (EDC- Grade 12) for teaching and learning materials, management of book corner, continuous student assessment in schools are allocated to increase the learning quality in schools.
- Block grant to basic schools for school management, including development of SIP, interaction to develop capacity of community and SMC, enhancement of awareness of importance of education in community, and social and financial audits, as well as extracurricular activities, student report card, school mapping management and bulleting publications.
- Block grant for schools that do not have any kind of teacher position (NPR100million).
- Development of textbooks and learning materials are budgeted, including development of textbooks in 4 mother tongues, orientation on development and implementation of textbooks and learning material at province level, update and revision of curriculum and textbooks for Grade 4 to 10, and piloting and feedback collection of learning materials based on integrated curriculum for grade 1-3 are planned.
- Development of audio materials of textbooks at grade 4 - 8 in English medium for students with disability, development of level 1 audio visual material for student with autism and intellectual disability.

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- EGRP activities are planned as scheduled, including teacher training supporting EGRP minimum package (NPR107 million) and resource centre level review of implementation of early reading skill program (NPR 9.5 million).

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Chapter 2: Secondary Education

2.1 Secondary Education (General Education)

2.1.1 Objectives

The objectives of SSDP for general secondary education are to

- Make students ready for the world of work by developing skilled human resources.
- Focus on access to education without compromising quality.
- Strengthen institutional links and facilitate the transition to higher education.
- Prepare students to uphold and fulfil their civic duties.

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2.1.2 Progress status

Current progress status of secondary education is given in table 12 below

Table 2-4: Summary of the current status: Secondary Education

Indicators	Status Summary
Equity	• The gender parity in school education has been achieved. The Gender Parity Indexes (GPI) in NER at lower secondary (grade 9 and 10), higher secondary (grade 11 and 12) and secondary (grade 9-12) levels are 0.98; 1.04 and 0.99 (0.97; 1.01 and 0.98 in the last school year) respectively. • The girls' enrolment constitutes 51.7% (51.8% in the last school year) at lower secondary level, 53.9% (54.5% in the last school year) at higher secondary level and 52.5% (52.7% in the last school year) at secondary (grades: 9-12) level, reconfirming the trend seen in basic education. • The share of Dalit enrolment is 11.1% at lower secondary and 6.5% at higher secondary level, which are higher than to the previous school year. The share of Janajati enrolment is lower secondary and 23.3% at higher secondary level. The total number of student enrolment by extremely disadvantaged Janajati (22 ethnic groups) is 15,781 (15,585 in the last school year) at lower secondary level and 3,444 at higher secondary level, reflecting the need to further strengthen their participation at these levels. • The proportions of female teachers by levels, in all types of schools is 19.2% (18.3% in the last school year) at secondary level and the proportions of female teachers in all types of community schools is 15.9% (14.8% in the last school year) at secondary level. • The proportions of Dalit teachers at secondary level is 5.4% (4.6% in the last school year) respectively and the proportions of Janajati teachers at secondary level is 19.5% (18.8% in the last school year) respectively.
Access	• The Gross Enrolment Rate (GER) at lower secondary, higher secondary and secondary levels are 80.3% (79.0% in the last school year), 40.9% (40.4% in the last school year) and 60.6% (59.6% in the last school year) respectively. • The Net Enrolment Rate (NER) at lower secondary, higher secondary and secondary levels are 65.9% (59.8% in the last school year), 22.0% (18.2% in the last school year) and 43.9% (38.9% in the last school year) respectively.
Quality	• The overall survival rate to grade ten is 57.1%, with 56.5% for boys and 57.6% for girls. • The student-teacher ratios (based on the approved positions of teachers) in community schools are 40:1 (39:1 in the last school year) at secondary level, highlighting the need of increasing teacher positions, especially at lower secondary level.

	• The average percentage of students who received the full sets of textbooks, within the second week of the academic year 2017-018, was 94.2% (91.7% in the last school year) at secondary level.
Efficiency	• The overall Co-efficient of Internal Efficiency at Primary and Basic levels are: (81.3% and 74.8%in the last school year) correspondingly. The Cohort Graduation rates at Primary and Basic levels are: (80.6% and 69.6% in the last school year) respectively. • School and Student ratios are 1:103 at lower secondary, 1:154 at higher secondary and 1:165 at secondary (Grades 9-12) levels • Number of students in different levels is 970,720 (958,502 in the last school year) at lower secondary level, 584,072 (492,984 in the last school year) at higher secondary level and 1,554,792 (1,451,486 in the last school year) in secondary level. • Of the total enrolment at secondary, higher secondary and secondary (grades: 9-12), 80.2% (80.1%, in the last school year), 73.2% (70.7% in the last school year) and 77.6% (79.9% in the last school year) are in community schools, whereas 19.8% (19.9% in the last school year),26.8% (29.3% in the last school year) and 22.4% (23.1% in the last school year) are in institutional schools.

2.1. 3 Constraints and concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of general stream of the secondary education for FY 2018/019.

- Increasing transition rate to secondary education from basic level focusing disadvantaged groups, marginalized and children with disabilities and improving access, equity, social inclusion and quality are major concerns in secondary education.
- Strengthening the management of alternative and open learning programmes is necessary to facilitate access for females, ethnic groups, Madhesis, Dalits, disabled, Muslims and students from other marginalized communities to secondary education.
- Ensuring the minimum number of teachers with required qualifications for subjects taught in grades 9-12 is a major concern. Strengthening the subject knowledge of teachers especially those who teach science, math and English in community schools. Use of Information and Communication Technology (ICT) in teaching learning process, making teachers accountable for students learning and maximizing teacher time on task is another concern.
- The reform of the curriculum and textbooks to better align with levels and streams for linkage and transition provisions from general to vocational and vice versa.
- Creating minimum enabling learning environment with basic requirement at secondary schools.

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- Developing the model schools to enhance the equity and to improve the quality of secondary schools
- Reconstruction of schools damaged by the 2015 earthquake, designing and constructing disaster resilient school buildings and developing safe schools.
- Enhancing the capacity of local authorities, SMCs and PTAs for better engagement in community schools for quality of education and school governance and management in the changed context.

2.1.4 Strategic Priorities

The major strategic priorities for secondary education will be:

- Facilitation to local and provincial governments will be provided to support effective planning and budgeting of activities, their implementation, their monitoring and reporting. Along with the provision of conditional grant/budget, guideline for proposed activities and detailed implementation procedures will be provided to local and provincial governments.
- Facilitating and supporting local levels in implementing teacher rationalization and redeployment plan for adequate provision of teachers across secondary education schools and subjects.
- To enhance the quality education, implementation of revised National Curriculum Framework, textbooks and materials and other programmes will be implemented. Continuous improvements in assessment and examination will be undertaken.
- Support to alternative provision of secondary schools like; adult schools and open schools will be continued.
- Equity, access and participation at secondary level will be enhanced through targeted student support programmes like residential and non-residential scholarship, pro-poor targeted, pro-science support scholarship and so on.
- Selected schools for model schools will be supported based on each school's Model School Improvement Plan to enhance equity and quality in secondary education.

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- Schools will be supported with teaching learning materials, library, science and ICT laboratory, maths, science, language kits and etc.
- Performance grants to best performing schools which fulfil a set of requirements will be provided.
- Teachers will be supported for their professional development with different modules of trainings.
- Performance contract with head teachers will be introduced to enhance the efficiency and quality of secondary education.

2.1.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework the Results set for the FY 2018/19 in relation to the secondary education are given in table 13 below:

Table 2-5: Results for FY 2018/019-Secondary Education (General)

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
GER/NER in Secondary Education (9-12) 72%, 45%	60.6%, 43.9%	59.6, 38.9	KPI
Survival rate to grade 10 and 12 by cohort, 50% and18%	57.1%, 18.0%	45.2, NA	KPI
% of students enrolled in science in grade 11, 3.9%	(10,700 students)	3.5 (2015/16)	
Development of activity-based kits for mathematics, science and English language for grades 9−10	Grade 6-8 mathematics, science and English Language developed	N/A	DLI
Number of model schools, 600	222	240	
Improved teaching learning situation		N/A	
Timely availability of textbook	94.2%	91.7	

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2.1.5. Major interventions and Budget for FY 2018/19

The interventions mentioned here are mainly meant to be implemented by local governments and schools. Conditional grants through Ministry of Finance will be released to the local governments. To facilitate and support the local governments, the CEHRD has prepared the PIM which details

activities, their implementation procedures and monitoring procedures to achieve the specified result. Major interventions planned in AWPB for secondary education are summarised below. For the details, please see attached the AWPB.

Major Interventions for FY 2018/019- Secondary Education (General)

The major interventions are: grant for special schools (6 blind school, 6 deaf school, grant for mobile school, performance grant for best learning achievement school, grant for library in secondary school, grant for science lab in secondary school, grant for school to use of ICT in teaching learning (computer, Internet connectivity equipment & Kit Procumbent), textbook grant for grade 9-10, textbook grant for grade 11-12 school for special targeted student, grant for school personnel management in secondary level, PCF grant for management of, teaching learning materials and book corner (grade 9-10), PCF grant for management of teaching learning materials and book corner (grade 11-12), block grant to secondary schools for SIP, interaction for capacity development of community and SMC, guardians education and extracurricular activities, block grant to secondary school for social audit, student report card, financial audit, school mapping, operational grant for school- (grade 9-10), operational grant for school- (grade 11-12), grant for traditional religious school (1-10), residential scholarship for Mukta kamalhari, Himili hostel, Feeder, hostel, PPP model school, Mountain hostel, marginalized children hostel operational grant for residential school, performance grant for Model school HT performance contract, implementation grant for Model school's Master plan, Pro-Poor Target Scholarship for grade 11-12 (science), Pro-Poor Target Scholarship for student at grade 11-12, scholarship for students with disability grade 9-12 (non-residential), scholarship for disable grade 9-12 (Residential) performance-based grants for schools, grant for school to implement of Teacher time on task, selection & development of new model school, grant for of new model school minimum infrastructure development, Secondary Teacher Salary, grants for teaching support to the schools, etc.

- Performance grant for best learning achievement schools (NPR 318.5 million) and performance based grants for schools are planned.
- Grant for library for its establishment and management, science laboratory and ICT facility for schools is planned as well as PCF grant for teaching learning materials and book corner

in secondary schools. For instance, NPR 653.9 million for science lab grant for secondary schools is allocated.

- Budget for model schools are allocated, including performance grant for model schools and incentive grant for head teachers of model schools along with implementation grant for model schools' master plan. Grant for new model schools minimum infrastructure development and cost for selecting and developing new model schools are also budgeted.
- Grant for special schools like blind schools and deaf schools, mobile schools and traditional religious schools are planned. Operational grant for secondary schools are budgeted.
- Scholarship for mukta kamalhari, himili hostel, feeder hostel, PPP model school, mountain hostel, marginalised children hostel are allocated. Scholarship for pro-poor targeted students (for non-science NPR900.9 million and for science NPR84 million) and disable students are also planned.
- Block grant to secondary schools for school management, like SIP preparation and implementation, interaction to develop capacity of community and SMC, enhancement of awareness of importance of education in community and its' active participation, and social and financial audits, as well as extracurricular activities, student report card, school mapping management and bulleting publications. Grant for schools to implement of Teacher Time on Task plan is also planned.

2.2 Technical and Vocational Secondary Education

2.2.1 Objectives

The objectives of SSDP for technical and vocational secondary education are to:

- Make students ready for the world of work by developing skilled human resources.
- Provide options and accredited pathways for students between technical and general secondary education.
- Introduce programmes to enhance employability.
- Produce skilled and semi-skilled human resources capable of earning decent incomes.

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2.2.2 Progress Status

Government of Nepal (GoN) has the policy of establishing at least one Technical and Vocational Education (TVE) stream school in each local level. Presently, 284 TVE stream schools are running throughout the country within the premises of community secondary schools. In these schools, 23,415 students are studying through grades 9-12. In addition to this, 73 Technical Education in Community Schools (TECS) programme in community schools; trade schools in selected districts with specialized skills and training and certification programmes are also in operation through Council for Technical Education and Vocational Training (CTEVT).

Basic soft skills have been integrated in grades 6 to 8 curriculum. In addition, a separate subject namely Occupation, Profession, and Technology has already been implemented in basic level (grade 6-8). The new curriculum for secondary level (grade 9-10) has been developed incorporating the soft skills related contents. A separate project under the MOEST is working on piloting the integration of soft skills in the grade 9 and 10 curriculum.

2.2.3 Constraints and concerns

Along with the overall constraints and concerns, the major constraints and concerns under technical and vocational education of secondary education are as followings:

- Resources are major concerns for TVE which requires more resources compared to general education. Management of technical and vocational subjects has been found very expensive. The availability and management of qualified teachers is being difficult. More resources require for workshop, laboratory, tools and equipment, teacher management and capacity building, on the job training, etc.
- The development and distribution of textbooks has been major constraints while the curriculum for TVE has been reported as being very complex. Students have to be dependent on the class notes provided by the instructors.
- Expanding TVE programmes to cater the out of school children and school drop-out children who are in need of acquiring enabling skills that will help them to (re)connect to the labour market.

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- Meeting the basic skills of students who have completed their school education and the demand from the labour market. Managing the technical schools to respond the changing demands and opportunities in the (inter)national labour market.
- Finding and retaining instructors for TVE subjects has proven to be challenging, especially in remote areas. At the same time, the facilities provided to the instructors and assistant instructors are inadequate compared to other sectors for same level.
- Enhancing the capacity of local governments, SMCs for better engagement and management of technical schools in the changed context.

2.2.4 Strategic Priorities

The major strategic priorities for technical and vocational education at secondary level are:

- Schools running TVE stream will be supported with instructors and sub-instructors grants by which schools can manage instructors required.
- Equipment, laboratory, on the job training supports will be provided to the schools.
- Students will be supported with scholarships and PCF grants will be provided to strengthen the management of the schools.
- Further support to technical wing running will be made.
- Facilitation to local and province level governments with resources and capacity will be made.
- Capacity development activities for teachers working in such schools will be implemented.

2.2.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/18, and KPIs and other result framework, the results set for the FY 2018/19 in relation to technical and vocational stream of the secondary education are given in table 15 below:

Table 2-7: Results for FY 2018/019-Secondary Education (Technical and Vocational Education)

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)

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% of students enrolled in technical subjects in grade 9, 1.8%	Total students 23415	0.7	
Improved teaching learning facilities	Schools provided with labs	N/A	
Revision of curriculum			
Enhanced capacity	Training for Instructors	NA	

2.2.6. Major interventions and Budget for FY 2018/019

The budget for activities planned for FY2018/19 are mainly disbursed to the local governments from Ministry of Finance, and thus planned interventions will be implemented by the local level and schools. In order to facilitate and support the local governments to implement the suggested activities, the PIM which describes details of activities and their implementation procedures to achieve the specified result has been prepared by the CEHRD. Major interventions proposed in AWPB, in relation to technical and vocational education in the secondary level, are summarised below. Please see AWPB for details.

- Grant for schools to use ICT to furnish necessary facility, e.g. computer and equipment for internet, and grant for supporting lab materials for technical schools are provided.
- PCF grant for technical schools student to manage lab, equipment and practical materials and OJT, and to cover operation costs are provided.
- PCF grant for managing teaching & learning materials and book corner is planned.
- Learning and practical materials for TVET secondary level will be developed.
- Development of specification grid and model question for secondary level 9-12 (additional subject) of TVET schools is planned.

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Chapter 3: Literacy and Lifelong Learning

3.1 Objectives

The objective of literacy and lifelong learning under the SSDP is to enhance functional literacy and cultivate the reading and learning habits among youths and adults.

3.2 Progress status

Despite targeted interventions made in education sector including NFE subsector after 2008, literacy rate has increased though with slow pace, during the later years. According to the national population census 2011 (2068 B.S.), overall literacy rate for population aged 5 years and above has increased by 2.7 % points from 2008 to 2011. By the end of three year Thirteenth Plan, literacy rate of 15-24 years of population has reached to 88.6 %.

3.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of literacy and lifelong learning programs for the FY 2018/019.

- Gender and regional disparities remains a major concern, with urban areas having 77% literacy and rural areas only 57% literacy in the above six-year-old age range.
- Translating and sustaining literacy skills into practical life and making literacy functional.
- Developing viable accreditation/certification of equivalency system. Ensuring an adequate, standardized accreditation system is in place.
- Strengthening Community Learning Centres (CLCs) for better serving literacy programmes. Ensuring the access of needy people to alternative schooling within their reach.

3.4 Strategic Priorities

Major strategic priorities for literacy and life-long education are:

- Facilitation to local and provincial governments with resources and capacity will be made.
- The CLCs will be further strengthened to increase access to continuous education and literacy programmes.

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- High performing CLCs will be incentivized through proposal based grants, and CLCs will be mobilized to increase quality of literacy and lifelong learning programmes.
- Open schools and non-formal adult schools will be continued.

3.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework the Results set for the FY 2018/19 in relation to Literacy and Lifelong learning are given in table 17 below:

Table 2-8: Results for FY 2018/019-Literacy and Lifelong learning

Results for FY 2018/19 (from SSDP)	Progress/Status 2017/18 (from Flash 2017)	Baseline 2016/17 (from ASIP 2017/18 and SSDP)	Reference (KPI/DLI)
Increase quality of literacy and lifelong learning programmes. Literacy rate: 6yrs+ 85%, 15-24yrs 92%, 15yrs+ 70%	6yrs+ 78%, 15-24yrs 88.6%, 15yrs+ 57%	6yrs+ 78%, 15-24yrs 88.6%, 15yrs+ 57%	KPI

3.6. Major interventions and Budget for FY 2018/019

The interventions mentioned proposed in relation to literacy and lifelong learning are mainly meant to be implemented by Local governments and schools. To facilitate and support the local governments, CEHRD has prepared the PIM which contains the details of activities and their implementation procedures to achieve the specified result. Budget and activity for non-formal literacy programme are allocated from regular budget head of previous NFEC, which is now CEHRD.

- Grant for non-formal institutes and programmes are budgeted. This includes grant for non-formal adult schools for basic level (207 schools) and non-formal adult schools for secondary level (35 schools), grant for open school for basic level (69 schools) and secondary level for 82 schools. Grant for flexible schooling programme (FSP), grant for CLC and grant for best performing CLCs are also planned.

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Chapter 4: Cross Cutting Themes

4.1 Teacher Management and Professional Development

4.1.1 Objectives

The objectives of teacher management and professional development are:

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

4.1.2 Progress Status

According to the Flash Report I 2017-18, the student-teacher ratios (based on the approved positions of teachers) in community schools are 33:1 (cf. 34:1 in the previous school year) at primary level, 60:1 (cf. 60:1 in the last school year) at lower secondary level and, 40:1 (cf. 39:1 in the previous school year) at secondary level, highlighting the need of increasing teacher positions, especially at lower secondary level.

Out of the total numbers of teachers in community schools, the proportions of female teachers in all types of community schools are: 41.0% (40.3% in the last school year) at primary level, 25.4% (22.2% in the last school year) at lower secondary level and 15.9% (14.8% in the last school year) at secondary level. The shares of female teachers at all levels have slightly improved as compared to the shares of female teachers in the previous school year of 2015-016.

For the teachers' professional development teacher training programmes have been implemented. The flash Report I 2016-17 shows that the percentage of fully-trained teachers in all community schools is 97.4% at primary level, 88.8% at lower secondary level and 95.5% at secondary level.

Based on the reporting by electronic-based School Level EMIS in the school year of 2017-18, of total 126,372 (Approved and Rahat positions) teachers working in the community schools at the

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basic level in total 96,762 (76.6%) teachers with 77,884 (77.4%) of primary level (male 77.7% and female 76.9) and 18,878 (73.5%) teachers of lower secondary level (male 73.2% and female 74.7%) are trained in this modality. Of total 19,517 (Approved and Rahat positions) teachers working in the community schools at the secondary level in total 15,053 (77.1%) teachers with 73.9% female and 77.4% of male teachers are trained with this modality.

4.1.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of teacher management and development for the FY 2018/19.

- In the changed governance system, the authority of managing school education is at the jurisdiction of local governments. Teacher management and redeployment based on the needs and requirement at local level could be a major concern. The transferring of teachers from schools and local level where surplus teachers, based on existing norms and standards, to schools and local level where teacher positions are short has been a major concern in teacher management. Redeployment of teachers is yet to be expanded and expedited to and in critical districts.
- There are not adequate numbers of teacher positions at lower secondary and secondary level schools. This shortage is especially prominent in the Science, Maths and English subject teacher positions, which affects quality education provided at the secondary level. Similarly, availability and retaining of teachers for vocational and technical subjects has been a major concern.
- In the changed context, federal arrangements of training institutions at the province level, managing training to teachers in large number in a short period could be a major constraint. Though the Teacher Professional Development (TPD) is demand-based as well as needs-based addressing real teacher training and qualifications needs supporting to promote early grade reading, the use of basic science kits, student assessments (including formative and summative), activity-based learning and English, Maths and Science at secondary level are major concerns in teachers professional development.
- Enhancing teachers' competencies for the systematic interventions such as continuous assessment of students, classroom action research and local curriculum development, use of ICT in teaching learning are the major concerns.

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- Mobilization of expert teachers as roster trainer for training and follow-up support as provisioned in the TPD training framework has been a constraint. Senior and expert teachers are used as a roster trainer but schools do not show a willingness to leave the roster trainer for training and instructional counselling.

4.1.4 Strategic Priorities

The major strategic priorities for teacher management and TPD for the FY 2018/019 are:

- Implementation of revised TPD for secondary school teachers as induction, science, maths, English, head teacher leadership & management, ICT training. Induction training for the newly recruited teaches one-month certification/induction training for all newly recruited/redeployed teachers.
- Revised and additional TPD packages for basic school teachers (EGR, Nepali as second language MOI, MTB-MLE, interactive English, ICT, soft skills, maths and science kits, CAS and remediation)
- Revised norms for teacher deployment and rationalization plan will be implemented for rational allocation of subject teachers in the schools. Conversion of excess primary teacher positions into upper level.
- Enforce teacher recruitment and performance assessment based on the Teacher Competency Framework.
- Implement special teacher preparation courses to supply adequate teachers for the core subjects such as science, mathematics and English, as well as TVE subjects
- Monitoring mechanism (by beneficiary/student) will be developed and implemented to increase teacher attendance and time-on-task.

4.1.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework the Results set for the FY 2018/19 in relation to the Teacher Professional Development, are given in table 19 below:

Table 2-9: Results for FY 2018/019-Teacher Management and Professional Development

Results for FY 2018/19 (from SSDP)	Progress/Status 2017/18 (from Flash 2017)	Baseline 2016/17 (from ASIP 2017/18 and SSDP)	Reference (KPI/DLI)

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% female teachers, Basic 42%, Secondary 18%	Basic 41.2% Secondary 16.9%	Basic 36.6% Secondary 15.7%	
% of trained ECED/PPE teachers, 30%	4.7%	NA	
Certification training for basic teachers T: 10,700, M: 6,888, F: 2,454		NA	
No. of schools with separate fulltime head teacher positions, 6165	(incentive to HTs for 240 schools provisioned)		
Number of districts in which teacher performance incentive scheme is rolled out, 40			
Increase of teachers' time-on-task	TST guideline approved		DLI
Institutional capacity of NCED developed	-		

4.1.6. Major interventions and Budget for FY 2018/019

Some of major interventions proposed in AWPB, in relation to teacher management and professional development, are summarised in below.

- TPD training (NPR215.6 million) is planned, including teacher training for English, Science and Maths subjects' teachers.
- A 10-day-intensive training on TPD model of instructors/trainers of model and technical schools are planned.
- Development of Teacher Resource Materials for disability students' teachers is planned.
- Development of customized training curriculum for institutional schools' teachers, ECD teachers, EGRP and basic and secondary teachers are planned.
- Material development and preparation of trainers for 1 year professional training degree (online) in co-ordination with Open University for secondary level teachers are planned.

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4.2: School Governance and Management

4.2.1 Objectives

The main objectives of School Governance and Management are;

- Effective and efficient delivery of public education services within the federalized governance and management structure,
- Budget allocation for education sector complaint with SSDP budget codes and consistence increase in budget allocation and
- Effective implementation of the SSDP through a sector wide approach mechanism

4.2.2 Present Status

The transition from pre-federal implementation arrangements to the federal structure is likely to take this fiscal year or even more as it involves new organisation structures at the provincial and local levels, fulfilment of legal requirements, capacity at the provincial and local levels to equip governments with skills and knowledge needed to implement their new/revised mandates, and transformation of the current programmatic structures.

National Education Council (NEC), Ministerial Level Development Action Committee (MDAC) and SSDP Steering Committee (SSDP-SC) provide policy guidance for the efficient implementation of SSDP. Three sub-committees under SSDP-SC have established and provided directions on overall policy and reforms of specific areas: fiduciary management, EMIS, and ICT in Education. Development Assistance Coordination Section (DACS) which is formerly called as Foreign Coordination Section under MOES will continue to serve as the government's focal point for development coordination. Furthermore, SSDP Programme Implementation Committee (SSDP-PIC) will be set up in the CEHRD to support SSDP implementation and aligned and efficient utilisation of TA to the SSDP-SC. SSDP Technical Support Unit (TSU) will also be established as an annex to the DACS to manage TA requirements for SSDP programme implementation.

For the transitional period, SSDP Restructuring Committee has been established to review SSDP, finalise SSDP transitional arrangement and restructure the SSDP in line with federalism.

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Merging the former DOE, NCED and NFEC together, the CEHRD has been established as an executing agency for the SSDP implementation, tasked with preparing ASIP/AWPB with the estimation of budget to be transferred to local and province levels and the programme/activities implementation guidelines. Besides the CEHRD, CDC, ERO, NEB and STRO will remain as federal agencies. The National Teacher Service Commission will be entrusted with conducting province-wise eligibility tests for potential teachers and head teacher candidates.

Provincial Ministry of Social Development is responsible for the provincial level policy related matters, where the Provincial Education Development Directorate (PEDD) will be a main responsible implementing agency for school education at the provincial level.

The Education Development Coordination Unit (EDCU) which replaced the DEO has been established within the District Administration Offices (DAOs) under the Ministry of Home Affairs to provide support to PEDDs for effective education service delivery.

Municipalities and rural municipalities are main agencies responsible for the SSDP implementation at the local level, in charge of overall education planning and management providing supervisory and technical support to schools under their jurisdictions. Education department/section in municipalities and rural municipalities will form the Technical Committee which is responsible to: identify eligible school, teacher and student beneficiaries for SSDP grants, prepare award confirmation forms (ACFs) based on compliance with eligibility criteria, support EDCU account units to disburse funds through the banking system as per award confirmation forms, collect information and supporting documents on school grant use, reconcile expenditures (between information from the banking system and information provided by schools), and prepare grant eligibility compliance and grant use reports.

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

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Total seven Education Training Centres (ETCs) at the province level are responsible for implementing teachers' professional development, providing periodic in-service and refresher professional development opportunities for teachers at provincial and local levels. ETCs support teacher capacity improvement in continuous assessments to improve learning outcomes while 1053 Resource Centres (RCs) provide training, management and monitoring support to schools.

4.2.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of school governance and management for FY 2018/019.

- Facilitating and strengthening the role of municipalities and rural municipalities, SMCs, and PTAs making aware on their duties and responsibilities towards supporting schools to be more accountable to the communities they serve.
- Strengthening the mechanism of timely delivery of textbooks to students within first two weeks of the academic year at basic level has been one of the major concerns of governance and management. The capacity of head teacher and management committee in planning, financial management and reporting has to be strengthened. Improvement in school based planning, timely reporting and financial management is also a major challenge at school level.
- Public financial management and school level management needs to be strengthened. The use of SIPs needs to be further strengthened as a critical tool for quality improvement at the school level. The mechanism of linking the SIPs with resource allocation from districts needs to be strengthened. Grant management system at the municipality level needs to be established/strengthened and guideline for school grant management needs to be revised to improve its effective implementation with compliance with SSDP implementation guideline.
- The implementation of federalism has brought about changes in responsibilities of federal, provincial, local and school levels as previously mentioned in terms of education planning, management and budgeting. Thus, one of the major concerns in the area of governance and management is to support and facilitate local levels in the education system and to strengthen the capacity which is required in the changed context in order to enhance the

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efficiency and effectiveness of service delivery and continue providing the quality education.

4.2.4 Strategic Priorities for FY 2018/019

The major strategic priorities for school governance and management are:

- Supporting and facilitating the local level with capacity and resources. Implementation of school grants management system (SGMS) for effective and intended utilization of school grants.
- Governance and financial management in schools to be further strengthened through enhancing capacity of SMC, head teachers and PTA specifically on procurement and school accounting.
- EMIS will be strengthened integrating equity index, school profiles and unique student identification numbers.
- SIPs will be further utilized as school development tool to manage schools; social accountability and transparency will be enhanced through social auditing.
- Performance contracts with HTs and local governments.

4.2.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework the Results set for the FY 2018/019 in relation to the school governance and management are given in table 21 below:

Table 2-10: Results for FY 2018/019-School Governance and Management

Results for FY 2018/19 (from SSDP)	Progress/Status 2017/18 (from Flash 2017)	Baseline 2016/17 (from ASIP 2017/18 and SSDP)	Reference (KPI/DLI)
% of students receiving text books within first two weeks of academic year at basic level, 94.0%	91.0%	87.6%	
Number of days from trimester end within that trimester FMR is submitted, 45 days	45 days	NA	DLI
Implementation of performance based school grant system, 75 districts	75	NA	DLI

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No. districts with performance based incentive scheme for head teachers and SMCs, 40		NA	
Enhanced coordination, transparency and reporting		NA	

4.2.6. Major interventions for FY 2018/019

Major interventions proposed in the area of school governance and management are summarized as below. Please see details in AWPB.

- Various orientations on education management to the local and provincial levels are planned, including educational policy, programmes, various guidelines, school record management, programme management, monitoring and preparation of annual, trimester, quarterly reports. Budget for programme management and monitoring are also allocated.
- Teachers' Time on Task Plan is implemented at the local level.
- Performance grant for best learning achievement schools and performance/incentive grant for model school head teachers are planned.
- Textbooks grant for basic schools are budgeted.

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4.3: Institutional Capacity Development

4.3.1 Objectives

The objectives of institutional capacity development are as follows:

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

4.3.2 Progress Status

As part of the SSDP, a number of implementation arrangements have been established to ensure adequate capacity in the management of the programme at central and district level, including the establishment of a SSDP Programme Implementation Committee (SSDP-PIC) and the preparations for the development of a joint SSDP framework for Technical Assistance and Direct Funding (TA/DF), under which a SSDP Technical Support Unit (TSU) and needs assessment of implementating agencies will be established/ undertaken. The institutional and implementation arrangements that have been put in place for the effective governance and management of the SSDP are highlighted under 4.2.2.

4.3.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of institutional capacity development for the FY 2018/19.

- Adequate capacity for effective governance, management and implementation of the SSDP is one of the key concerns to be addressed.
- Ensuring sufficient institutional capacity at all levels of the education system, with special reference to the newly restructured institutions, to deliver quality education is also one of the major concerns to be addressed.
- Building institutional capacity within the existing/re-defined education system in the new federal structures is a major challenge. Federal restructuring is accompanied by a large demand on the existing human and institutional capacity within the system, as well as for

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additional roles and responsibilities to execute the further decentralization of educational management and planning.

4.3.4 Strategic Priorities for FY 2018/19

The major strategic priorities of capacity and institutional development are:

- Local levels will be facilitated and strengthened for effective implementation of SSDP.
- Capacity development at local, provincial and school levels on new policy, directives and guidelines for the better implementation.
- Develop human resources at national and other levels to carry out technical functions including on curriculum and materials development and for implementing teacher training, especially subjects of science and mathematics.
- Roll out school based IEMIS and student and school profiles, linked with EMIS. Track out-of-school children by schools and municipalities.
- Mobilize and coordinate technical assistance to enable partnerships between CDC and CERD (especially the function formerly under NCED) with ETCs and EDCU for strengthening teaching of science and maths subjects and providing other necessary technical backstopping to the schools and local governments.

4.3.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/18 as of April 2018, and KPIs and other result framework, the results set for the FY 2018/19 in relation to the Institutional Capacity Development are given in table below:

Table 2-11: Results for FY 2018/019-Institutional Capacity Development

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
Enhanced capacity of DEOs/SMC/HTs	Orientation to 28699 schools	NA	
Enhanced planning and information	All schools provided with SIP preparation grants	NA	

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4.3.6. Major interventions and Budget for FY 2018/19

Some of major interventions proposed in AWPB, in relation to the institutional capacity development are summarised in below.

- Orientation of education policy and programme management, including their implementation, monitoring and evaluation, maintenance of school records, development of standards, materials, framework, guidelines and procedures are planned especially at the provincial and local levels. TOT for capacity development of education officer at local level on education policy and programmes are budgeted at the federal level.
- Preparation and publication of quarterly, trimester, annual and status reports and other documents.
- In-service one-month-training for gazetted II and III class officers (NPR8.48 million) and one-month job induction training for gazetted III class officers (NPR1.13 million) are planned to enhance their capacity and preparedness.

4.4: Disaster Risk Reduction and School Safety

4.4.1 Objectives

The objectives of Disaster Risk Reduction (DRR) and school safety under school safety are:

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

4.4.2 Progress Status

A comprehensive Post Disaster Needs Assessment (PDNA) and Post Disaster Recovery Framework (PDRF) were completed following the 2015 earthquake. The assessment identified over 45,000 classrooms in need of repair or reconstruction as well as many toilets, boundary walls and water supply and sanitation facilities. 276+40 schools have been retrofitted previously for making schools safe and earthquake resistant. The DOE which is re-established as CEHRD and

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Central Level Program Implementation Unit (CLPIU) under MOEST have been working for the reconstruction of schools in earthquake affected districts. Schools and classrooms are being constructed/ reconstructed with the support of SSDP, and other reconstruction projects mainly EEAP and ESRP. Around 25,457 classrooms are being completed by the end of FY 2074/75 (2017/18).

School and classroom designs have been prepared based on the DRR standards. Schools have to use the approved drawings and designs for new construction of school buildings and classrooms to enhance school safety. Safe school policy is being prepared for a guide to make all the schools safe to meet DRR standards.

4.4.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of disaster risk reduction and school safety for the FY 2018/19.

- The damage by the earthquake, 2015 was very big. More than 45,000 classrooms need reconstruction. Timely construction of all school buildings/classrooms and providing safe space for learning has been one of the major challenges in terms of safe school. Sufficient financial, institutional and technical capacity to address the situation is also challenging.
- Many classrooms have been constructed with public contribution and mobilization of community based organizations which might not have followed the building codes. Identifying and mapping of such buildings and making safe school is another major concern.

4.4.4 Strategic Priorities for FY 2018/019

The major strategic priorities of DRR program for FY 2018/019 are as follows.

- Facilitation and support to local level to ensure that the new construction and reconstruction is safe. Raising school safety awareness should go hand in hand with school construction/ reconstruction.
- Reconstruction and recovery activities are implemented in harmonisation with CLPIU activities and reconstruction plan.

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- Multiple designs for safe school are developed; they become available to municipalities, rural municipalities and schools.
- Ensuring adequate and enabling quality learning environment in schools with resilient infrastructure and child-friendly environments. For this, Partnership with I/NGOs, CBOs for school safety awareness is enhanced.
- Safe school policy is implemented.

4.4.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework, the results set for the FY 2018/19 in relation to the DRR are given in table below.

Table 2-12: Results for FY 2018/019-DRR

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
Capacity enhanced and improved coordination		NA	
No of schools to be retrofitted in non-earthquake affected districts, 120 (80)	40 retrofitted/120 being designed		DLI

4.4.6. Major interventions for FY 2018/19

Major interventions proposed in AWPB related to the DRR are summarized below. Please see details in AWPB.

- Construction of new classroom (2 room) with furniture (3,000 classroom, NPR2.4 billion), construction of school building (4 room) with furniture being constructed from previous year (NPR 1.7 billion), construction of model school buildings according to master plan (NPR 3 billion) are planned.
- Toilet construction with WASH facilities and girls' toilets are budgeted.
- Earthquake school safety programme which has been implemented from a previous year is continued to carry out. School grant for disaster management are planned.

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- Feasibility study, preparation of design, drawing and construction of residential school for disables at 7 provinces and residential building for special education schools which has been implemented are also planned.
- Expert consultative services for school retrofitting (drawing/design and estimation) for the schools which are out of earthquake affected 14 districts are planned.

4.5: Monitoring Evaluation and Assessment

4.5.1 Objectives

The objectives of monitoring, evaluation and assessment are:

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

4.5.2 Progress Status

Monitoring and evaluation will be carried out at federal, provincial and municipality levels. At school level, head teacher, SMC and PTA are responsible for monitoring and evaluation functions. Head teachers are responsible for monitoring teachers' performance and students' achievement. SMC is responsible for overall management of schools including generating resources while PTA is responsible mainly for carrying out social audit and quality improvement of teaching learning. Self-assessment of management performance at institutional level is already in practice in order to improve the institutional performance and enhance service delivery.

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RCs along with School Supervisors [13] are responsible for providing support to schools in implementing education policies and programmes and support to improve teaching learning activities at school level. In addition to, there is also a practice of mobilizing educational partner organizations, private sectors, CBOs, and teacher professional organizations in ongoing monitoring.

The EDCU and Provincial Ministry of Social Development will also be involved in overall monitoring and coordination of programmes at the provincial and district level. The CLAs including MOEST and CEHRD are also involved in monitoring and evaluation function, setting standards and facilitating agencies. Monitoring functions include compliance, performance and progress monitoring. The Flash reporting mechanism serves the monitoring system by providing primary information regarding the implementation status of educational plans and programmes on a timely basis. It contributes to assessing performance against the targets set under the SSDP.

Eighth amendment to Education Act has institutionalised NASA. There have been two rounds of NASA for grades 3, 5 and 8 so far and the third round of grade 8 NASA report has been prepared. The results of NASA show that the student learning outcomes are low. Following the administration of each NASA, results were analysed to identify the areas in which students perform better and weaker. The NASA has been an effective tool that the results can be used by the decision-makers to decide where to direct the efforts and resources to maximise such gains in effective and efficient manner.

4.5.3 Constraints and concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of Monitoring, evaluation and assessment for the FY 2018/019.

- Strengthening monitoring, evaluation and support system in federal context is a major concern. Reporting mechanism from local level to province and federal level is yet to be established.
- Linking monitoring and evaluation with the learning achievement of students as well as with programme results and institutional performance.

[13] School supervisors will be adjusted within the structure of local governments. They will play a role as a local education manager who will exercise supervision and monitoring.

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- Alignment of a monitoring plan with the regular programme implementation and streamlining monitoring actions carried out by various agencies at different levels of governments to minimize the duplications and ensure the proper utilization of resources is one of the major concerns of monitoring and evaluation.
- Timely production of trimester and annual reports i.e. IPRs/ FMRs and Status Report by utilizing online database system of Financial Comptroller General Office (FCGO) needs to be further strengthened and sustained.
- Capturing information on out-of-school children and children with disabilities through IEMIS.
- Development and effective use of SIP as a major tool for school improvement covering holistic aspects of school like; physical, pedagogical, financial and capacity for the improvement of teaching learning environment resulting better achievement of students.
- Developing ICT and web-based mechanisms for monitoring, evaluation and assessment.

4.5.4 Strategic Priorities for FY 2018/019

The major strategic interventions for monitoring, evaluation and assessment are:

- Facilitating and supporting local governments involving in school based monitoring to enhance teaching learning. Head teachers and SMC members will be made responsible for monitoring school management and class room activities. The role of PTA will be strengthened to carry out social auditing.
- Resource Centres (RCs) will be strengthened for follow up and support to teachers' teaching learning activities and timely reporting.
- Supporting EDCU at district to enhance monitoring and evaluation and timely reporting of local level activities.
- EMIS system will be strengthened at school and district level so as to school profile cards can be generated at district level.
- Monitoring mechanism to enhance teacher time spent on task will be developed.
- Integrated and result based monitoring (RBM) implemented.
- Reporting mechanism strengthened through the software.

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4.5.5. Results for FY 2018/19

Based on the base line of 2016/17, progress status of 2017/18, and KPIs and other result framework, the results set for the FY 2018/19 in relation to monitoring evaluation and assessment are shown in table below:

Table 2-13: Results for FY 2018/019-Monitoring, Evaluation and Assessment

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
Improved monitoring and reporting	Annual and quarterly reports like; status report, Flash reports have been prepared.	-	

4.5.6. Major interventions

Major interventions proposed in AWPB related to monitoring, evaluation and assessment are summarized below. Please see the details in AWPB.

- Various reports, including annual status report, trimester reviews/reports and IPR (3 times) will be prepared and published. Progress report tracking and software update at federal, provincial and local levels are planned.
- Strengthen programme management and monitoring at the local level and school record management is planned.
- NASA Action Plan is to be implemented.
- School-wise performance test will be conducted. Achievement test of G5 will be published in various forms, like one is a detailed report and the other is a summarised report. Result and reports of student achievement test and performance test will be disseminated. Orientation of local level bodies on performance test of new school 2075-76 will be also conducted.
- Programme and compliance monitoring is planned.

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- Regular progress review meeting and interactions among CLAS at the federal level are conducted.

4.6: Examination and Accreditation

4.6.1 Objectives

The objectives of examination and accreditation are:

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

4.6.2 Progress Status

Various initiatives have been undertaken to establish a credible system of examination and accreditation. SSDP focuses on improvement and strengthening of examination system. Continuous assessment system (CAS) at basic level, especially at lower basic level (grades 1-5) is in practice. It purposes to take the focus away from the mere recall of bookish contents for passing terminal and annual examinations. The information from continuous assessments was meant to be used by teachers to target their teaching to learners' needs. However, there have been a number of problems with implementation with the CAS. The use of the CAS in most cases does not seem to be used by teachers to inform how and what they teach.

In the early grades, standardised early grade reading assessments (EGRA) have been developed and used in some districts to assess the grade 1-3 children's reading skills. The EGRA results indicate the need for improved teaching methods for the early grades. The methodology can be adopted by classroom teachers, which enables them to assess their students' level of understanding and reading skills and also to modify their teaching methods accordingly. The policy of letter grading system has been implemented at class 10 examinations in both general secondary and technical and vocational secondary stream. The downward and upward extension of letter grading system is yet to be implemented.

The eighth amendment to Education Act has institutionalised NASA. There have been two rounds of NASA for grades 3, 5 and 8 so far and the third round of grade 8 NASA is in the process. The results of NASA show that the student learning outcomes are low, especially mathematics.

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Following the administration of each NASA, results were analysed to identify the areas in which students perform better and weaker. The results were also analysed in accordance to various factors such as gender, social and economic status and geographical location to see if these factors have direct effect in students' achievement. The NASA has been an effective tool that the results can be used by the decision-makers to decide where to direct the efforts and resources to maximise such gains in effective and efficient manner.

4.6.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of examination and accreditation for the FY 2018/019.

- Various efforts to improve the examination system have taken place in the past; however, some constraints and concerns are still prevailing. Full-fledged implementation of CAS at basic level has been a crucial concern. There is a gap between the purpose of CAS and its understanding by the teachers. Teachers focused mainly on recording of the assessment results rather than the utilization of information from the assessment for further improvement in teaching and learning methodologies.
- Orientation towards the formative assessment for the improvement of students learning achievement is another crucial concern. Summative assessments are still focused at all the levels while there is a provision of internal assessment and practical assessment which are not carried out properly as per the purpose. The assessment and examination system is yet to strengthen its focus on application and synthesis skills.
- The right understanding and use of recently introduced letter grading system at grade 10 examinations is one of the major concerns regarding examination and assessment. Upward and downward extension of letter grading system ensuring improvement of learning achievement of students.
- Strengthening NASA and utilization of results in policy decisions for the improvement learning achievement of students is another concern. Extension of EGRP/CB-EGRA throughout all the schools to strengthen assessment and learning requires large amount of budget which could be difficult to manage.

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4.6.4 Strategic Priorities

The strategic priorities of examination and accreditation are:

- Strengthening continuous assessment system at basic level for formative evaluation.
- Full functioning of National Examination Board (NEB) with required restructuring to carry out class 10 and 12 examinations.
- Implementation of single subject certification at grade 11.
- Strengthening Provincial level office for grade 10 examination.
- Harmonization of school education examination mechanism established.

4.6.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework, the results set for the FY 2018/19 in relation to the examination and accreditation are given in table below.

Table 2-14: Results for FY 2018/019-Examination and accreditations

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
Single subject certification policy to be implemented for secondary school (grade 11 and 12) exams	Single subject certification policy approved.	-	DLI
Examinations for grade 8 with standardized test items	-		DLI

4.6.4.1: Major interventions

Major interventions proposed in AWPB related to examination and accreditations are summarized below.

- Standardised Grade 8 examination and Grade 8 examination will be conducted (NPR 8.5million and NPR 105million respectively).
- Management of CAs in grade 1 is planned.

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4.7: Application of ICT in Education

4.7.1 Objectives

The objectives of application of ICT in Education are:

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

4.7.2 Progress Status

The MoEST is implementing ICT in education since past years based on ICT Master Plan, 2013-17. The Consolidated Report, 2016-17 shows that out of total 29607 community schools 8366 schools have computers facilities. 3676 schools are found using computers in teaching learning activities while 4690 schools are using computers for administrative purposes. The availability and use of ICT in has increased slightly as compared to last year. The report shows that 10225 schools have electricity facility which ICT based teaching learning facilities can be expanded.

MOEST, CLAs, REDs and all 75 DEOs have hoisted their websites and the DoE has developed interactive digital learning materials for students in grades 2 to 6 in Nepali, Maths, English and Science. School level curriculums, textbooks, teacher guides have become available at the CDC website. Important documents, circular to local levels and schools are also made available through websites. DEO published the information of grants provided to schools. However, the ICT equipment in schools is mostly being used for administrative purposes. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and education managers to maximize the impact of introducing ICT in education.

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4.7.3 Constraints and Concerns

Though ICT in education has been an important emerging intervention for quality education and efforts made accordingly, there are some constraints and concerns which require to be addressed.

- Grants to schools are provided to the schools each year for the management of computers and internet facilities, however, sufficient number of computers in schools compared to the number of students could not have been managed. Providing computer lab facility with internet facility as per the requirement of school to enhance ICT in education has been a crucial concern.
- There is a provision of TPD to all the teachers which is demand based. Training on computer skills are also conducted, however, the availability of trained teachers in school has been a major constraint in implementing ICT in education. Manpower for maintaining and updated ICT equipments in schools is lacking. Preparing ICT enabling environment with the institutional and professional capacity to maintain, update and use applications and features.
- Developing physical infrastructure in schools especially in remote areas is one of the major constraints. Availability of power supply, internet facility in rural schools, digitized teaching learning materials are other major concerns for better implementation of ICT in education.
- The ICT equipment in schools is mostly being used for administrative purposes. This highlights the need for strengthening institutional capacity, skills and the awareness of teachers and education managers to maximize the impact of introducing ICT in education. Furthermore, ICT requires significant investments compared to other interventions.

4.7.4 Strategic Priorities for FY 2018/019

The strategic priorities of application of ICT in education are:

- Internet facilities accessible secondary school are identified and provide support for ICT based classroom teaching learning
- Development and distribution of interactive digital learning materials and kits.
- GoN and I/NGOs partnership modality developed and implemented.

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- Continue dialogue and partnership mechanism developed with Nepal Telecommunication Authority (NTA).
- Incentive package provided to ICT based teaching learning practices school.

4.7.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework, the results set for the FY 2018/19 in relation to Application of ICT in Education are given in table below:

Table 2-15: Results for FY 2018/019-ICT in Education

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
Strengthened infrastructure	Number of schools with electricity and computer increased.	-	
ICT enabled teaching learning for science, maths and English implemented	Number of schools using computer in teaching learning increased.	-	
Strengthened EMIS, including by enhanced use of ICT in it.	Schools have submitted e-copy of flash data.	-	

4.7.6. Major interventions for the FY 2018/019

Major interventions proposed in AWPB related to ICT in Education are summarized below.

- Establishment and management of library in secondary school with e-library function, establishment of ICT lab (equipping of computer and internet) to utilise ICT in teaching and learning is planned.
- Virtual teaching programme in class 9 and 10 compulsory subjects for secondary schools located at remote with insufficient subject teachers are planned.
- Identification of physical facilities available at schools (physical facilities like library, ICT, Lab and etc) will take place.

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4.8: Health and Nutrition in Schools

4.8.1 Objectives

The objectives of health and nutrition are:

- To increase health and nutrition services in schools, including: de-worming, micronutrient supplementation, malaria treatment as well as vision and hearing screening.
- For all schools to have functional water and sanitation facilities that are environmentally sound and user-friendly for children, boys and girls and differently-able students and teachers.
- To strengthen participation and learning outcomes, minimizing the drop-out rate of adolescent girls by fulfilling their privacy and menstrual hygiene management related needs.
- To promote healthy behaviours through skills-based health education including HIV/AIDS prevention, hygiene and nutrition. The knowledge, attitudes, values and skills developed will enable children to stay healthy and safe long after they leave school.

4.8.2 Progress Status

The GoN has made various efforts to improve the situation of health and nutrition of students in schools. There is School Health and Nutrition (SHN) strategy (MoE 2006) in place and is being implemented. With the kind support WFP school midday meal program in selected 10 districts[14] is being implemented. All the **ECD to G5** students in 5 districts[15] of Karnali receive cash grants for school midday meal. Students of ECD to **G**5 studying in schools of selected VDCs of selected 14 districts[16] receive the grants for midday meal. Similarly, students from marginalized community receive grants for midday meal.

Similarly, to promote the health of students external environment improvement programmes including drinking water, separate toilets for girls with WASH facilities are being implemented in schools.

[14] Darchula, Baitadi, Dadeldhura, Doti, Bajhang, Bajura, Achham, Rukum, Dailekh and Jajarkot

[15] Humla, Mugu, Jumla, Dolpa and Kalikot

[16] Kailali, Bardiya, Dang, Pyuthan, Rolpa, Kapilvastu, Nawalparasi, Bara, Dhading, Sindhupalchok, Rasuwa, Siraha, Saptari and Sunsari.

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4.8.3 Constraints and Concerns

Along with the overall constraints and concerns, followings are identified as the constraints and concerns of school health and nutrition for FY 2018/019.

- Ensuring midday meal to all the students in need studying in grades ECD - 5 requires huge volume of investment is a major concern.
- Promotion of locally produced fresh foods, diversifying the food basket at schools is a crucial concern. The use of readymade food from the market may not fulfil the micronutrient requirement. Ensuring the use of locally produced food as midday meal has been difficult.
- Ensuring user-friendly functional water and sanitation facilities and provide safe, healthy and comfortable environments in all schools is still a major concern.

4.8.4 Strategic Priorities

The major strategic priorities of school health and nutrition will be:

- Continuation of mid-day meal programme to early child education and development to grade 5 students of Karnali zone through the cash model. Students studying in the schools of selected local level of 14 will be supported with midday meal.
- Mid-day meal supported schools are encouraged to use of locally available fresh and nutritious food.
- Marginalized and endanger groups children are focused for mid day meal program for all 753 local levels.
- Inter department and inter ministry collaboration mechanism developed for 0-4 years children mal nutrition mitigation
- Promote school for construction of Toilet with WASH facilities
- Counselling program launched at school phased wise manner
- Mobilization of Child Club for school health and hygiene.

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4.8.5. Results for FY 2018/19

Based on the base line of 2016/017, progress status of 2017/018 as of April 2018, and KPIs and other result framework, the results set for the FY 2018/19 in relation to health and nutrition in schools are given in table below:

Table 2-16: Results for FY 2018/019-Institutional Capacity Development

Results for FY 2018/19	Progress/Status 2017/18	Baseline 2016/17	Reference (KPI/DLI)
WASH facilities in schools improved	Consolidated report 2016-17 shows 20905 schools have separate toilets for girls. WASH facilities has increased.	-	
Students benefitted from Nutrition and feeding scheme in schools	400409 students from DOE and 270000 students benefitted from WFP program.	-	

4.8.6.Major interventions

Major interventions proposed in AWPB are summarized: day meal grant for targeted group children in targeted districts and day meal grant for ECD to G8 students at Karnali and construction of toilets with WASH facility.

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Annexes

Annex 1

School Sector Development Plan, Budget Head 3501403/4

SN	Expenditure code	Activity code	Activities	Target	Annual Budget	Trimester		
						First	Second	Third
1	22321	2.11.4.22	Improvement of physical facility of training centers at federal level after administrative restructuring	3	800	267	267	266
2	22411	2.12.1.43	Research and development on contemporary educational issues	5	1,500	600	300	600
3	22411	2.12.1.71	Expert consultative service for school retrofitting (drawing/design and estimation) for the schools which are out of earthquake affected 14 districts.	136	34,000	10,000	10,000	14,000
4	22411	2.12.1.84	Expert consultative service for the preparation of master plan of newly selected model schools	100	50,000	50,000	0	0
5	22411	2.12.3.16	Expert consultative service for preparation of FMR and Project Account	3	600	200	200	200
6	22411	2.12.3.17	Expert service for preparation of Technical proposal, TOR, other documents including FMR preparation, update of GIS, IPR and status report	10	500	150	150	200
7	22411	2.12.3.23	Expert consultative service for preparation of Flash I and II and consolidated Reports	1	500	250	250	0

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8	22412	2.13.1.14	Officer (III)	5	2,080	832	624	624
9	22412	2.13.1.21	Driver	3	833	320	256	257
10	22412	2.13.1.22	Office Assistance	3	691	265	212	214
11	22412	2.13.1.23	Electrician	1	282	94	94	94
12	22412	2.13.1.24	Plumber	1	282	94	94	94
13	22412	2.13.1.27	Na.Su. (for financial irregularities)	2	564	188	188	188
14	22412	2.13.1.28	Computer Operator	5	1,410	470	470	470
15	22412	2.13.1.3	Salary for sub engineers (service contract personnel)	1	282	94	94	94
16	22412	2.13.1.44	Uniform for contract personnel	11	53	0	0	53
17	22412	2.13.1.46	Driver (Heavy Vehicle)	1	225	100	80	45
18	22412	2.13.2.14	Computer Operator	3	918	306	306	306
19	22412	2.13.2.6	Driver (Small vehicle)	1	975	325	325	325
20	22412	2.13.2.6	Driver (Small vehicle)	5	239	95	72	72
21	22412	2.13.2.7	Office Assistants	6	1,266	422	422	422
22	22511	2.14.1.53	In service one month training for gazetted II and III class officer	4	8,475	2,125	4,250	2,100
23	22511	2.14.1.54	10 days condensed training on TPD model for instructor/trainer of model and technical schools	44	22,000	5,500	11,000	5,500

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24	22511	2.14.2.77	TOT for capacity development of education officer at local level on education policy and program	1	600	600	0	0
25	22511	2.14.2.78	TOT for trainers of model and technical school	2	2,100	1,050	1,050	0
26	22511	2.14.2.79	Material development and preparation of trainers for one year professional training degree (online) in co-ordination with open university for secondary level teachers	1	600	600	0	0
27	22511	2.14.3.35	One-month job induction training for gazetted third class officers (one month)	1	1,125	1,125	0	0
28	22522	2.15.11.274	Program management cost for implementation of program	1	3,000	1,000	1,000	1,000
29	22522	2.15.11.277	Management cost for Email, internet, antivirus, databank update / management of FTP, intranet/ web based software, update of website	1	800	400	400	0
30	22522	2.15.11.278	Grant for utilization of internet facility	1	1,000	1,000	0	0
31	22522	2.15.11.281	Preparation of CRC of BIDHYLAYA SHIKSHA GATIBIDHI from Gorkhapatra	24	240	80	80	80
32	22522	2.15.11.295	Publishing and transportation of different materials	1	700	200	200	300
33	22522	2.15.11.30	Program management cost	1	640	250	250	140
34	22522	2.15.11.319	Printing of developed materials	1	2,000	600	600	800
35	22522	2.15.11.442	Development of textbook in 4 mother tongue	4	1,400	350	700	350

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36	22522	2.15.11.458	Interaction and feedback collection at province level on curriculum, learning material and student assessment	200	800	400	400	0
37	26412	2.15.11.470	Development of training package for head teacher of model schools and technical schools	1,282	15,435	15,384	0	51
38	22522	2.15.11.491	Preparation of annual status report	1	350	350	0	0
39	22522	2.15.11.492	Preparation of IPR (3 times)	3	450	150	150	150
40	22522	2.15.11.493	Annual and Trimester review of annual program with CLAs and sections of DoE	12	240	80	80	80
41	22522	2.15.11.501	Preparation of program implementation manual	1	300	300	0	0
42	22522	2.15.11.502	Preparation of ASIP/AWPB	1	300	0	0	300
43	22522	2.15.11.504	Implementation of NASA Action Plan	1	200	200	0	0
44	22522	2.15.11.544	Regular press meeting	6	300	100	100	100
45	22522	2.15.11.573	Donor missions (JRM,BRM etc)	2	1,000	500	0	500
46	22522	2.15.11.576	Procurement and distribution of stylus	1	600	0	600	0
47	22522	2.15.11.588	Facilitation for student enrolment campaign	1	500	0	250	250
48	26412	2.15.11.635	Block grant for schools which do not have any kind of teacher position.	100	100,000	0	100,000	0
49	26412	2.15.11.636	Teaching learning support grant to schools to manage the teachers (focusing math, science and English teacher)	1	1,000,000	0	1,000,000	0

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50	22522	2.15.11.774	Development of audio material based on grade 2 curriculum for blind students	1	500	0	500	0
51	22522	2.15.11.775	Development of learning material of grade 9 and 10 (Math and Science) for blind student	2	600	300	300	0
52	22522	2.15.11.776	Development of visual material with symbolic language for blind student of grade 7	3	1,200	600	600	0
53	22522	2.15.11.782	Orientation on development and implementation of textbook and learning material at province level	84	1,680	600	600	480
54	22522	2.15.11.785	Update and revision of curriculum and textbook of grade 4 to 10	10	2,000	400	1,000	600
55	22522	2.15.11.791	Selection of secondary schools for development as model school	100	3,000	1,000	1,000	1,000
56	22522	2.15.11.792	Meeting cost for committees provisioned on Act, rules and guidelines	7	1,400	400	400	600
57	22522	2.15.11.793	Development and publishing of education day memo	1	500	500	0	0
58	22522	2.15.11.794	Progress report tracking and software upgrade of central, provincial and local level	1	300	300	0	0
59	22522	2.15.11.795	Educational program in co-ordination with media	14	7,000	2,500	2,500	2,000
60	22522	2.15.11.796	Publishing of BIDHYLAYA SHIKSHA GATINIDHI from Gorkhapatra	24	3,600	1,200	1,200	1,200

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61	22522	2.15.11.797	Orientation and interaction with officials of provinces and local levels on educational policies and program prepared at federal level	7	3,500	1,500	1,000	1,000
62	22522	2.15.11.799	Development and update on educational standard, materials, framework and procedures	1	700	200	250	250
63	22522	2.15.11.801	Development and publishing of GURUKUL SANDESH, GONPA/BIHAR SANDESH, MADARSHA SANDESH	3	900	0	450	450
64	22522	2.15.11.802	Development and update of standard and guideline for ECD	1	500	250	250	0
65	22522	2.15.11.803	Development of model learning materials for ECD	1	400	200	200	0
66	22522	2.15.11.804	Facilitation for TEACHER DARBANDI MILAN	1	400	200	200	0
67	22522	2.15.11.805	Facilitation on development of model school	1	500	500	0	0
68	22522	2.15.11.806	Identification of physical facilities available at schools (physical facilities like library, ICT, Lab etc)	1	500	500	0	0
69	22522	2.15.11.807	Development and distribution of materials of MGML and Multilingual education	2	800	400	400	0
70	26412	2.15.11.822	Grant to local governments for the programs on enrolment and retention targeted for out of school children	15	30,000	0	30,000	0
71	22522	2.15.11.842	Feasibility study for establishment of residential school for Sport, art and music	1	400	400	0	0
72	26412	2.15.11.845	Teacher salary grant for basic and secondary level	1	900,000	0	900,000	0

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73	26412	2.15.11.846	Grant for financial transfer educational program at local level	1	300,000	1	0	299,999
74	26412	2.15.11.847	Grant for labs to technical schools upgraded to grade 11	140	181,090	0	181,090	0
75	26412	2.15.11.848	Teaching support grant for technical schools upgraded to grade 11	140	135,380	0	135,380	0
76	26412	2.15.11.850	Teaching learning support grant to new technical schools	300	23,850	0	0	23,850
77	26412	2.15.11.852	OJT management cost for student of TVET	2,376	35,640	35,640	0	0
78	26412	2.15.11.853	Orientation of policy and program, document development and publishing, school record management, program management and monitoring and preparation of annual/trimester report	1	40,300	40,300	0	0
79	26412	2.15.11.854	Educational program in co-ordination with local levels and educational institute for enrolment and retention of students	136	68,000	68,000	0	0
80	26412	2.15.11.858	Resource materials for special education	1	2,005	2,000	0	5
81	22522	2.15.12.10	Talent Hunt program	1	1,700	0	500	1,200
82	22522	2.15.3.216	Development of curriculum, specification grid and model question for secondary level grade 11 and 12 (general stream)	5	2,000	400	800	800
83	22522	2.15.3.227	Development of level - 1 audio visual material for student with Autism and intellectual disability	1	500	0	250	250

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84	22522	2.15.3.228	Development of audio materials of textbooks at grade 4 - 8 in English medium for students with disability	5	500	250	250	0
85	22522	2.15.3.229	Development of curriculum of optional Nepali, Bhojpuri and Awadi language for grade 9 and 10	3	900	450	450	0
86	22522	2.15.3.230	Development of Maithili subject textbook for grade 10	1	600	300	300	0
87	22522	2.15.3.231	Development of practical material for compulsory Nepali for grade 9 and 10	2	300	300	0	0
88	22522	2.15.3.232	Development of specification grid, model question and answer key for compulsory subject of grade 9 and 10	10	1,000	200	800	0
89	22522	2.15.3.233	Development of textbook of optional subject of grade 10	15	9,000	4,500	4,500	0
90	22522	2.15.3.234	Development of textbook in English medium for grade 9 and10	2	1,200	600	600	0
91	22522	2.15.3.235	Development of textbook of compulsory subject for grade 12	5	3,000	1,500	1,500	0
92	22522	2.15.3.236	Development of teacher's guide for compulsory subjects of grade 11	5	2,500	1,250	1,250	0
93	22522	2.15.3.237	Development of textbook of History, Geography, Civic education and Sociology for grade 10	4	2,400	800	800	800
94	22522	2.15.3.238	Development of textbook of 8 vocational subject for grade 10	4	2,400	600	1,200	600

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95	22522	2.15.3.239	Development of curriculum of 4 optional vocational subjects for grade 9 and 10	4	1,200	600	600	0
96	22522	2.15.3.240	Curriculum development of grade 11 and 12 for Sanskrit and Gurukul education (including specification grid and model questions)	4	1,200	300	600	300
97	22522	2.15.3.241	Textbook development of Kirat Mundhum education for grade 3 and 4	4	1,600	800	800	0
98	22522	2.15.3.242	Development of curriculum structure of grade 6-12 and curriculum of grade 6-8 of Madarsha education	2	600	0	300	300
99	22522	2.15.3.243	Textbook development of Music for grade 6	1	500	250	250	0
100	22522	2.15.3.244	Textbook development of Health, Population and Environment for grade 10	1	600	300	300	0
101	22522	2.15.3.245	Development of specification grid and model question for secondary level 9-12 (additional subject) of TVET school	12	2,400	800	800	800
102	22522	2.15.3.246	Development of learning materials for TVET secondary level	28	4,200	2,100	2,100	0
103	22522	2.15.3.247	Development of practical materials for TVET secondary level	6	1,200	600	600	0
104	22522	2.15.3.249	Piloting and feedback collection of learning materials based on integrated curriculum for grade 1-3	20	4,000	2,000	2,000	0

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105	22522	2.15.3.251	Development of learning material kit of English, Science and Math for grade 9 and10	3	1,500	500	500	500
106	22522	2.15.3.279	Broadcast of educational program through television	1	18,500	6,100	6,200	6,200
107	22522	2.15.4.72	Pre test for achievement test and update of question bank of grade 3	2	2,100	400	1,700	0
108	22522	2.15.4.73	Preparation of detailed report, short report and publishing of achievement test of grade 5	2	1,200	600	600	0
109	22522	2.15.4.74	Student achievement national test of grade 10 (Quality test)	1	31,000	10,000	10,000	11,000
110	22522	2.15.4.75	Subject wise research and reporting	3	2,550	0	850	1,700
111	22522	2.15.4.76	Preparation and publishing of guidelines and procedure	1	600	0	200	400
112	22522	2.15.4.77	Dissemination of result and report of student achievement test and performance test	8	2,800	700	1,050	1,050
113	22522	2.15.4.78	Update of website, reporting system and database management of performance test	1	400	400	0	0
114	22522	2.15.4.80	Preparation, printing and publishing of integrated report of performance test (FY 2074/75)	3	990	330	660	0
115	22522	2.15.4.81	Revision and printing of performance test framework and tools	2	600	300	300	0
116	22522	2.15.4.82	Orientation of local level bodies on performance test of new school 2075-76	7	1,995	0	1,995	0

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117	22522	2.15.4.83	School wise performance test (Quality test)	1,000	40,000	500	15,500	24,000
118	22522	2.15.4.84	Program management cost	11	1,100	200	500	400
119	22522	2.15.4.85	Program monitoring	4	1,015	254	508	254
120	22522	2.15.4.94	Meeting of education review and other committees	10	250	50	100	100
121	26412	2.15.4.98	Incentive grant to head teacher of model school	222	11,100	3,000	4,000	4,100
122	22522	2.15.40.236	Publishing of federal teacher development journal and newsletter	2	400	0	400	0
123	22522	2.15.40.238	Virtual teaching program in class 9 compulsory subjects for secondary schools located at remote with insufficient subject teachers	400	5,600	2,100	2,100	1,400
124	22522	2.15.40.239	Virtual teaching program in class 10 compulsory subjects for secondary schools located at remote with insufficient subject teachers	400	1,800	450	675	675
125	22522	2.15.40.241	Production of audio visual lessons for secondary level compulsory subjects	200	2,400	900	900	600
126	22522	2.15.40.242	Development of teacher course in TPD model (basic 2 and secondary 2)	4	400	100	200	100
127	22522	2.15.40.243	Revision of TPD training curriculum	5	250	100	100	50
128	22522	2.15.40.244	Certification of TPD training, Grid preparation, meeting of evaluation committee and record management	8	1,200	450	450	300
129	22522	2.15.40.245	Printing and distribution of training materials	4,000	4,000	1,500	1,500	1,000

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130	22522	2.15.40.247	Development of customized training curriculum and job induction training course for institutional schools, ECD teachers, EGRP, Basic and secondary level teachers	5	350	140	140	70
131	22522	2.15.40.248	Development of additional resource material for teaching students with different disabilities	2	400	200	200	0
132	22522	2.15.40.249	Development of self learning materials for student of open school grade 10	4	600	300	300	0
133	22522	2.15.40.250	Formulation, orientation and progress review of annual plan and program	2	900	450	450	0
134	22522	2.15.40.251	Curriculum development for optional TPD subject as core subject on B.Ed and M.Ed	1	500	500	0	0
135	22522	2.15.40.259	Management cost for training, virtual class	12	600	200	200	200
136	22522	2.15.40.275	Feasibility study, preparation of standard and material development for open school (grade 11 and 12) in all 7 provinces	1	1,000	500	500	0
137	22522	2.15.5.54	Study on current status of curriculum implementation	1	500	0	250	250
138	22611	2.19.1.56	Program and compliance monitoring	300	6,000	2,000	2,000	2,000
139	22611	2.19.1.64	Preparation of status report monitoring report and program monitoring	3	1,500	517	517	467
140	22122	2.3.3.3	Hiring vehicle (micro-bus)	2	1,900	600	600	700
141	22212	2.5.2.7	Maintenance of machinery instruments	1	1,500	500	500	500

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142	22313	2.9.4.28	Improvement of library and extension of e-library at federal	1	900	300	300	300
143	26413	5.1.10.56	Grant for DLI verification	1	12,500	6,000	6,500	0
144	26413	5.1.10.57	Grant for EMIS verification	1	12,500	6,000	6,500	0
145	26413	5.1.8.154	Grant for printing and distribution of Brail textbook for blind students	800	8,000	4,000	4,000	0
146	27211	6.3.2.1	Scholarship for children of martyrs	471	8,468	2,823	2,823	2,822
147	27211	6.3.2.19	Non residential scholarship for conflict affected children	5,894	70,728	70,728	0	0
148	27211	6.3.2.29	Pro-poor targeted scholarship for non-science students at grade 9 to 12	50,052	900,936	900,936	0	0
149	27211	6.3.4.23	Extension of hostel facility in community schools of mountainous districts	600	24,000	24,000	0	0
150	27211	6.3.4.24	Hostel management cost for schools of mountainous districts	30	7,500	7,500	0	0
151	27211	6.3.6.30	Pro-poor targeted science scholarship at grade 9 to 12	3,507	84,168	84,168	0	0
152	27312	6.4.2.3	Post retirement facility for permanent teachers of under special education council	10	12,000	12,000	0	0
153	29221	8.2.2.51	Construction of Telecentre building	1	15,000	1,000	8,000	6,000
154	26422	8.2.3.31.10	New classroom (2 room) with furniture	3,000	2,400,056	2,400,000	0	56
155	26422	8.2.3.31.9	School earthquake safety program (including continued)	236	354,000	354,000	0	0

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156	26422	8.2.3.64	Grant for schools for disaster management	1	70,000	20,000	20,000	30,000
157	26422	8.5.14.23	Lab grant for technical school (grade 9)	150	300,044	300,000	0	44
158	26422	8.8.12.11	Feasibility study, preparation of design, drawing and construction of residential school for disables at 7 provinces	7	70,000	21,000	28,000	21,000
					7,555,600	4,523,502	2,547,151	484,947

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Annex 2

Budget Allocated to Local Levels (Fiscal Transfer as Conditional Grant)

SN	Expenditure Code		Activities	Budget "000"
1	26612	1.3.3.1	Teacher salary for basic and secondary level teachers	59910255
2	26612	2.15.11.769	Salary for ECD facilitator	2374944
3	26612	2.15.11.770	PCF grant (ECD-grade 12) for teaching learning materials, management of book corner and continuous student assessment	1405105
4	26612	2.15.11.761	Grant for textbook (grade1-10)	2075181
5	26612	2.15.11.771	Text grant for target group student at grade 11-12	136250
6	26612	2.15.11.772	Non residential scholarship for basic and secondary level student at community school	1429634
7	26612	2.15.11.774	Residential scholarship for basic and secondary level student at community school	375320
8	26612	2.15.11.798	School operation management grant	1418214
9	26612	2.15.11.768	School personnel management grant (Basic and secondary level)	3016065
10	26612	2.15.11.775	Grants for school with special education	72166
11	26612	2.15.11.776	Religious and alternative school operation grant	612134
12	26612	2.15.11.777	Grant for operation of MGML class	13500
13	26612	2.15.11.778	Grant for day meal	3047694
14	26612	2.15.11.779	Operation grant for community learning centres	429200
15	26612	2.15.11.780	Grant for lab and PCF for TVET schools	389176
16	26612	2.15.11.781	School building construction (continuation of last year 4 room building)	1746000

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17	26612	2.15.11.797	Toilet with WASH facility	1087800
18	26612	2.15.11.783	Residential building for special education school (continuous)	25110
19	26612	2.15.11.784	Physical construction grant for model school	3045000
20	26612	2.15.11.785	Grant for grade 8 examination management	105073
21	26612	2.15.11.786	Performance based grants for best performing schools to enhance learning	318550
22	26612	2.15.11.787	Implementation of teachers time on task plan	6694
23	26612	2.15.11.788	Establishment and management of library at secondary school (Fixing, books and e-library)	650650
24	26612	2.15.11.789	ICT lab for the use of ICT in teaching learning (computer, internet connectivity, equipment and kits)	657800
25	26612	2.15.11.791	Residential education management for child labour and street children	9600
26	26612	2.15.11.792	Science lab grant for secondary school	653900
27	26612	2.15.11.793	Minimum package for early reading skill development	51267
28	26612	2.15.11.794	Activities based kits grant for Mathematics, science and English	50050
SSDP Total				85112332
29	26612	2.15.11.800	Resource centre level review of implementation of Early reading skill program (Half yearly and annual)	9520
30	26612	2.15.11.799	Capacity development of SMC and PTA for monitoring of teachers regularity	9480
31	26612	2.15.11.801	Quarterly review and interaction of teachers professional development at RC level	1336

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32	26612	2.15.11.802	Program monitoring and preparation of reports	7250
NEGRP Total				27586
33	26612	2.15.11.803	Integrated child development workshop (Local level)	3150
34	26612	2.15.11.804	Implementation and monitoring of early reading program and child friendly framework	6900
35	26612	2.15.11.805	Implementation of girls access on education class	22000
36	26612	2.15.11.807	Orientation of gender focal point and gender network and management of suggestion box	1425
37	26612	2.15.11.808	Safety school and school peace zone	1475
ECD Program Total				34950
38	26612	2.15.12.2	Grants for schools running under Martyrs Memorial Foundation	134600
Grand Total				85309468

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Annex 3

Budget Allocated to Province Level (Fiscal Transfer as Conditional Grant)

SN	Budget Head	Expenditure code	Activity Code	Activities	Budget "000"
1	350138	26512	2.15.11.1	Teacher Training supporting EGRP minimum package	107456
2	350806	26512	2.15.11.10	Program management cost for program implementation	1400
3	350806	26512	2.15.11.11	Formulation and Reporting of provincial education, science and technology plan	3500
4	350806	26512	2.15.11.12	Educational research, province/local curriculum development and information management	3500
5	350806	26512	2.15.11.14	Program management, Monitoring and evaluation	15283
6	350806	26512	2.15.11.2	Teacher professional development (Training)	215594
7	350806	26512	2.15.11.5	Standardization of grade 8 examination	8400
8	350806	26512	2.15.11.6	Scholarship for students with disabilities studying at higher education	6000
9	350806	26512	2.15.11.7	Development of educational standards, materials, framework, guideline and procedure	3500
10	350806	26512	2.15.11.8	Orientation on educational policy, program and guidelines	9273
11	350806	26512	2.15.11.9	Preparation of annual, quarterly reports and development of Status report and other documents	700
Total					374606

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Annex 4

Budget for Program Support Facilities and Capacity Development

Budget Head 3501403/4			
22411	2.12.1.71	Expert consultative service for school retrofitting (drawing/design and estimation) for the schools which are out of earthquake affected 14 districts.	34,000
22411	2.12.1.84	Expert consultative service for the preparation of master plan of newly selected model schools	50,000
22511	2.14.2.77	TOT for capacity development of education officer at local level on education policy and program	600
22522	2.15.11.274	Program management cost for implementation of program	3,000
22522	2.15.11.458	Interaction and feedback collection at province level on curriculum, learning material and student assessment	800
22522	2.15.11.782	Orientation on development and implementation of textbook and learning material at province level	1,680

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22522	2.15.11.797	Orientation and interaction with officials of provinces and local levels on educational policies and program prepared at federal level	3,500
26412	2.15.11.822	Grant to local governments for the programs on enrolment and retention targeted for out of school children	30,000
26412	2.15.11.853	Orientation of policy and program, document development and publishing, school record management, program management and monitoring and preparation of annual/trimester report	40,300
26412	2.15.11.854	Educational program in co-ordination with local levels and educational institute for enrolment and retention of students	68,000
22522	2.15.4.82	Orientation of local level bodies on performance test of new school 2075-76	1,995
22522	2.15.40.250	Formulation, orientation and progress review of annual plan and program	900
Budget Head 350806			
26512	2.15.11.8	Orientation on educational policy, program and guidelines	9273

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Budget Head 3508063			
26612	2.15.11.798	School operation management grant[17] (Includes only capacity development of SMC, HT and Community)	467050
Budget Head 350138			
26612	2.15.11.800	Resource centre level review of implementation of Early reading skill program (Half yearly and annual)	9520
26612	2.15.11.799	Capacity development of SMC and PTA for monitoring of teachers regularity	9480
Budget Head 350118			
26612	2.15.11.807	Orientation of gender focal point and gender network and management of suggestion box	1425
Total Budget			731,523

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[17] Out of total grant for school operation management (Activity code 2.15.11.798 mentioned in Annex 2), NPR 1418.214 million, 467.050 million has been allocated for capacity development of SMC , HT and community.