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# **NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY**

## **THE SSDP TA Capacity and Institutional Development Plan**

**Final Report: February 2020**

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**TA is co-financed by EU and ADB**



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## Abbreviations

### A

#### **ADB**

Asian Development Bank

#### **ASIP**

Annual Strategic Implementation Plan

#### **AWPB**

Annual Work plan and Budget

#### **AV**

Audio Visual

### B

#### **BRM**

Budget Review Mission

### C

#### **CAS**

Continuous Assessment System

#### **CD**

Capacity development

#### **CDC**

Curriculum Development Centre

#### **CBEGRA**

Community Based Early Grade Reading Assessment

#### **CEHRD**

Centre for Education and Human Resources Development

#### **CIA**

Capacity and Institutional Assessment

#### **CIDP**

Capacity and Institutional Development Plan

#### **CLA**

Central Level Agency

#### **CLPIU**

Central Level Project Implementation Unit

#### **COMS**

Communication

#### **CPD**

Continuous Professional Development

### D

#### **DACS**

Development Assistance Co-ordination Section

#### **DFID**

Department for International Development

#### **DLI**

Disbursement Linked Indicator

#### **DP**

Development Partner

#### **DRR**

Disaster Risk Reduction

#### **DTL**

Deputy Team Leader

### E

#### **EC**

European Commission

#### **ECED**

Early Childhood Education Development

#### **EDCU**

Education Development and Co-ordination Unit

### **EGR**

Early Grade Reading

### **EGRP**

Early Grade Reading Program

### **EPDD**

Education Planning and Development Division

### **EQ**

Education Quality

### **ETC**

Education Training Centre

### **EMTS**

Education Management Training Section

### **ERO**

Education Review Office

### **ECED**

Early Childhood Education and Development

## **F**

### **FAQ**

Frequently Asked Question

### **FG**

Federal Government

### **FCGO**

Financial Comptroller General's Office

## **G**

### **GON**

Government of Nepal

## **H**

### **HRD**

Human Resource Development

## **I**

### **ICA**

Institutional Capacity Assessment

### **ICT**

Information and communication Technology

### **IEMIS**

Integrated Education Management Information System

### **ISTA**

International Short-Term Advisor

## **J**

### **JFA**

Joint Financing Arrangement

### **JFP**

Joint Financing Partners

### **JRM**

Joint Review Meeting

### **JAR**

Joint Annual Review

### **JICA**

Japan International Cooperation Agency

## **K**

### **KM**

Knowledge Management

## **L**

### **LG**

Local Government

### **LGEU**

Local Government's Education Unit

### **LT**

Long Term

### **LGOA**

Local Government Operation Act

### **LMBIS**

Line Ministry Budgetary Information System

### **M**

### **MOEST**

Ministry of Education, Science and Technology

### **MOF**

Ministry of finance

### **MOFAGA**

Ministry of Federal Affairs and General Administration

### **MOSD**

Ministry of Social Development

### **MT**

Medium Term

### **MTOT**

Master Training of Trainers

### **MTR**

Mid-Term Review

### **MSE**

Mathematics, Science and English

### **N**

### **NASA**

National Assessment of Student's Achievement

### **NAF**

National Assessment Framework

### **NARN**

National Assessment for Reading and Numeracy

### **NBC**

National Building Code

### **NCED**

National Centre for Educational Development

### **NCF**

National Curriculum Framework

### **NDAC**

National Development Action Committee

### **NEGR**

National Early Grade Reading

### **NEGRP**

National Early Grade Reading Programme

### **NEB**

National Examination Board

### **NIN**

National Identification Number

### **NQF**

National Qualification Framework

### **NSTA**

National Short-Term Advisor

### **NTC**

Nepal Telecom Corporation

### **NPC**

National Planning Commission

### **O**

### **O&M**

Organisation and Management

### **P**

### **PDP**

Professional Development Plan

### **PEDD**

Provincial Education Development Directorate

**PETC**

Provincial Education Training Centre

**PFM**

Public Financial Management

**PG**

Provincial Government

**PIM**

Program Implementation Manual

**PPE**

Pre-primary Education

**PRF**

Program and Results Framework

**R****RTI**

Research Triangle Institute

**S****SBA**

School Based Assessment

**SDG**

Sustainable Development Goal

**SEE**

Secondary Education Examination

**SIP**

School Improvement Plan

**SMC**

School Management Committee

**SSDP**

School Sector Development Plan

**ST**

Short Term

**STA**

Short Term Advisor

**SWAp**

Sector Wide Approach

**T****TA**

Technical Assistance

**TL**

Team Leader

**TLM**

Teaching and Learning Materials

**TASS**

Technical Assistance for Soft Skill

**TOR**

Terms of Reference

**TOT**

Training of Trainer

**TPD**

Teacher Professional Development

**TRM**

Transitional Road Map

**TSC**

Teacher Service Commission

**TSU**

Technical Support Unit

**TTS**

Teacher Training Section

**TU**

Tribhuvan University

### **TWG**

Technical Working Group

### **U**

### **UNICEF**

United Nations Children's Fund

### **W**

### **WB**

World Bank

### **WFP**

World Food Programme





## 1. BACKGROUND

1. Technical support and capacity development are required at all the three tiers of government for effective implementation of the School Sector Development Plan (SSDP). The need for capacity development at local level is even more important in the changed political and administrative context under the federal structure as key responsibilities to manage school education are within the jurisdiction of local governments in the federal context. From effective planning, implementation and monitoring to provisioning for qualified teachers in adequate numbers in every school, to effective implementation of the curriculum for improved student learning outcomes, the challenges are far and wide.
2. For effective and efficient implementation of the SSDP, it is important for the newly established local governments to own the SSDP reform activities and its goal, objectives and strategies and reflect them in the local level education sector plan and budget. In this context, significant coordination and partnership between the three tiers of government, and capacity development at the local level where all the implementation takes place will be needed.
3. The development of the Capacity and Institutional Development Plan (CIDP) is mainly linked to the findings and recommendation of SSDP Mid Term Review (MTR) 2019, and findings and recommendations of the Capacity and Institutional Assessment (CIA) process conducted by the SSDP Technical Assistance (TA) team. The main focus of the CIDP is to extend targeted TA support to ensure the continued implementation of the SSDP, by minimising any hurdles to service delivery amidst ongoing reforms. In the process of developing the CIDP, efforts have been made to relate the plan to the SSDP Programme and Results Framework (PRF) objectives. *The CIDP is centred around those recommendations of the CIA and MTR that are manageable in terms of time and resources available and within the scope of the SSDP TA team.*
4. One important reference made in the development of the CIDP was the review of the SSDP cornerstone objectives. As in the case of the MTR, those objectives were taken as a point of departure in the development of the CIDP.
5. The TA will support government in all the SSDP reform areas, particularly focusing on support for achievement of SSDP Disbursement link indicators (DLIs) and PRF by providing program management and technical support. CIDP has also identified thematic and institutional priorities for focused interventions. The priorities have been identified based on MTR / CIA findings and through assessment of gaps and other available TA support in each of the SSDP reform areas.
6. The institutional priorities for CIDP include Ministry of Education, Science and Technology (MOEST)/ Centre for Education and Human Resources Development (CEHRD), local governments/municipalities and schools. Similarly, thematic priorities include Integrated Education Management Information System (IEMIS), communication, professional development of teachers and headteachers, assessment and examination, and curriculum implementation.
7. Table 1.1 of CIDP report provides an overview of SSDP reform areas, proposed reform in remaining SSDP period, major support from other TAs and gaps, and broad overview of CIDP intervention in each of the reform area. Sections 2 to 9 of the report provide more details of identified interventions, justification, major tasks and approaches for those interventions, role of TA and indicative timeline of support interventions. The CIDP plan will have to be adaptive in the context of changing external scenarios beyond TA's control.

8. Annex I of the report present overall CIDP workplan and Annex II presents recommendations provided by the CIA and status and planned support from the TA and areas which remains outside of TA support.

### 1.1 Summary of SSDP reform areas and CIDP priorities for the remaining SSDP period

SSDP Reform Area	Proposed Reforms	Major Support through other TAs	Identified Key Gaps	CIDP Intervention <sup>1</sup>
<b>Early Grade Reading (EGR)</b>	<p>Improvement in reading proficiencies/habits in early grades; minimum package rolled out fully in 38 districts and conducting National Assessment for Reading and Numeracy (NARN) for Grade 3 by the end of SSDP (Year 5)</p> <p>Ensuring availability of Teaching and Learning Materials (TLMs) developed by the Curriculum Development Centre (CDC) in the market so that schools can purchase them.</p> <p>Guidance and clarity on use of different materials such as</p>	<p>United States Agency for International Development (USAID) funded Early Grade Reading Programme (EGRP) is being implemented by Research Triangle Institute (RTI) in 16 districts, with 4 additional districts added with MOEST support.</p> <p>United Nations Children's Fund (UNICEF), Save the Children and World Food Program (WFP) are also supporting EGRP in other districts.</p>	<p>Though schools receive funds through Local Governments (LGs) to buy Teaching and Learning Materials (TLMs), they are not clear about where the TLMs are available.</p> <p>Teachers of National EGRP schools are in confusion as to whether they should use textbooks or workbooks.</p> <p>Sustenance of Community Based Early Grade Reading Assessment (CBEGRA) can be challenging beyond the completion of USAID support due to cost, and</p>	<p>Since EGR is being supported by USAID, SSDP TA is supporting through the following interventions:</p> <p>The TA will support in DLI/PRF reporting through the dedicated monthly meetings, described in detail in latter part of the report, under SSDP implementation support intervention.</p> <p>TA will also support Joint monitoring visit and EGR Thematic Working Group (TWG) through logistics and professional inputs from the experts.</p> <p>Communication strategy prepared by TA can help resolve issues relating to availability of TLMs and utilization of textbooks vs. workbooks</p>

<sup>1</sup>Proposed interventions at federal, provincial, LG and school levels

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	Early Grade Reading Program (EGRP) workbook and Integrated Curriculum textbook.		the high-level technical expertise required for the initiative.	
<b>Curriculum</b>	<p>Activity Based Toolkits for Math Science and English (MSE) provided to schools</p> <p>Revision of curriculum for Grade 9 – 12, and implementation of Grade 9 Curriculum.</p> <p>Implementation of integrated curriculum framework.</p>	<p>Support in implementation of the integrated curriculum from grade 1 – 3 provided by Government of Finland TA.</p> <p>Japan International cooperation agency (JICA) TA is supporting on early grade Mathematics curriculum.</p> <p>Asian Development Bank (ADB) TA helped the government to develop e-resources for MSE for 6-8.</p>	<p>Though local curriculum implementation is not included in SSDP DLI or PRF, the Capacity and Institutional Assessment (CIA) report has identified local curriculum implementation as a necessary reform area. Local Governments (LGs) are made responsible to develop and implement local curriculum but most of them lack adequate knowledge and skills in adapting or developing local curriculum.</p>	<p>CIDP will support in local curriculum adaptation by establishing a help desk at the CDC to support LGs by orienting them on local curriculum adaptation and assisting in other technical matters.</p> <p>The TA will also support in DLI/PRF reporting by organizing curriculum specific DLI/PRF meeting including coordination with ADB/CDC/CEHRD for ensuring the installation of e-resources , providing technical/professional inputs by TA expert, providing logistics, organizing curriculum TWG and following up on piloting of integrated curriculum.</p> <p>The TA team will also prepare the resource material on local curriculum adaptation for wider use of LGs and, will also provide relevant training content in the training programmes of LGs provided by CEHRD.</p>
<b>Assessment and Examinations</b>	National examination framework for standardization.	World Bank (WB) technical support in Grade 10 Secondary Education Examination (SEE)	Grade 8 Examination Standardization has not been supported. Item banking has not been initiated for	CIDP will prioritize finalization of Grade 8 National Assessment Framework, standardization of Grade 8 examination, capacity building for item banking,

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	<p>Development of standardized test items.</p> <p>Dissemination and training to teachers on test items.</p>	<p>Standardization.</p> <p>WB supporting Education Review Office (ERO) on capacity development for National Assessment of Students' Achievement (NASA).</p>	<p>SEE. There is lack of clarity and lack of working relationship between National Examination Board (NEB) and ERO.</p>	<p>and support in coordination between NEB and ERO.</p> <p>The TA will also provide technical support to Grade 10 and 12 examination as needed.</p> <p>The TA will also support in DLI/PRF reporting and TWG with professional inputs by its national and international experts.</p> <p>The TA will also provide support for developing a Continuous Assessment System at the classroom level to initiate assessment for learning.</p>
<b>Teacher Development and Management</b>	<ul style="list-style-type: none"> <li>• Teacher Redeployment</li> <li>• Ensuring availability of subject teachers for Mathematics, Science and English (MSE)</li> <li>• Training of MSE teachers</li> <li>• Teacher Accountability (teacher time on task)</li> </ul>		<p>Teacher transfer is still in the process in line with the redeployment plan.</p> <p>Proper records on MSE teacher training are not available.</p>	<p>CIDP will prioritize ongoing CPD / TPD program implementation support by supporting to make it more responsive to the needs, and pilot school-based mentoring as part of CPD programs.</p> <p>The TA will also support in DLI/PRF reporting through monthly meeting and follow ups to Provincial Education Training Centers (PETCs) for reporting along with support to TWG by providing professional inputs and other logistic and coordination supports.</p> <p>The TA will also help include some modules on e-resources while training for next fiscal year in close coordination with ADB and CEHRD.</p>
<b>Equity</b>	Increased Access of boys and girls in	United Nations International	Lack of communication	TA will support Equity by supporting on DLI/PRF

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	secondary education.  Implementation of pro-poor scholarship schemes.	Children's Fund (UNICEF) TA is also supporting equity.	to the targeted group about scholarship.	reporting, Equity TWG and through a structured communication campaign, such as a Push-SMS service to ensure timely outreach to concerned stakeholders at the province, LG and school levels with the relevant information.
<b>EMIS</b>	Sector performance report with web based EMIS.  Independent Verification System in self-reported EMIS.  Utilization of web-based school profile at school level.	UNICEF supporting in IEMIS.  The Provincial Governments (PGs) and the LGs have allocated budget for IEMIS trainings.	There are gaps in capacity at school level to enter EMIS data. Some of the LGs have not prioritized IEMIS and this is resulting in poor EMIS reporting.	CIDP will prioritize EMIS policy development, school focused IEMIS training and strengthening IEMIS for reporting.
<b>School Safety</b>	Safe School reconstruction in earthquake affected areas (post-disaster recovery framework - PDRF), and classrooms to be retrofitted in non-affected areas.	UNICEF and Department for International Development (DFID) are supporting School Safety.	Need more attention and proper implementation of safety measures.  Lack of technical human resource and budgetary provisions on school safety.  There is a need to strengthen disaster preparedness, early warning systems, school disaster management,	The TA will support in DLI/PRF reporting on school safety including data collection, report preparation and orientation on school safety, social and environmental safeguard to contractors of model schools support TWG, resource book development, capacity development, and other ongoing school safety SSDP activities.

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			construction process and capacity building in school safety.	
<b>Governance</b>	Governance improvement and strengthening fiduciary management of school sector.	Norway through ADB and USAID TA is supporting Public Financial Management (PFM).	Capacity of LG staff is a major gap which needs to be addressed under the SSDP.  Head teachers need knowledge of accounting and public procurement.	CIDP will support in training LG Education and Planning staff.  The TA will also develop resource book for community schools with a section on fiduciary management/accounting focusing on procurement process.
<b>Model Schools</b>	Upgrading schools to model-schools by improving teaching learning process.	ADB is supporting model school.	Different understanding towards concept and implementation of model school.	TA will support model school by assisting with DLI/PRF reporting and, supporting TWG through professional inputs, logistics and coordination support.  Communication strategy prepared by TA will help develop a common understanding of model schools.

Source: TA team's assessment, 2020

## 2. MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY (MOEST) AND CENTER FOR EDUCATION AND HUMAN RESOURCES DEVELOPMENT (CEHRD)<sup>2</sup>

### 2.1 JUSTIFICATION

9. MOEST and CEHRD are the two central agencies responsible for managing and executing SSDP; some key priority areas to support MOEST / CEHRD have been identified in consultation with their representatives and are included in this section. In addition to these, support for the new education sector plan can be provided through expert inputs if such arrangement is agreed with the Government and Development Partners (DPs).

#### 2.1.1. Support to SSDP implementation

10. MOEST and CEHRD need support to ensure successful implementation of the SSDP. Recent changes made in the government system of Nepal, devolving education and other sectors to the local government level can create major challenges for successful implementation of SSDP. This calls for a carefully designed TA support for management and coordination for implementation. The SSDP TA will work closely with MOEST Planning and Monitoring Division, its Development Assistance Coordination Section (DACs), and CEHRD to provide support on this.

##### 2.1.1.1 Structured support for SSDP DLI/PRF achievement

11. There was some confusion on the appointment of designated DLI Leads when MOEST was going through the restructuring process. However, all the 10 DLI Leads are now in place, though not all of them have been properly oriented on DLIs. A well-structured mechanism is needed for regular review and analysis of DLI/PRF performance and progress, and the TA can provide support for developing the mechanism. A committee of DLI Leads will be proposed, to be established under the leadership of CEHRD Education Planning and Development Division (EPDD). The committee will meet at least once a month to monitor the DLI/PRF progress and address any barriers that may be hindering achievements. The TA team will also participate in these meetings to provide necessary support for tracking the progress and performance of DLIs. Guided by the outcome of these progress review meetings, specific actions can be generated to address the challenges in coordination with the relevant federal, provincial and local level offices as necessary. The actions can take the form of workshops, review and revision of materials, small scale monitoring/research tasks, or any other capacity building initiatives. The TA team will support in organizing the necessary actions to support DLI/PRF progress. One specific workshop will be organized at the outset with DLI Leads and high-level policy makers to discuss on overall progress status as well as orienting new DLI leads. The TA will also support at least one Joint monitoring visit to verify SSDP progress in the field. The visit will include relevant officials from MOEST/CEHRD and TA team members.

##### 2.1.1.2 Reporting

12. MOEST/CEHRD also need support to regularly and effectively report on the performance and progress of DLIs, and for this purpose will need to develop a reporting mechanism and capacity. As an example, some essential reports will include progress from LGs in different areas tracked against federal funds. Reporting has proved to be a major challenge, not only for MOEST but also for other Federal

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<sup>2</sup> MOEST and CEHRD were presented as separate institutions in the CIA. They are merged for the purpose of CIDP as intervention areas for both are very similar.



Ministries. To address this, the 44th National Development Action Committee (NDAC) meeting chaired by the Prime Minister has decided that Ministry of Federal Affairs and General Administration (MOFAGA) will take a lead in devising the reporting mechanisms from LGs to FG. Based on this decision, MOFAGA has already formed a team comprising of MOFAGA, National Planning Commission (NPC) and Ministry of Finance (MOF)/ Financial Comptroller General's Office (FCGO) and has begun to work on devising a web-based reporting system. The SSDP TA will play a proactive role in ensuring institutional representation of MOEST/CEHRD in the development of the MOFAGA led system such that MOEST/CEHRD requirements and needs are fulfilled.

### *2.1.1.3 Language interpretation*

13. In the federal reform process, communication barriers have proved to be a major issue. Inadequate language skills limit quality discussion and debate on content and sharing experiences. In response to this, simultaneous translation was provided during the Budget Review Meeting (BRM)/MTR meeting in May/November 2019 and this will be continuously supported by SSDP TA till the end of the support period. To overcome language barriers, inhouse capacity of the ministries and departments needs to be enhanced. As such, the English Language Officers of CEHRD and CDC need to be trained and used for simultaneous interpretation during meetings and field visits. This process has already begun with the financial and coordination support of SSDP TA in the November Joint Review Mission (JRM) meetings.

### *2.1.1.4 Support to Development Assistance Coordination Section (DACS)*

14. With a mandate to coordinate foreign assistance, DACS is playing a leading role in development and implementation of the education sector plan. It is the responsibility of the SSDP TA to provide support to the section to carry out all aspects of its work. In the current set up, TA Deputy Team Leader (DTL) and the TA coordinator are playing a leading role in this. More specifically, support to be provided is as follows:

- Support to BRM/JRM with technical and logistics support – The SSDP TA has been supporting and will continue to support BRM/JRM providing logistics and technical inputs.
- Also, support for reporting on SSDP implementation will be extended in terms of logistics support and technical inputs in updating and producing high quality SSDP status report, DLI progress and achievement reports.
- Thematic Working Group (TWG) support – As DACS is mandated to support the coordination of the TWGs tasks, support will be provided in this. Further technical support will also be provided to the TWG for any other areas.

### **2.1.2 The transitional roadmap (TRM)**

15. The transitional roadmap is a key instrument required to guide the sector's transition towards the federal set up. It details actions, timelines and responsible units for the effective implementation of the SSDP. However, major changes have emerged since the TRM was developed in August 2018. The TRM has been revised recently but may require further revision once the Federal Education Act is endorsed. The activities in the TRM need to be integrated in Annual Strategic Implementation Plan/Annual Work Plan and Budget (ASIP/AWPB) and the Program Implementation Manual (PIM). The SSDP TA will provide support to the review and revision of the TRM with the incorporation of emerging needs and issues. The TA team also supported revising and updating of the TRM in November 2019. The TRM was presented in the SSDP Joint Review Meeting (JRM) in November 2019 by MOEST.



### 2.1.3 Communication strategy development and implementation

16. The transformation to federal system has made major changes to lines of command. Although the executive power is reduced for MOEST and other federal institutions, they still have responsibilities which require them to reach out to all levels in the sector. In this context, a strong and well-resourced SSDP focused communication strategy is needed. A focus on communication was missing in the initial program document and in the TRM. There is a need to develop internal capacity for SSDP focused communication relevant to the Ministry's responsibility towards development and implementation of the sector plan.

### 2.1.4 Integrated Education Management Information System (IEMIS)

17. Timely availability of data has been a major problem. There are challenges of ensuring that accurate data is received from schools promptly and that LGs and schools can understand and respond to the IEMIS flash reports that they receive. These issues are discussed in more detail in the relevant sections for IEMIS, LG and schools.
18. It is nevertheless a major challenge to ensure high quality and timely IEMIS data that informs the development and monitoring of education plans. Similarly, in the absence of performance reports from LGs and PGs, understanding and reporting on the overall performance of SSDP is a problem, both for the Government of Nepal and DPs. In this context, there is a need to strengthen the IEMIS and reporting systems to the extent that data is reliable and available for analysis and interpretation.

### 2.1.5 Support to immediate training and professional development needs

19. During the CIA process, a few short-term training interventions were identified to capacitate the responsible officers of planning and budgeting sections of MOEST's Central Level Agencies (CLAs) and DACS. A total of three training programs have been identified in the following areas: 1) Foreign aid negotiation; 2) Project and plan cycle; 3) Plan formulation. MOEST / CEHRD has also been requesting members of the TA team to provide professional inputs in their capacity building workshops and training events by facilitating different sessions. Support will be provided to verify immediate training needs and to identify/develop and provide relevant training packages as well as other professional inputs requested by MOEST / CEHRD. TA team has also provided advisory and logistics support to the MOEST Operation & Management (O&M) survey by organizing a residential workshop.

### 2.1.6 Strengthening of Knowledge Management (KM)<sup>3</sup>

20. SSDP has identified following knowledge sharing and KM activities to enrich the implementation of SSDP - organization of annual education conferences, research studies, organization of study trips and twinning programs between institutions in Nepal and abroad. The SSDP TA will extend its support to MOEST through following specific interventions:
  1. **National education conference:** Two conferences will be organized in 2020 and 2021 to capture learning, best practices and challenges from SSDP implementation. Representatives from PGs and LGs will also participate in the conference.
  2. **Media visit:** Two media visits will be organized to capture some of the good practices and success stories of SSDP implementation.
  3. **Research studies:** The SSDP TA will carry out two Research studies. During the CIA process, needs and focus of these studies were assessed. It was decided to give priority to studies relevant to the SSDP TA output and priorities. Based on these, following two studies have been proposed:

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<sup>3</sup> Though knowledge management is crosscutting across priorities identified by CIA/CIDP and it will benefit education stakeholders at all levels, it is put under MOEST/CEHRD section since they have responsibility to facilitate education sector transition.

- Assessment – A study on School Based Assessment (SBA) and Continuous Assessment System (CAS) to analyse its implementation issues with recommendation on how this can be simplified.
  - Sector-Wide Approach (SWAp) adaptation -. A study on SWAp adaptation in the federal context based on international experience will be done. The findings of this study will be fed forward to education plan development process.
4. **Study tours** – Study Tour priorities will be given to areas relevant to SSDP TA's priorities. Study tours will be participated by representatives from federal and provincial level. The following two study tours have been proposed:
- Education in federal context – it is proposed to plan a study tour with this focus to provide relevant experience to participants for strategic planning process and learning.
  - IEMIS – a study tour is proposed in connection with the study made on international best practices.
  - Dissemination and sharing of the study visits will be done through workshops/meetings like TWG meetings and other active communication with the relevant officials.
5. **Twinning programs** – Twinning programs between institutions in Nepal and elsewhere can be an approach for capacity building and sharing learnings. A concept note on the twinning program will be developed by the TA including areas for the twinning program. The TA will also identify potential twinning partners and explore modalities for the twinning programme. The global link of the British Council will also be used in identifying relevant partner institutions.

### 2.2 INTERVENTION OVERVIEW: TA Priorities Until December 2021

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
<b>Support to SSDP implementation</b>	ASIP, AWPB and PIM as the three major instruments for SSDP implementation bear changed relevance as provincial and local governments are autonomous and their performance reporting to federal government is a problem. Linking ASIP/AWPB with LG level plans is also a challenge.	<ul style="list-style-type: none"> <li>• Support to develop and implement ASIP, AWPB and PIM also through providing analytical and professional inputs will be provided including cross referencing to whether DLI requirements have been incorporated. Periodic meetings with Planning and Monitoring Section of CEHRD along with the other ADB financed PFM TA will be conducted during ASIP / AWPB formulation period.</li> </ul> <p><b>TA will support establishing and implementing a structural mechanism for DLI monitoring and support by:</b></p> <ul style="list-style-type: none"> <li>• Thematic experts from the TA team will be mobilized to identify the gaps and extend their technical supports to DLIs achievement. A DLI committee will be proposed</li> </ul>	<p>TL will lead the process, ensure technical support is being provided. DTL will oversee on program management support and high-level stakeholder management.</p> <p>TA Coordinator Will provide necessary program management coordination and logistics support. Through thematic Short-Term Advisor (STAs) the SSDP TA team will provide its professional insights and inputs to SSDP status report. The TA team will continue to</p>

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
		<p>chaired by head of CEHRD EPDD. Fortnightly/Monthly meetings on DLI achievement will be organized with the committee to monitor progress and address barriers.</p> <ul style="list-style-type: none"> <li>• Workshops specific to each SSDP reform areas will be organized with support from the TA team and participated by DLI implementers to find out the roadblocks and corresponding solutions. One workshop has already been conducted for DLI 3.</li> <li>• Follow up and coordination support will be provided by TA to organize dedicated meetings/events/field</li> <li>• Visits to facilitate SSDP reporting requirements including one joint monitoring visit.</li> <li>• Regular support to TWG through coordination, communication, presentations, professional inputs and logistics.</li> </ul>	<p>assist the system to collect the information for the reporting requirement while also helping this reporting through IEMIS solutions.</p>
	<p><b>Language interpretation Support (English vis-à-vis Nepali):</b> In the federal reform process, communication barriers have proved to be an issue. Language limits quality discussion and debate on content and sharing experiences. In response to this, simultaneous translation was provided during the BRM/MTR meeting in May/November 2019 and this will be continuously supported by SSDP TA till the end of the support period.</p>	<ul style="list-style-type: none"> <li>• MOEST to decide on using Technical Officers (English) as interpreters.</li> <li>• Support to capacity building of Technical Officers (English) as Interpreters.</li> </ul>	<p>TA will support through orientation programs to build the capacity of the selected officers. The TA will provide logistics support for interpretation as well as training support to MOEST technical officers on interpretation skills DTL - Will provide overall guidance and coordination to the support provided by SSDP TA and other actors.</p>

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
	<b>Support to DACS</b> There is a need to strengthen its capacity and expand its role in managing and coordinating development cooperation	<ul style="list-style-type: none"> <li>Support to BRM and JRM with technical and logistics support.</li> <li>Reporting on SSDP implementation in terms of logistics support and technical inputs in updating the SSDP</li> <li>status report, DLI progress and achievement reports.</li> <li>Support to TWGs with technical and logistics inputs.</li> </ul>	TA coordinator will provide practical support to all aspects of the section's work. TL/DTL and STAs will provide necessary technical and professional inputs. Requested logistics support will be provided.
<b>Reporting mechanism on physical progress from LGs</b>	Reporting physical progress of the federal fund by LGs to MOEST/CEHRD is extremely important. Reporting has become a major challenge for LGs.	A reporting system/portal is under development for LGs to report to concerned Federal Ministry (which is being coordinated by MOFAGA). The SSDP TA will play a proactive role in ensuring institutional representation of MOEST/CEHRD to the development of the MOFAGA led system such that MOEST/CEHRD requirements and needs are fulfilled.	SSDP TA team will provide technical and other necessary support in developing the portal. DTL and other STAs will provide professional inputs in meeting the reporting requirement in the perspective portal
<b>Support to immediate training and professional development needs</b>	Staff development, particularly in DACS and Planning and Budgeting Section of MOEST and CEHRD is primarily a natural process of learning by doing.	<ul style="list-style-type: none"> <li>Immediate training needs: Foreign aid negotiation, plan/project cycle, plan development and cost benefit analysis.<sup>4</sup></li> <li>SSDP TA will work very closely with the Education Management Training Section of CEHRD in designing and delivering of these training programs, both face to face and online.</li> <li>Facilitate the training sessions as per demand and availability of resources.</li> </ul>	DTL will help design the training program along with facilitating some sessions relevant to his expertise. STAs will facilitate training sessions. TL will provide overall guidance. External experts - As per the need of the training program(s), external experts will be invited to conduct session(s). SSDP TA will work closely with Education

<sup>4</sup> Participants will be drawn from the MOEST / CEHRD while there is a scope of inviting personnel of Planning and Monitoring Section of PMOSD.

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
			<p>Management Training Section of Human Resources Development Division of CEHRD.</p> <p>TA team - Will facilitate some of the training sessions, both management and teacher training, being run by Human Resources Development Division.</p> <p>(TA team has already begun facilitating the training sessions).</p>
<b>Strengthening knowledge management (KM)</b>	<p>Knowledge management and sharing are key to strengthen the capacity of the relevant institutions and individuals at all levels of Governments. In this context, knowledge sharing and KM, organization of annual conferences on SSDP, research studies and organization of study trips and twinning programs between institutions in Nepal and outside are the KM interventions identified by SSDP.</p>	<p>The SSDP TA will extend its support to MOEST through following specific interventions:</p> <p><b>National education conference:</b> Two conferences – one in 2020 and one in 2021.</p> <p><b>Media visit:</b> Two media visits to capture the implementation of SSDP and its challenges in the federal context.</p> <p><b>Research studies</b>– 2 studies on Assessment and Examination, and SWAp adaptation will be conducted.</p> <p><b>Study tours</b> – 2 study tours will be organized on Education and federalization and IEMIS. Documentation of reports with findings and solutions/recommendations.</p> <p><b>Twinning programs</b> A concept note will be developed including thematic areas for twinning programme (eg. Teacher training / examination and assessment). Appropriate institutions, international and national, will be identified.</p>	<p>TL will coordinate the overall implementation of KM.</p> <p>STAs Will plan and undertake the studies.</p> <p>TA will extend its technical and logistic support to organize the study trips and national/media conferences.</p> <p>The TA will prepare concept note and explore potential twinning partners.</p>

## 2.3 TIMELINE

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>2.3.1 Support to SSDP implementation plan</b>								
2.3.1.1 Structured support for SSDP DLI/PRF achievement:								
2.3.1.1.1 Support to develop and implement ASIP, AWPB and PIM								
2.3.1.1.2 Monthly meeting of DLI committee (at least 12 by July 2021)								
2.3.1.1.3 DLI/PRF workshops for each SSDP reform area								
2.3.1.1.4 Support to SSDP reporting and Joint Monitoring Visit								
2.3.1.2 Support to language interpretation								
2.3.1.3 Support to DACS:								
2.3.1.3.1 Support to BRM and JRM								
2.3.1.3.2 Support to Status Reporting (Analytical reports to DPs)								
2.3.1.3.3 Support to TWG strengthening								
<b>2.3.2 Reporting mechanism on physical progress from LGs</b>								
<b>2.3.3 Support to immediate training and professional development needs</b>								
2.3.3.1 Support CEHRD/ MOEST to conduct trainings on immediate needs								
2.3.3.2 Technical Support in capacity development workshops / trainings								
<b>2.3.4 Strengthening knowledge management</b>								
2.3.4.1 Organization of national conferences (Two)								
2.3.4.2 Organization of media visits (Two)								
2.3.4.3 Organizing study tours (Two)								
2.3.4.4 Preparing a concept note for the twinning programme and identifying potential partner(s)								
2.3.4.5 Research studies (Two)								

### 3. LOCAL GOVERNMENTS

#### 3.1 JUSTIFICATION

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21. Priority interventions focusing on LG are discussed below. As explained in the intervention overview section below, the TA will only focus on LG staff capacity building as a priority.

##### 3.1.1 Capacity of LG staff

22. Capacity of LG education staff is one of the major challenges for the implementation of SSDP, especially to perform all 23 mandatory roles and responsibilities stipulated in Local Government Operation Act (LGOA). The gravity of the problem is further escalated by the fact that LGs are understaffed. With this brief highlight of the challenge, the CIA revealed that the LG staff, both education and planning, need capacity development intervention for performing their roles as per their new mandates. They need hands on skill and orientation on their new roles, SSDP PRF and DLIs, new Education sector policy, education sector planning, budgeting, motoring, and reporting, among other things.

##### 3.1.2 Legal provision adaptation

23. LGs now have a substantial mandate towards the development of local regulations. Although guidance is provided on this, the observations made by the MTR (2019) and others reveal that these guidelines are not always followed. This is a concern which should be addressed immediately. What makes it a particularly important focus area is that the Federal Education Act is expected to be promulgated soon. With the new Education Act in place, it is likely that the LGs will face major challenges regarding the development and implementation of the related regulations at the local level.

##### 3.1.3 Restructuring and deployment

24. There is a need to conduct an O&M survey of LGs to identify the optimal number and type of human resources along with optimal structure to implement education plans and programs effectively and support more transparent and logical career development pathways for LG staff. There is a responsibility mismatch when one compares similar responsibilities at other levels of government. For example, junior officers deployed in rural municipalities may have to manage more than 45 schools while senior officers of civil service rank II deployed in the urban municipalities manage 12 to 45 schools. Similarly, there is no vertical career path and no provision of horizontal movement for the officers deployed in LGs. Moreover, the education specific officers are supervised by junior officers of the administration group in the LGs. Therefore, the level of morale and motivation among the education specific officers is very low.

##### 3.1.4 Strengthen external relations

25. In the context of federalism, a communication and coordination mechanism is needed between Federal, Provincial and Local Governments, but no such mechanism currently exists. Once the proposed bill on managing relations between Federal, Provincial and Local Level is promulgated, there is an urgent need to establish a communication and coordination mechanism to address this problem. Officials at the LG level have reported that they are not consulted by the Federal/Provincial governments for planning interventions to be implemented at local level.



### 3.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>LG education staff development</b>	<p>Most of the Education and Planning Officers do not have enough capacity to perform their new roles and are not fully aware of SSDP components and indicators.</p> <p>Training of LG Education and Planning staff is needed to prepare them to assume their role in federal context in general and local education plan development and implementation in particular.</p>	<p>Training to LG education staff on their new roles, SSDP PRF and DLIs, Education Policy, SDG, IEMIS verification and validation, local curriculum and education sector planning, budgeting, monitoring, and reporting.</p> <p><b>LG Training features:</b></p> <p><b>Duration of training:</b> 4-5 days Training Beneficiaries: 600 (2 each - planning and education officers from 300 LGs)</p> <p><b>Delivery Modality:</b> 2 lead trainers would be recruited, and additional trainers would be identified from PETC training resources (2 each in each province – one of them also to support in coordination with LGs for training management). PETC training hall will be used as far as possible for training delivery.</p> <p><b>Training phases:</b></p> <p><b>1. Pre- training phase:</b></p> <ul style="list-style-type: none"> <li>(i) Preparation of training plan.</li> <li>(ii) Training package Development.</li> <li>(iii) ToT for lead trainer and other trainers</li> </ul> <p><b>2. Training phase:</b></p> <ul style="list-style-type: none"> <li>(i) Conduct LG training based on training framework</li> </ul> <p><b>3. Post training phase:</b></p> <ul style="list-style-type: none"> <li>(i) Training report preparation</li> </ul>	<p>SSDP TA will support the training for about 600 LG staff (2 from each LG- one education staff and one planning staff) covering 300 LGs, in close coordination with the Education Management Training Section of CEHRD, PETCs, and Association of LGs.</p> <p>Subsequent training programmes will be developed in coordination with the CEHRD, to focus upon more specific areas, possibly taking an online modular approach.</p>



## 3.3 TIMELINE

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>3.3.1 LG Staff development</b>								
3.3.1.1 Pre-training phase								
3.3.1.2 Training phase								
3.3.1.3 Post training phase								
3.3.1.4 Support CEHRD in developing follow up training programmes possibly taking online modular approach								

## 4. SCHOOLS

### 4.1 JUSTIFICATION

26. Schools are the key educational institutions in Nepal. Teachers have the strongest influence on students' learning and are in turn influenced by headteacher's leadership and governance and the management of School Management Committee (SMC). Despite implementation of various professional development activities to improve the teaching-learning situation, the Secondary Education Examination (SEE) results and NASA reports showed students' achievement at community schools remained below the satisfactory level. Reports from various stakeholders indicated that teachers are unable to implement learnings from training workshops in classrooms.
27. All the activities of CIDP will ultimately contribute towards benefitting schools and improving learning outcomes of children. Some of the specific SSDP TA support targeting schools includes IEMIS training to the concerned official in school for entering IEMIS data (covered in detail in IEMIS section of this report) and piloting of CPD (described in detail in CPD section). The TA will also support the schools by publishing a resource book covering safeguards, safety, use of Information and Communication Technology (ICT) in facilitating administrative efficiency and fiduciary management.

#### 4.1.1 Teacher management

28. Teacher deployment (and redeployment) to meet the needs of schools, especially the availability of subject teachers at secondary level, is still a big issue and one of the major factors impacting the quality of education in community schools. Deployment of adequate number of teachers and subject specific teachers is a prerequisite for quality improvement of the school education. The SSDP TA team will regularly follow up on this in the proposed monthly meetings intended for DLI/PRF achievement in light of recently cabinet approved Teacher Redeployment Plan.

#### 4.1.2 Resource Book for Schools

29. A multipurpose handbook is needed to guide the decision-making process in relation to school safety, safeguard, and fiduciary management. Major target users of this resource book will be leaders involved in school education including Head Teachers, SMC Chairs, accountants and so forth.

### 4.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>Develop Resource Book for Schools (Protocol / checklist handbook) covering school safety, social and environmental safeguards, use of ICT for enhancing administrative efficiency and fiduciary management.</b>	<p>A multipurpose handbook is needed to guide the decision-making process in relation to school safety, safeguard, ICT to enhance administrative efficiency and fiduciary management.</p> <p>Main users of this resource book will be Head Teachers, SMC Chairs, accountants and so forth.</p>	<p>The resource book will be a compilation and simplification of different procedures and guidelines related to school safety, safeguard, use of ICT and fiduciary management focusing on procurement useful to the Schools. This will be prepared with close consultation with major stakeholders like MOEST, CEHRD, Schools etc.</p>	<p>TA (Engineer and Safeguards consultants in particular) will develop the resource book by compiling available procedures and guidelines and simplifying contents. SSDP TA team will also closely work</p>

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
		Few copies will be published and distributed to the schools.	with other PFM TA to get the resource material on fiduciary management. TA will publish (around 500 physical copies) of the resource book and disseminate digital copies.

### 4.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.3.1 Development and distribution of Resource Book for Schools (Protocol / checklist handbook) covering school safety, social and environmental safeguards, use of ICT for administrative efficiency and fiduciary management especially public procurement process.								

## 5. INTEGRATED EDUCATION MANAGEMENT INFORMATION SYSTEM (IEMIS)

### 5.1 JUSTIFICATION

30. Following are some of the priorities identified under IEMIS. Specific priorities TA will intervene in by December 2021 are presented under the intervention overview section.

#### 5.1.1 Strengthening of web based IEMIS

31. Until 2070 BS (2011 AD), schools used to provide data on paper and the then District Education Officers used to enter the data in the IEMIS software. Realizing the need to move to the next level of data entry and compilation, the CEHRD designed a macro based electronic excel template which was provided to all schools, and schools were asked to fill the required information of students, teachers and the details of physical infrastructure of schools. Schools were encouraged to fill in their data by themselves. Schools that did not have computers and electricity were asked to get support from other schools or the Resource Centres for the required assistance. Video guidance on how to enter and update the data was provided on YouTube, with detailed explanation and practical guidance.
32. In the past, schools used to provide electronic Excel EMIS template through emails and pen-drives. From 2018-19 onwards, a website has been established (<https://iemis.doe.gov.np>) to upload the electronic IEMIS data. Login credentials have been provided to all local level staff who then create login credentials for all schools. It was expected that this access to information would help schools and other local level stakeholders to design plans and programs based on need. As 2018-2019 Flash I showed, a total of 33,020 schools across the country have now complied with the electronic IEMIS template. Nevertheless, there is ample room for further development in the web based IEMIS including the integration of different sub-components so that the IEMIS would provide the holistic picture of the education sector.

#### 5.1.2 IEMIS Policy

33. The need for an IEMIS policy is there so that all three tiers of government are bound by various protocols and standards such as collection, management, and dissemination of data. The policy will also take into account the Vital Registration Number to be eventually linked with student and teacher information so that in the future the tracking of the student can be done with the use of National Identification Number (NIN). With this policy, it is hoped that all Government organizations and their line agencies will help in integrating their information system with one another. The International

#### 5.1.3 Strengthening and expanding communication

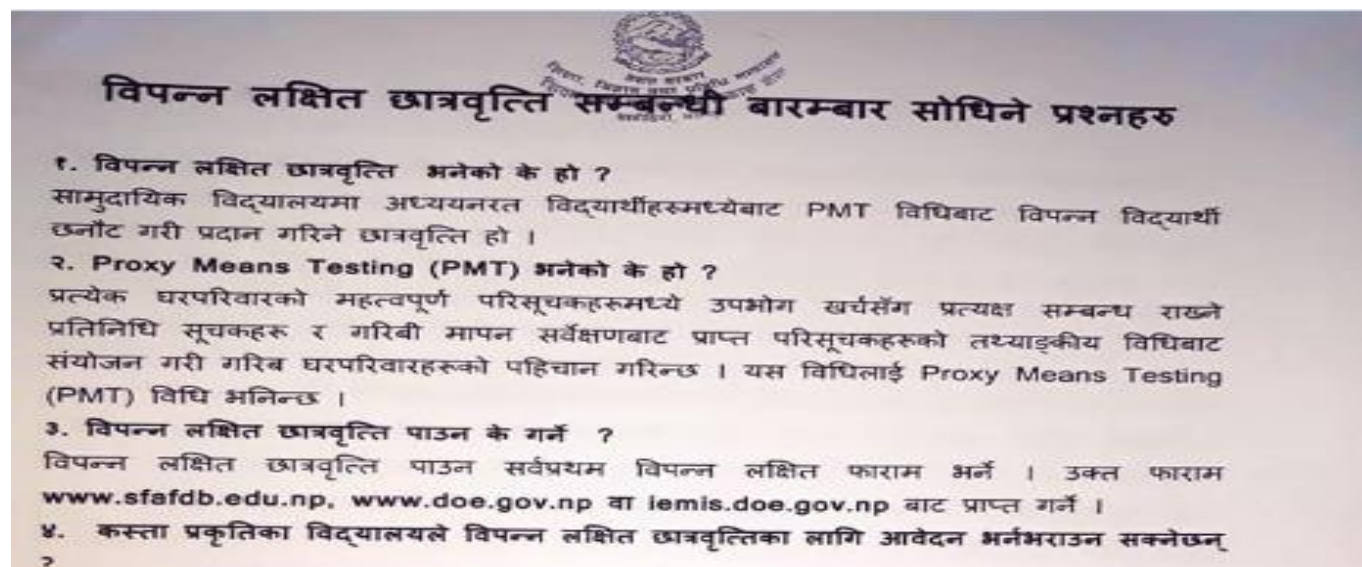
34. In order to ensure appropriate use of IEMIS at the federal, provincial and local level, there is a need to develop a communication strategy; organize SSDP focused awareness programs; and organize training on IEMIS for regional and provincial level staffs.

#### 5.1.4 IEMIS capacity development

35. There are very few IEMIS manuals and guidelines available, which have led to poor learning about various functions and protocols of IEMIS. Also, the country has recently moved to a federal structure and there is little knowledge on the flow of data and information in the new governance context. So, there is a need to implement capacity development programs for the relevant authorities at the provincial, local and school levels.

### 5.1.4.1 Build the capacity of Provincial and Local Governments to support schools on IEMIS

Two approaches of EMIS support will be used to technically guide schools in updating IEMIS. One approach will be to produce audio-visual and written guidelines which will be provided to schools through government websites and/or in printed versions. This approach has already been used and can be seen in <https://www.youtube.com/watch?v=RXU5oMdYy8&t=5s> where the former Resource Person illustrates ways to update IEMIS. This video has been accessed by more than 44,000 users till date.



36. Frequently Asked Questions (FAQ), as given above, is another way through which IEMIS queries from schools will be answered. The SSDP TA helped prepare these FAQs for CEHRD which are now uploaded on the CEHRD website. Schools currently use this document to learn about various aspects of scholarship scheme attached to IEMIS.
37. The second approach of orienting schools will be to train provincial and local level education staff on various aspects of IEMIS, who will then provide support to schools. Six out of seven provinces used this approach of trainings in 2019, the exception being Gandaki Province. All the six provinces allocated budgets for IEMIS trainings and with the technical support of CEHRD, developed IEMIS trainers of their own. These IEMIS trainers provided technical backstopping to the schools and the Local Governments. At the same time, the Local Governments are also allocating budgets for IEMIS orientation, and based upon the needs, these LGs will be provided with technical support. Just recently, two rural municipalities from Makwanpur and Sindhuli district conducted two days IEMIS trainings where SSDP TA provided the technical support while the LGs managed budgets for training and other costs.
38. In the remaining period of the TA, schools from 28 districts will be supported through provincial and local level education staff. Upon discussion with CEHRD, a total of 28 districts have been identified considering EMIS reporting issues and absence of support from other TAs:
  - Districts having issues in information management: Jumla, Humla and Kalikot
  - Districts with insufficient EMIS trainings: Mugu, Sankhuwasabha, Mustang, Dolkha, Khotang, Baitadi, Jajarkot, Rukum Paschim, Panchthar, Salyan, Rasuwa, Bojhpur, Arghakhachi, Gulmi, Darchula, Terhathum, Kanchanpur, Lamjung, Bajhang, Dhanusha, Managha and Solu.
  - Districts in need for sustained EMIS support: Dadeldhura and Udayapur
39. The TA will provide training to provincial and LG staff as well as resource persons from PEDD/EDCU/MOSD to provide trainings in these 28 districts while the TA IEMIS Specialist along with Sub-National EMIS Support Consultant (new position) will monitor and technically guide trainings in

selected districts. The TA will focus on providing school level training targeted at 1000 schools. TA has developed a training plan to explain modality of the training which will be endorsed by CEHRD.

40. The below given interventions are some of the major activities that have been proposed as TA priorities until December 2021. The interventions will contribute to SSDP DLI 10.

### 5.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>Support on IEMIS Policy Development</b>	<p>An EMIS policy document will help clarify the roles and responsibilities of actors at each level of government and would also help institutionalise EMIS as a national system for management of education data and articulate its relationship to other (sub) systems such as TMIS.</p> <p>There is a need to develop EMIS Action Plan into a 3-5-year EMIS Strategic Plan.</p>	Develop an overarching EMIS policy document, supported by Data standards, Processes, Protocols and Guidelines	SSDP TA team will provide support to develop overarching EMIS policy by recommending EMIS policy document for MOEST which will include recommendations for an EMIS privacy data policy for use of individual data.
<b>Strengthening of web based IEMIS</b>	The web based IEMIS exists and schools along with all tiers of government use this system for report preparation and data analysis. However, there is a need to strengthen this system so that all necessary reports, outputs and indicators can be generated through web based IEMIS.	<p>Strengthening and adding features in the web based IEMIS will be done after getting endorsement from EMIS TWG on necessary changes. The TA has identified following priorities for IEMIS strengthening.</p> <ol style="list-style-type: none"> <li>1. Strengthen the existing web based IEMIS by incorporating different reports, outputs and indicators in the system.</li> <li>2. Initiate the incorporation of new key features into IEMIS upon discussion in IEMIS thematic group.</li> </ol>	<p>SSDP TA will support on web based IEMIS strengthening, to ensure that the web based IEMIS is functional, provides all the required outputs and is par to the international standards.</p> <p>SSDP TA will work with Planning Sections to ensure that IEMIS does generate the planning sheets required at all levels of government.</p>

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>IEMIS capacity development</b>	<p>Very few IEMIS manuals and guidelines are available, which has resulted in poor usage and implementation. Also, there is little knowledge on the flow of data and information in federal context.</p> <p>School Level IEMIS Support</p> <p>It has been felt that schools lack proper expertise in entering the IEMIS data.</p>	<ol style="list-style-type: none"> <li>1. International Study Visit to understand the modality of data flow in federal context, among other things will be organized<sup>5</sup>.</li> <li>2. Develop IEMIS focused CD training modules (You Tube videos) and facilitate CD initiatives.</li> <li>3. Provide technical backstopping to the local, provincial and national level staff on IEMIS.</li> </ol> <p>Train 1000 schools from 28 priority districts using both a) cascade model and b) direct training from TA consultants</p> <p>The 5-day training to the LG staff will also cover session(s) on EMIS.</p>	<p>SSDP TA - Will organize an international study tour to capacitate policy and program level staff to show how information and data flow in a federal structure.</p> <p>SSDP TA will hire short term consultant to help CEHRD in preparing different manuals, guidelines and to help CEHRD with training requirements.</p> <p>SSDP TA will use digital means, demand-based training model and direct training support to schools. IEMIS consultant and IEMIS Training and support consultant will train provincial and LG staff as well as monitor and support Resource Persons from EDCU/PEDD/MOSD, mobilized to train 1,000 schools from 28 districts across the country.</p> <p>The IEMIS Specialist and IEMIS Training and Support Consultant will focus on monitoring the IEMIS trainings and providing further support to the districts as required.</p>

<sup>5</sup>This study visit is also discussed under Knowledge Management in MOEST/CEHRD section.

## 5.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>5.3.1 Support in IEMIS Policy Development</b>								
<b>5.3.2 Strengthening of Web-based IEMIS and sector performance reporting (according to endorsement from EMIS TWG)</b>								
5.3.2.1 Web based IEMIS Strengthening with required reports for Flash I and II								
5.3.2.2 Develop grade 8, 9 and 11 exam system in current IEMIS								
5.3.2.3 Initiate the incorporation of new key features into IEMIS upon discussion in IEMIS thematic group								
5.3.2.4 Continuous dialogue with other government line agencies to link IEMIS with other database sources								
5.3.2.5 Facilitate and coordinate regular analytical reports by using the IEMIS data								
<b>5.3.3 IEMIS Capacity Development</b>								
5.3.3.1 Provide technical backstopping to the school, local, provincial and national level on IEMIS								
5.3.3.2 Develop IEMIS focused CD training modules (YouTube videos) and facilitate CD initiatives								
5.3.3.3 School Level IEMIS Support (targeting schools from 28 districts)								
5.3.3.4 LG level capacity development (as part of LG training)								



## 6. COMMUNICATIONS

### 6.1 JUSTIFICATION

41. When the SSDP was launched in July 2016, communications were not included as a means to support its implementation. Communication activities have however been mentioned in piecemeal for monitoring and evaluation and school safety (DRR) in the programme document. Lapses in communication have continued during the federal transition. Three years of implementation and challenges encountered have been exacerbated by the lack of focus on communication. Incorporating communications for program support has still not been addressed.
42. Communication will also serve as a cross cutting area to support interventions targeted at other institutional and thematic priorities in the CIDP.

#### 6.1.1 SSDP Communication Strategy Development

43. To address the communication challenges amidst federal transition, the communication strategy guide for the School Sector Development Plan is a tool to help steer the SSDP's implementation program for the remaining period of the program 2019 – July 2021, setting the context for all communication activities. The communication strategy principally aims to enable relationship between tiers of government and their service delivery institutions to administer and manage delivery of the SSDP program. The strategy will facilitate to inform, raise awareness in communities and amongst end line beneficiaries and pronounce accountability vested on duty bearers for the functions entrusted to them. A draft communication strategy has been developed which would need to be endorsed by MOEST / CEHRD for its implementation including for developing and implementing a communication plan.

#### 6.1.2 Support SSDP focused priority communication activities

44. With two years remaining of SSDP, a concerted approach to SSDP's communication across the three tiers of government is needed to help facilitate understanding of deliverables, support achievement of targets and reporting of results and challenges. In this context, the SSDP TA needs to support CEHRD to develop a communications strategy and implement SSDP focused awareness programmes. The awareness programme should also focus on raising awareness on scholarship schemes ultimately contributing to SSDP DLI 7.

#### 6.1.3 Capacity support at federal and provincial level

45. A focus on program communication with supporting strategy, implementation plan and routine capacity support for the next two years will be initiated to ensure greater clarity and understanding of SSDP's cornerstone objectives for local governments, shared responsibilities and ownership for concurrent responsibilities for education across all levels of government. Mandates and terms of references of institutions, such as the A/V section at the CEHRD, closely associated with communication support will be reviewed and streamlined. This will be followed by building the capacity of institutions on communication and personnel tasked through small trainings, local exposure visits to institutions who have a structured communication strategy and routine support. Likewise, priority communication activities will be supported through advisory support of the TA facility.
46. Specific proprieties of the TA on Communication until December 2021 is provided below.

## 6.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>Support SSDP Communication Strategy Development</b>	Communication Strategy will enable relationship between tiers of government and facilitate to inform, raise awareness in communities and amongst end line beneficiaries.	Develop SSDP Communication Strategy based on CIA related to communication.	TA will support MOEST finalize communications strategy and its ownership, audience identifications and messaging.
<b>Capacity support at federal and province level</b>	Limited skills, focus and understanding of the importance of communication exists.	Training, exposure visit for AV section and DACS at MOEST.	Support MOEST in providing communication training and in-country exposure.

### SSDP - Key Communication activities in the strategy to be supported by the TA for CEHRD

Activities	Justification	Major Tasks and approaches	SSDP TA support
<b>Support to establish toll free hotline to respond to questions (from LGs and schools) and facilitating clarity on thematic issues, resources and services.</b>	There is a need for a supportive engagement and information centre to support program implementation by municipalities and provinces.	Telephone hotlines/toll free - at least two numbers to be managed by CEHRD. Hotline for separate telephone service providers (Nepal Telecom Corporation, NCELL). Coordination mechanism to respond to queries to be drafted.	TA team will facilitate and support to have the telephone hotline numbers operational. Publicity of the service through official MOFAG channel, mass media and PSA.
<b>Support to disseminate SSDP Transitional Roadmap.</b>	Translation of revised SSDP transitional roadmap into Nepali for implementing agencies and local governments.	Make translated Transitional Roadmap accessible through 1. Website CEHRD & MOEST 2. Messaging through CEHRD's AV section's airtime bought for the current fiscal year with Nepal Television (NTV) and Radio Nepal	Outsource translation to translators. Help to disseminate the translated electronic copies to all local governments

		3. Federal communication and administrative channel.	
<b>Initiate a Push-SMS service to ensure timely outreach to concerned stakeholders at the province, LG and school levels with the relevant information.</b>	To make sure the right people and groups have instant and important notice and access to relevant SSDP program information to help achieve results	CEHRD to manage creation of a phone, email database for instant sharing.	Coordinate with push SMS service providers including telecommunication companies to manage the database for content dissemination.  Support the CEHRD IT team channel information to right content receivers.
<b>General and Specific SSDP thematic information, appeals made more visible.</b>	To have a mass appeal and bring awareness of changes in education's operation, management.	CEHRD allocating resources for operationalisation of the existing Facebook platform (not active since November 2014).  Reinforce the use of official ID <a href="mailto:mail@gov.np">mail@gov.np</a> or an alternative.	Training and capacity support on social media engagement technique at the CEHRD.
<b>Revisit thematic area information for implementing agencies placed under the SSDP Toolkit site.</b>	Content placed in the site needs a revamp with current information and made more relevant for acceptance.	Update and revamp information at <a href="http://ssdptoolkit.org/">http://ssdptoolkit.org/</a>	Review content in the toolkit site and coordinate support for site's architecture and content.

## 6.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>6.3.1 Support SSDP Communication Strategy Development</b>								
<b>6.3.2 Capacity support at federal and province level</b>								
<b>6.3.3 SSDP - Key Communication activities in the strategy to be supported by the TA for CEHRD:</b>								
6.3.3.1 Support to establish toll free hotlines to respond to questions (from LGs and schools) and facilitating clarity on thematic issues, resources and services.								
6.3.3.2 Support to disseminate SSDP Transitional Roadmap.								
6.3.3.3 Initiate a Push-SMS service to ensure timely outreach to concerned stakeholders at the province, LG and school levels with the relevant information.								
6.3.3.4 General and Specific SSDP thematic information, appeals made more visible.								
6.3.3.5 Revisit thematic area information for implementing agencies placed under the SSDP Toolkit site.								

## 7. CONTINUOUS PROFESSIONAL DEVELOPMENT/ TEACHERS PROFESSIONAL DEVELOPMENT (CPD/TPD)<sup>5</sup>

### 7.1 JUSTIFICATION

47. All teachers in Nepal are recruited with required qualifications and almost all of them (98.2 % at primary level, and over 95% at secondary schools) have completed pre-service training (TPD), but the quality of education in community schools remains below the satisfactory level. Studies have revealed that, even after training in improved pedagogies, teachers are resorting to traditional methods and adopting teacher-dominated classroom activities. Against this background, the SSDP has aimed to develop the content/pedagogy capacity and professionalism of the teachers and headteachers by involving them in various capacity development activities to help them to be more updated, creative, critical and responsible in their profession.
48. Below are some of the priorities identified under CPD/TPD. Specific priorities TA will intervene in by December 2021 is presented under intervention overview section in following section.

#### 7.1.1 Technical support in the implementation of on-going CPD/TPD programmes

49. Necessary support will be provided to CEHRD/ Teacher Training Section (TTS) and Education Management Training Section (EMTS) to revise the training curriculum as envisioned by PETCs, make trainings more need-based, develop new methodology in organizing training programs, develop capacity of the trainers and maintenance of training information and reporting.

#### 7.1.2. Development of Mentoring system as part of the new TPD/CPD model for teachers

50. SSDP has recognized CPD as a major component in improving the quality of teaching and consequently better student learning outcomes. It has plans to implement various models of CPD that include provision for virtual contacts, self-learning resources, short modular courses and the formation of networks. The mandate given to the LGs calls for the development of a facilitative approach to support CPD/TPD at this level. CIA and other consultations have indicated the need to develop a comprehensive CPD model for improving quality of education. There is a need for a new approach to professional development, which addresses school management issues and real classroom problems with student learning needs at the centre. The TA will therefore support to make the trainings more responsive to needs of teachers and students and will contribute to develop a "Mentoring system" as part of new CPD/TPD model for teachers.

#### 7.1.3 Piloting of a Mentoring system, as a part of the new TPD/CDP model

51. The newly developed "Mentoring system" for the teachers needs to be piloted in selected provinces, municipalities and schools to assess the feasibility of the implementation of the CPD model in diverse contexts, before its broader implementation. Mentoring system at school and local community level as a part of CPD/TPD will addresses the diverse needs of schoolteachers. The system will include a provision of subject specific regular technical support from experienced and strong teachers to less experienced and weaker teachers in their schools or elsewhere in the locality.

#### 7.1.4 Implementation of CPD programmes

52. To bring about changes in teaching and learning behaviours and headteachers' school management, teacher support and supervision practices, there is a need to shift from mere one-shot training to a holistic professional development of teachers and headteachers, including follow up support and post-training professional development opportunities. In order to improve the quality of education for better student outcomes, the CPD programs need to be implemented by involving all teachers

and headteachers, irrespective of their appointment status and types. Additionally, the CPD programmes must focus upon, 1) areas that the students need more support in, and 2) areas that teachers need capacity building in.

## 7.2 Intervention overview: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
<b>Technical support in the implementation of on-going CPD/TPD programmes.</b>	There is a need to develop need-based subject specific training modules and necessary activity-based kits in major subjects.	<ul style="list-style-type: none"> <li>Jointly review the current teacher training programs and approach with relevant officials at CEHRD/ TTS and EMTS.</li> <li>Seek alignments between teacher training program content students' and low performing areas and provide necessary technical support for revising training curriculum to make it more responsive to the needs.</li> <li>Follow up to assess the DLI/PRF targets with the PETCs.</li> </ul>	TL and STAs will closely work with TTS and EMTS of CEHRD and PETCs to make teacher training more responsive to needs of teachers, and more aligned with students' low performing subject/content areas.
<b>Development of Mentoring system as part of the revised CPD/TPD model for teachers.</b>	<p>SSDP has recognized CPD as a major component to improve quality of education and better student outcomes.</p> <p>It has planned to implement various models of CPD that include virtual contacts, self-learning resources, short modular courses, and formation of networks.</p> <p>Current CPD programmes do not meet the real spirit and concept of CPD.</p> <p>CPD programs haven't addressed the context-specific</p>	<ul style="list-style-type: none"> <li>Draft a concept note based on prior experiences and review of international successful models (including British Council's CPD framework for teachers and school leaders). The concept note will be developed in consultation with relevant stakeholders in CEHRD /TTS/EMTS, CDC. This may include separate and specific Mentoring programs for primary school teachers, grade teachers, subject teachers, and secondary teachers' subject specific programs.</li> <li>Consult with CPD/TPD Thematic working group.</li> </ul>	STAs will finalize concept note in close cooperation with TL and relevant stakeholders.

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Intervention	Justification	Major tasks and approaches	Specific Inputs from SSDP TA
	immediate needs of the teachers and headteachers.		
<b>Piloting of innovative school based “Mentoring system” as a part of CPD/TPD program</b>	In order to assess the feasibility of the implementation of the Mentoring system in diverse contexts, it needs to be piloted in selected provinces, municipalities and schools.	<p>The piloting will be conducted in 20 schools from various provinces and municipalities. Major tasks include:</p> <ul style="list-style-type: none"> <li>• Select provinces, municipalities and schools for piloting of the mentoring system as part of the revised CPD model.</li> <li>• Organize orientation and training programs.</li> <li>• Establish a self-assessment system for monitoring the progress of work in the piloting schools.</li> <li>• Compile a report on pilot achievements (and provide directions for further revisions and recommendations for wider implementation of the pilot at the national level).</li> <li>• Regularly Communicate with CPD/TPD TWG on progress of piloting.</li> </ul>	<p>SSDP TA – Will closely work with CEHRD and take all the necessary steps and actions to pilot test the school-based mentoring system.</p> <p>Under the guidance of TL and DTL, National Education Facilitator and National Education Expert (Quality) will be responsible for monitoring and providing technical support in the piloting.</p>

### 7.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>7.3.1 Technical support in the implementation of on-going CPD/TPD programs.</b>								
<b>7.3.2 Development of Mentoring system as a part of new TPD/CPD model for teachers</b>								
<b>7.3.3 Piloting of innovative school based “Mentoring system” as a part of TPD/CPD program</b>								

## 8. ASSESSMENT AND EXAMINATION

### 8.1 JUSTIFICATION

53. The SSDP has stressed the need to use both formative and summative assessments to improve the learning outcomes of students. The National Qualification Framework (NQF) is already drafted and is in the process of approval, which can be a guideline for assessment and examination. In line with NQF, the National Assessment Framework (NAF) needs to be developed and implemented for effective implementation of School Based Assessment (SBA) and Continuous Assessment System (CAS); to make all the stakeholders including parents aware about the system of board exams in grades 8, 10, 11 and 12; and with respect to the letter grading system and single subject certification. MTR pointed out several issues regarding assessment and examination such as low level of existing technical capacity at different levels of the system to implement assessment - based on standardized test items; the need to reinforce coordination between NEB, ERO, other CLAs and MoEST; dominating perception that evaluation is a normative 'audit-type' process; etc. These emphasize a need to link assessment with learning. Following are some of the priorities identified under assessment and examination. Specific priorities TA will intervene in by December 2021 is presented under intervention overview section in following section.

#### 8.1.1 Strengthening of NEB and coordination with ERO/NASA

54. The implementation of SSDP has made progress towards the establishment of NEB to oversee the organization of national examinations at secondary level and its function as a quality assurance mechanism. It has plans to use standardized tests in grades 8, 10 and 12. It is important to coordinate with ERO/NASA in the development of standardized tests.

#### 8.1.2 Review of SBA and CAS program

55. There is a policy to decentralize the examination system. There is also a provision of SBA and implementation of CAS employed up to grade 7 by the schools for improving students' learning. Implementation of SBA and CAS should focus on improving the teaching and learning process. It also relates to the need for development of remedial courses.

#### 8.1.3 Develop standardized tests for Grade 8, 10 and 12 examinations

56. The process of standardization of test items/examination in Grade 10 and 12, and implementation of single subject certification is underway. However, there is also a need to develop standardization of examinations for grade 8.

#### 8.1.4 Establishment of an item bank

57. Establishment of an item bank is important to maintain the standard of examination system in federal context. As recommended by MTR, there is a need of technical support from psychometrician(s) to design and implementation of PG/LG examinations, design and implementation of standardized tests items, and development of a concept paper and detailed plan for the establishment of an item Bank.

#### 8.1.5 Develop National Assessment Framework (NAF)

58. An elaborated document of NAF is essential to establish purposes of test, process and use. It is important to provide technical support to NEB, ERO and CEHRD in the preparation of NAF. A draft NAF for Grade 8 has already been prepared with ADB support.

#### 8.1.6 Provide support to TWG (S)

59. There is a need to develop better coordination and harmonization of efforts of NEB, ERO and CEHRD in all the efforts geared towards improving assessment and examination system. The TWG on



assessment and examination should play a crucial role in this regard. In order to support it to play a catalytic role, the progress made, challenges and issues confronted on all the reform initiatives need to be informed and communicated to the TWG in a periodic basis.

Following table describes intervention areas which will contribute to DLI 4.

### 8.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific inputs from SSDP TA
<b>Strengthen NEB and link its functions to ERO/NASA to provincial and local level institutions</b>	There is a lack of structural linkage and functional clarity between NEB and its line agencies and other relevant institutions at provincial and local level including schools. There is a lack of technical capacity at the local and provincial levels to conduct SEE and Grade 8 examinations respectively.	<ul style="list-style-type: none"> <li>• Provide technical assistance to NEB to strengthen its structural and managerial coordination capacity.</li> <li>• Support the provincial governments to familiarize on the process, roles and responsibilities in conducting SEE exams.</li> <li>• Support local governments to familiarize on the process, roles and responsibilities in conducting grade 8 exams.</li> </ul> <p>Coordinate with NEB and ERO/NASA team.</p>	<ul style="list-style-type: none"> <li>• SSDP TA will provide technical support to strengthen linkage and collaboration among NEB and ERO.</li> <li>• Provide input and support to NEB's ongoing activities with province and local governments.</li> </ul>
<b>Organize a research to review and recommend SBA and CAS program</b>	<p>Although school curriculum provides ample room for School Based Assessment (SBA), it is always external or board examination that is given priority.</p> <p>Education policy and national curriculum framework recognises SBA and CAS as an important component in students' learning.</p>	<ul style="list-style-type: none"> <li>• Coordinate with CEHRD/TTS and NEB and ERO.</li> <li>• Review current situation and status of SBA and CAS implementation in schools.</li> <li>• Suggest required revision for SBA and CAS program materials and make them user friendly and focus on simplified, efficient and easy to use forms, formats, and process.</li> </ul>	<p>The research will be one of the 2 research studies to be commissioned by the TA (described under knowledge management section under MOEST and CEHRD).</p> <p>The TA Will develop TOR, select and monitor independent agency for the study to review and provide recommendation for improved SBA and CAS to be carried out in the</p>

	<p>It is essential that teachers are familiar and comfortable with the SBA and CAS and use assessment result to plan improving student(s) learning.</p>	<ul style="list-style-type: none"> <li>Organize review and sharing workshops for the relevant officials.</li> </ul>	<p>next sector plan and model CAS tools in simplified and implementable manner.</p> <ul style="list-style-type: none"> <li>Provide logistic support for organizing review and sharing workshops on the basis of the study.</li> </ul>
<p><b>Technical support to develop National Assessment Framework (NAF) for Grade 8</b></p>	<p>An elaborate document of NAF is essential to establish purposes of test, process and use.</p> <p>It is also necessary to link assessment with learning and policy formulation.</p>	<ul style="list-style-type: none"> <li>Follow up the process of development of NAF (a draft NAF for Grade 8 has been prepared with ADB's support).</li> <li>Check its link with NQF and NCF and make sure that NAF is developed as a guideline for assessment purpose.</li> </ul>	<p>With support from ADB International Assessment and Examination Expert, TA will</p> <ul style="list-style-type: none"> <li>Review and make revision as needed in the draft NAF for grade 8 based on the work that has already been carried out on NAF development</li> <li>Ensure that curriculum, specification grid and proposed test harmonize in NAF</li> <li>Provide technical support to NEB and ERO for the endorsement of NAF.</li> </ul>
<p><b>Technical support to develop standardized tests for grade 8 examinations</b></p>	<p>Although there is a plan to initiate standardization of Grade 8, Grade 10 and Grade 12 examinations that has not been fully achieved. NEB is working on grade 10 and 12, but grade 8 has not been initiated yet.</p> <p>Standardization of tests is highly emphasised in SSDP.</p>	<p>TA will support in foundation work for standardized tests for grade 8 examinations:</p> <ul style="list-style-type: none"> <li>Support NEB and ERO to initiate grade 8 standardized tests.</li> <li>Prepare a concept note for standardization of grade 8 exam.</li> <li>Widely discuss and prepare a plan and</li> </ul>	<ul style="list-style-type: none"> <li>With support from ADB International Assessment and Examination Expert, Will prepare research-based status report of grade 8 examination.</li> <li>Prepare a scoping report for standardization of grade 8 examination incorporating conceptual deliberation on</li> </ul>

		activities for standardization of grade 8 exam in coordination with NEB, CEHRD and ERO.	<p>standardization of grade 8 examination and reference point for the item management</p> <ul style="list-style-type: none"> <li>• Dissemination of NAF and scoping report</li> <li>• Undertake foundational works for grade 8 standardization test such as facilitation for conceptual understanding of item banking; initiation of item depository in selected subjects</li> <li>• Conduct training to the item writers, facilitate item development workshops, coordinate item moderation and item finalization activities (item depository in hard copy, but ready for item banking software when in place)</li> </ul>
<b>Develop a concept paper and detailed plan for the establishment of an item Bank</b>	<p>Establishment of an item bank is important to maintain the standard of exam system in federal context.</p> <p>MTR recommends contingency mechanism: provide technical support through specific TA from psychometricians (design and implementation of PG/LG examinations, design and implementation of standardized tests items) in 2019/2020.</p>	<ul style="list-style-type: none"> <li>• Review the practice and use of item bank(s) in some other countries.</li> <li>• Prepare a concept note for the establishment of an item bank.</li> <li>• Organize interaction sessions/workshops with relevant officials of the MoEST, experts and TWG.</li> <li>• Undertake foundational work (that includes development of</li> </ul>	<p>The TA will</p> <ul style="list-style-type: none"> <li>• develop a concept note on establishment of an item bank.</li> <li>• Facilitate familiarization workshop on item banking (probably inviting an international expert)</li> </ul>

		conceptual clarity and common understanding among the relevant organizations and individuals and development of a detailed plan).	
<b>Provide support to TWG (S)</b>	TWG need to be informed and communicated about the progress on a periodic basis.	<ul style="list-style-type: none"> <li>• Keep TWG informed about the progress of the development of NAF.</li> <li>• Seek comments, suggestions and concerns from TWG.</li> <li>• Incorporate the inputs received.</li> </ul>	NSTA Assessment– Will attend the TWG meetings and work closely with the TWG and NAF drafting team.

### 8.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
8.3.1 Strengthen NEB and link its functions to ERO/NASA to provincial and local level institutions								
8.3.2 Organize a research to review and recommend SBA and CAS program								
8.3.3 Provide technical support in the foundational works (including item development activities) to develop standardized tests for grade 8 examinations.								
8.3.4 Develop a concept paper and detail plan for the establishment of an item bank.								
8.3.5 Technical support in the finalization of Assessment Framework for grade 8 examination								

## 9. CURRICULUM IMPLEMENTATION

### 9.1 JUSTIFICATION

60. It is mandatory for all the schools at all levels of education, including the one-year Early Childhood Education and Development /Pre-primary Education (ECED/PPE) program, to follow the national curriculum. To make school education more relevant to local context and the needs of the local people, a provision has been made to adapt the national curriculum to the local context and develop local curriculum (with 20% of the total weighting). SSDP TA intervention on curriculum implementation will contribute to DLI 2.

#### 9.1.1 Conduct an evaluative study on the implementation of local curriculum

61. There is no clear evidence regarding the situation of use and impact of local curriculum on students and local communities. So, there is a need to conduct a study on the use and impact of local curriculum. Such study is necessary to get evidence-based information on the effectiveness of the provision and seek necessary recommendations on possible new strategies, procedures and capacity needs.

#### 9.1.2 Support to develop local curriculum and curriculum adaptation

62. As local authorities and schoolteachers lack adequate knowledge and skills to develop local curriculum and adapt curriculum to the local context and needs, it is assumed that many schools have not yet prepared their local curriculum. Similarly, they have not adapted the national curriculum to the local contexts. In this context, there is a need to establish a separate unit at CDC in the form of a helpdesk to provide necessary support to the LGs in the development of local curriculum and adaptation of curriculum at the local level. There is also a need to organize orientation programs to support LGs in developing local curricula. Discussions are going on with CDC on approaches for establishment of helpdesk. The TA will support CDC to set up an office and provide other technical support for the help desk. The helpdesk will coordinate with the concerned education officials in LGs to support with the local curriculum adaptation and other related matters.

#### 9.1.3 Organize orientation programs for LGs

63. Based on the decentralized policy of the Government the LG authorities are increasingly taking responsibilities to develop local curriculum. However, no provision of orientation has yet been made to develop necessary knowledge and raise awareness on development and implementation of local curriculum among the responsible officials working at the LGs. As part of the LG training discussed under LG section in the report, the TA will orient LG officials of 300 LGs on local curriculum development.

#### 9.1.4 Support to TWG on curriculum

64. The TWG on curriculum is actively involved in supporting curriculum reform and curriculum adaptation at local level. There is a need to closely work with the TWG on undertaking curriculum reform program activities.

## 9.2 INTERVENTION OVERVIEW: TA priorities until December 2021

Intervention	Justification	Major tasks and approaches	Specific support from SSDP TA
<b>Support LGs to develop local curriculum and curriculum adaptation at the local context by establishing a help desk at the CDC.</b>	There is a need to establish a separate unit at CDC to link its activities and programs with local municipalities, specially in providing technical support in course of development of local curriculum and adaptation of curriculum at the local level.	<ul style="list-style-type: none"> <li>Form a team of curriculum experts at CDC for its outreach support program/extending technical support to LGEUs.</li> <li>Establish a physical setup in CDC with all the amenities and Internet facilities.</li> <li>Coordinate with the Ministry of Federal Affairs and General Administration (MOFAGA) and send a circular/information to the LGEUs to link with the new setup for access to technical support in local curriculum development and curriculum adaptation and implementation.</li> </ul>	<p><b>TA</b> – Will provide technical support to CDC in the formation of the team and new setup. CDC will assign its curriculum experts to implement the program in a regular basis.</p> <p>The TA will also provide support to establish a help desk that includes an office setup with Internet and conference call facilities.</p>
<b>Develop an orientation manual for development of local curriculum</b>	There is confusion among many LG authorities regarding development process and use of local curriculum.	Develop an orientation manual on development of local curriculum based on the NCF and local curriculum guidelines	<b>TA</b> – Will provide technical support to orientation manual.
<b>Organize orientation programs for LG LGEU members on development of local curriculum and adaptation of the curriculum to the local context.</b>	In recent years, the local LGs are increasingly taking responsibilities to develop local curriculum; however they lack adequate know-how and capacity.	<p>Develop an orientation manual on development of local curriculum and curriculum adaptation targeted to LGs based on NCF and Local Curriculum Development Manual.</p> <p>Presentation on the development and use of local curriculum based on</p>	<b>TA</b> – will provide technical support in organizing orientation programs targeting 300 LGs as part of LG training.

Intervention	Justification	Major tasks and approaches	Specific support from SSDP TA
		the manual will be made in all 300 targeted LGs.	
<b>Support to TWG on curriculum</b>	TWG is concerned and actively involved in curriculum reform, and curriculum adaptation.	<ul style="list-style-type: none"> <li>Participate in TWG meetings.</li> <li>Share local curriculum evaluative study methodology, and its findings and recommendations with TWG members.</li> <li>Share other innovative program activities like helpdesk, organization of orientation for LG authorities.</li> </ul>	NSTA will participate in TWG meetings and provide technical support.

### 9.3 TIMELINE

Year	2020				2021			
Month / Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>9.3.1 Support LGs to develop local curriculum and curriculum adaptation at the local context by establishing a help desk at the CDC</b>								
<b>9.3.2 Develop an orientation manual on development of local curriculum</b>								
<b>9.3.3 Organize orientation programs for LG LGEU members on adaptation of the curriculum to the local context and development of local curriculum</b>								
<b>9.3.4 Support to TWG on curriculum</b>								

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# ANNEXES



## Annex 1: CIDP Consolidated Work Plan

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>1. MOEST &amp; CEHRD</b>								
<b>1.1 Support to SSDP implementation</b>								
1.1.1 Structured support for SSDP DLI/PRF achievement:								
1.1.2 Support to develop and implement ASIP, AWPB and PIM								
1.1.3 Monthly meeting of DLI committee (at least 12 by July 2021)								
1.1.4 DLI/PRF workshops for each SSDP reform area								
1.1.5 Support to SSDP reporting and Joint Monitoring Visit								
<b>1.2 Support to language interpretation</b>								
1.2.1 Support to DACS:								
1.2.2 Support to BRM and JRM								
1.2.3 Support to Status Reporting (Analytical reports to DPs)								
1.2.4 Support to TWG strengthening								
<b>1.3 Reporting mechanism on physical progress from LGs</b>								
<b>1.4 Support to immediate training and professional development needs</b>								
1.4.1 Support CEHRD/ MOEST to conduct trainings on immediate needs								
1.4.2 Technical Support in capacity development workshops / trainings								
<b>1.5 Strengthening knowledge management</b>								
1.5.1 Organization of national conferences (Two)								
1.5.2 Organization of media visits (Two)								
1.5.3 Organizing study tours (Two)								
1.5.4 Preparing a concept note for the twinning programme and identifying potential partner(s)								
1.5.5 Research studies (Two)								
<b>2. Local Governments</b>								
<b>2.1 LG Staff development</b>								
2.1.1 Pre-training phase								
2.1.2 Training phase								
2.1.3 Post training phase								

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1.4 Support CEHRD in developing follow up training programmes possibly taking online modular approach								
<b>3. Schools</b>								
3.1 Development and distribution of Resource Book for Schools (Protocol / checklist handbook) covering school safety, social and environmental safeguards, use of ICT for administrative efficiency and fiduciary management especially public procurement process								
<b>4. Integrated Education Management Information System (IEMIS)</b>								
4.1 Support in IEMIS Policy Development								
4.2 Strengthening of Web-based IEMIS and sector performance reporting (according to endorsement from EMIS TWG)								
4.2.1 Web based IEMIS Strengthening with required reports for Flash I and II								
4.2.2 Develop grade 8, 9 and 11 exam system in current IEMIS								
4.2.3 Initiate the incorporation of new key features into IEMIS upon discussion in IEMIS thematic group								
4.2.4 Continuous dialogue with other government line agencies to link IEMIS with other database sources								
4.2.5 Facilitate and coordinate regular analytical reports by using the IEMIS data								
4.3 IEMIS Capacity Development								
4.3.1 Provide technical backstopping to the school, local, provincial and national level on IEMIS								
4.3.2 Develop IEMIS focused CD training modules (YouTube videos) and facilitate CD initiatives								
4.3.3 School Level IEMIS Support (targeting schools from 28 districts)								
4.3.4 LG level capacity development (as part of LG training)								
<b>5. COMMUNICATIONS</b>								
5.1 Support SSDP Communication Strategy Development								
5.2 Capacity support at federal and province level								
5.3 SSDP - Key Communication activities in the strategy to be supported by the TA for CEHRD:								

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
5.3.1 Support to establish toll free hotlines to respond to questions (from LGs and schools) and facilitating clarity on thematic issues, resources and services.								
5.3.2 Support to disseminate SSDP Transitional Roadmap.								
5.3.3 Initiate a Push-SMS service to ensure timely outreach to concerned stakeholders at the province, LG and school levels with the relevant information.								
5.3.4 General and Specific SSDP thematic information, appeals made more visible.								
5.3.5 Revisit thematic area information for implementing agencies placed under the SSDP Toolkit site.								
<b>6. CONTINUOUS PROFESSIONAL DEVELOPMENT/ TEACHERS PROFESSIONAL DEVELOPMENT (CPD/TPD)</b>								
6.1 Technical support in the implementation of on-going CPD/TPD programs.								
6.2 Development of Mentoring system as a part of new TPD/CPD model for teachers								
6.3 Piloting of innovative school based “Mentoring system” as a part of TPD/CPD program								
<b>7. ASSESSMENT AND EXAMINATION</b>								
7.1 Strengthen NEB and link its functions to ERO/NASA to provincial and local level institutions								
7.2 Organize a research to review and recommend SBA and CAS program								
7.3 Provide technical support in the foundational works (including item development activities) to develop standardized tests for grade 8 examinations.								
7.4 Develop a concept paper and detail plan for the establishment of an item bank.								
7.5 Technical support in the finalization of Assessment Framework for grade 8 examination								
<b>8. CURRICULUM IMPLEMENTATION</b>								
8.1 Support LGs to develop local curriculum and curriculum adaptation at the local context by establishing a help desk at the CDC								
8.2 Develop an orientation manual on development of local curriculum								

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Year	2020				2021			
Month/Quarter	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
8.3 Organize orientation programs for LG LGEU members on adaptation of the curriculum to the local context and development of local curriculum								
8.4 Support to TWG on curriculum								

## Annex 2: SSDP CIA recommendations support status

In the following table, recommendations provided by CIA are listed and categorised based on level of support TA will provide on those recommendations as:

**SSDP TA providing** – This includes recommendations where the TA will provide support in cooperation with the relevant government counterpart.

**SSDP TA contributing** – Includes recommendations where the SSDP TA will provide some but not all support required.

**SSDP TA not supporting** – This includes recommendations that are recognised as important but that fall outside the scope and expertise of the SSDP TA.

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>MOEST</b>					
<b>D1 Policies, strategies and plans</b>					
Support MOEST in developing a 10-year MT <sup>6</sup> education sector plan with costed 5 years programme succeeding present on going SSDP, including federal implementation arrangements and funding mechanisms.				x	Any support may be agreed with DPs and MOEST if this is necessary.
Support MOEST on SWAp adaptation	ST		x		SSDP TA will conduct a research and recommend modality for SWAp Adaptation.
Support to update the TRM	ST		x		Providing inputs and comments in updating and revising TRM. Translating and disseminating TRM.
Support the development of a Communication Strategy for MOEST. This should include inter alia internal capacity for SSDP focused communication; working with the DACS to develop policy and a SWAp-focused communication strategy; the development of internal capacity to implement the Communication Strategy and consideration of knowledge retention issues at all levels of government.	ST		x		Communication Expert will support the process

<sup>6</sup> MT – Medium Term, ST- Short Term, LT-Long Term

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>D2 Structures, staff and management</b>					
Planning and Monitoring Division would benefit from further O&M work to guide the refinement of structures, mandates and staffing. The TA will coordinate with the ongoing government O&M to ensure these (Completed)	ST		x		Providing professional insights and inputs to on-going O&M survey as well as organizing a two-day residential workshop on preparing final draft on structures and functional job descriptions of CLAs and EDCUs.
Support to DACS for it to be able to oversee communication of the sector at the federal level. Additional support to develop a communication strategy will be extended.	ST		x		Communication Expert to support.
MOEST (DACS) to be supported to develop an interpretation/translation system to support its DP coordination role.	ST		x		Support to the identification of technical officers in the system, and orientation of officers to assume the task.
DACS supported to assume its full role of effectively functioning TSU.	ST		x		
<b>D3 Systems and tools</b>					
Provide comprehensive support to EDCUs, PGs and LGs to clarify mandates and data requirements, develop staffing plans and provide capacity building support to enable accurate and timely IEMIS data collection, collation and analysis.	MT		x		IEMIS Experts
Reporting mechanism on physical progress from LGs	MT		x		TA will provide both technical input and advocacy support to MOEST/CEHRD
Provide training at all levels, once mandates and communication and data requirements are clarified.	MT			x	
<b>D4 Skills and awareness</b>					
Capacity building in support of CPD strategy and planning.	MT		x		

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
Provide support to the development of organograms and staff role profiles, in lieu of detailed continuous professional development planning which can only be fully completed once the new sector plan is in place.	ST			x	
Conduct training needs assessment in relevant sections and develop a detailed PDP.	MT			x	
Provide support for 1) foreign aid negotiation, 2) project and plan cycle and 3) Education plan development.	ST	x			Provide logistics and professional support to meet the immediate needs
Strengthening knowledge management	ST & MT	x			The SSDP TA will extend its support to MOEST through specific interventions like study tour and research studies.

### D5 Internal and external relations

As part of the communication capacity building recommended in D1 above, ensure that this includes support for internal and external relations communications, given the changes in lines of command, including emphasis on relations with MOFAGA.	MT		x		
Support the development of a communications strategy, covering the education sector at all levels and including internal and external stakeholders.	ST	x			Communication Expert to support.

## CEHRD

### D1 Policies, strategies and plans

Support for the preparation of budget/reports, PIM and overall planning/linkage with DLI/results.	MT		x		TA will provide technical and program management support.
Support in developing education plan formulation skills through dedicated LG focussed training interventions.	MT	x			TA will be organizing LG trainings to 300 LGs which will include

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
					education planning, among other things.
<b>D2 Structures, staff and management</b>					
Work with the Teacher Training and the Education Management Training Sections to start rebuilding CPD/TPD and school leadership training to meet the new needs in the federal context and the immediate demands for facilitating sessions.	MT		x		Support the two sections (Teacher Training Section and Education Management Training Section) through providing expert inputs
The Educational Technology and Non-formal Education Division - The Education Technology and The Audio-Visual Section of the Non-formal Education Division should be supported to develop stronger capacity to communicate between and within the three levels of federalised government.	MT		x		TA team will contribute.
Carry out an O&M survey in CEHRD to refine structures, mandates and staff requirements, including for communications	ST		x		Providing professional insights and inputs to on-going O&M survey along with organizing a two-day residential workshop on preparing final draft on structures and functional job descriptions of CLAs and EDCUs (Completed)
<b>D3 Systems and tools</b>					
Support to build capacity for development of the PIM	MT		x		
Support CEHRD to finalise the SSDP resource library and ensure all relevant tools and guidelines are made available through the SSDP resource library ( <a href="http://ssdptoolkit.org/">http://ssdptoolkit.org/</a> ).	MT		x		
<b>D4 Skills and awareness</b>					
<b>D5 Internal and external relations</b>					
CEHRD requires capacity to provide reporting support to Local government, to help them	MT			x	SSDP TA will support in reporting



Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
with their multi-sectoral compliance responsibilities set by MOFAGA.					
Equip CEHRD with a meeting room equipped with the required electronic equipment for translation.	MT			x	
<b>Local Government</b>					
<b>D1 Policies, strategy and plans</b>					
Support to LGs to build their capacity to devise yearly and long-term plans.	MT		x		TA supporting through capacity building to 300 LGs.
Support is required to clarify planning and reporting mechanisms at all three levels, once the Education Act is enacted.	MT			x	
Comprehensive institutional capacity support is required for LGs to manage most aspects of their basic and secondary education mandate.	MT			x	
Support to draft the local level Education Act and Rules	MT			x	
<b>D2 Structures, staff and management</b>					
Provide support to clarify structures, and staffing in relation to mandates given to LGs.	MT			x	TA will advocate and provide necessary advice, if needed.
Further O&M work is required to address generic problems within LGs, for example, where the senior officers of education group are under the supervision of junior officer of administration section.	MT			x	TA team will provide necessary inputs and insights if asked
Support is required for rational allocation of resources in LGs based on the number of schools each LG must cater to rather than type of municipality.	MT			x	TA team will provide necessary inputs and insights if asked and required
Support is required for staff deployment. Staff are not deployed as per the formally approved structure of LGs. In many LG offices there is still only one undersecretary or officer assigned to oversee education. SSDP implementation manual, handbook, and tools	MT			x	Strong opinion will be put forward by TA team for timely deployment.

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
are needed so that they can check and guide the schools as per need.					
<b>D3 Systems and tools</b>					
Assess how well the major tools and guidelines at LG level are being used and design a programme of support on this basis.	MT		x		LG training to 300 LGs will cover this to some extent.
<b>D4 Skills and awareness</b>					
Recruit/Deploy additional staff as required at LG level to look after school education, management, school finance, IEMIS, monitoring and evaluation, and quality education facilitation so that they can fulfil the 23 roles and responsibilities mandated at LG level.	MT			x	TA team will provide policy advocacy.
Provide awareness raising support to political leaders in the LGs on SSDP and compliance issues associated with the federal budget.	MT		x		Through communication strategic tools, TA will support MOEST proposed communication section to act on it
Devise capacity building programmes for the PETCs	MT			x	
Provide LG staff with basic planning and budgeting skills and the cost-benefit analysis required for educational planning.	MT	x			Modular training programs for LGs will address this need; TA will work with CEHRD to develop modular programs.
Provide LG staff with IEMIS and ICT support to better equip them to provide technical support to schools	MT		x		TA will provide IEMIS training as part of LG training.
<b>D5 Internal and external relations</b>					
Build a coordination mechanism that supports LGs to link SIP with the LG education plan	MT			x	
<b>D6 Motivation, incentives and values</b>					
Develop clear career path and other support mechanisms that will stimulate the	MT			x	TA can help in providing advisory

## NEPAL'S SCHOOL SECTOR DEVELOPMENT PLAN - TA FACILITY

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
engagement of civil servants of education group					services to MOFAGA via MOEST
<b>Schools</b>					
<b>D1 Policies, strategies and plans</b>					
There is a need to develop capacity and instrument for linking different levels of education plans - School Improvement Plan, Municipal Education Plan, Provincial level Social Development Ministry's plan etc.	MT			x	
<b>D2 Structures, management and staff</b>					
Support schools with the recruitment of the requisite number of qualified teachers.	MT			x	TA team will advocate for this.
Provide pedagogical support to teachers and head teachers by establishing mentoring /networking systems.	MT	X			TA supporting pilot schools as part of in-school support pilot.
Provide technical support to school improvement planning team on developing SIP based on SWOT analysis.	MT			x	
<b>D3 Systems and tools</b>					
A system for verification of school entered data is required.	MT		x		
LGs need to develop the capacity to provide guidance and support on IEMIS data capture and verification.	MT		x		IEMIS Expert
School leaders / administrators/teachers require support on IEMIS data capture / recording and reporting including to help ensure that it is consistent and reliable.	MT		x		TA to provide support to build capacity in LGs to train and support schools' staff. TA will provide school training targeting 1000 schools.
Schools need to submit collected data to concerned LG on due time.	MT			x	

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>D4 Skills and awareness</b>					
Provide support for the development of an appropriate, child centred, needs based CPD training programme for teachers, school leaders and SMCs. This programme should be based on the learnings from previous projects' support to school-based training. SMC training should include reorientation of their role under the new federal system.	MT		x		TA will extend the technical support to this end with mentoring/networking specific intervention
<b>D5 Internal and external relations</b>					
Develop a system where model schools support other schools in their locality.	MT			x	
Provide support to strengthen the link between the provincial ETCs and schools	MT			x	
<b>D6 Motivation, incentives and values</b>					
Provide support to implement activities specified in SSDP policies, including maintaining teacher student ratios, availability of subject teachers etc.	MT			x	
<b>IEMIS</b>					
<b>D1 Policies, strategies and plans</b>					
Develop and disseminate IEMIS Policy with privacy data policy for use of individual data.	MT	x			TA will support in developing policy.
<b>D2 Structures, staff and management</b>					
Support is required to assign officers with relevant experience in offices involved in data processing. Most important is the LG level capacity given the regularity and the need for quality in data collection.			x		TA will support selected LGs through IEMIS sessions in LG training.
<b>D3 Systems and tools</b>					
The web based IEMIS system on the NITC server has limited report generation functionality. Upgrading of the system is needed to generate the required types of report.	MT		x		IEMIS experts will provide necessary technical advice.

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>D4 Skills and awareness</b>					
Build capacity at provincial level to train LGs in aspects of IEMIS supervision and reporting that will support quality improvement.	MT		x		IEMIS training will be provided to selected LGs and schools.
<b>Communication</b>					
<b>D1 Policies, strategy and plans</b>					
A communication strategy will need to be developed to guide and inform communication at all levels of the federal system.	MT	x			Strategy will be developed with close coordination with the relevant MOEST and CEHRD officials
<b>D2 Structures, staff and management</b>					
There is a need to have a communication unit at the Ministry of Education. The most appropriate unit is the Monitoring and Evaluation Section as the Chief of it is assigned the responsibility of information Officer	MT			x	
This must be followed with the upgrading of the CEHRD's Audio Visual Section to undertake comprehensive communication work for SSDP implementation along with the required staff.					
Provincial offices should be encouraged to establish communication units. LGs should also assign somebody to take responsibility for communication along with other responsibilities.					
<b>D4 Skills and awareness</b>					
Training for provincial and federal staff on communication to be imparted.	MT		x		
<b>D6 Motivation, incentives and values</b>					
Institutional mandates must be communicated periodically. Staff should be well informed on their TOR and coordination mechanisms between service deliveries. Mechanisms should be promoted that enable institutional leadership to engage with staff	MT			x	

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
across the board, to motivate and influence teams and address grievances					
Communication as SSDP's guiding principle should be seen as a management tool to guide SSDPs implementation, facilitate coordination between delivery institutions and bring unified action by/between all levels of government.	MT			x	
<b>Continuous professional development (CPD / TPD)</b>					
<b>D1 Policies, strategies and plans</b>					
Develop policies and plans on CPD/TPD for its effective implementation at federal, provincial and local levels. The plans developed should be supported by appropriate budgetary provisions.	MT		x		Support to develop these instruments will be made available.
The CPD/TPD program needs to use means of mass communication, social media, virtual online consultations and formation of professional networks to raise awareness and promote CPD/TPD, with appropriate dissemination activities.	MT			x	The relevant communication sections will be instigated by TA to work to this end.
There is a need to develop comprehensive models of CPD/TPD that include innovative strategies and post-training activities addressing immediate and local contextual needs of the school headteachers and teachers. The strategy of CPD/TPD should reverse the existing system of supply-driven CPD/TPD to demand-driven modality and expand the opportunity to participate in CPD/TPD to all the on-the- job teachers. Likewise, it is recommended to expand the opportunity to all the on-the- job teachers irrespective of their appointment types and status.	MT		x		During the revision of Teacher Training Policy, provisions should be made to address these issues. TA will incorporate these issues during the policy revision.
Explore appropriate incentives to attract teachers onto the CPD/TPD programmes, including certification and clear career paths	MT			x	

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
Review and revise existing leadership and management training packages for headteachers.	MT			x	
Introduce 'Adaptive School Leaders' training for more comprehensive/holistic and contextual leadership development.	MT			x	
<b>D2 Structures staff and management</b>					
The roles and responsibilities of all the relevant bodies at TTS/CEHRD and CDC at the federal level, PETC at provinces, LGEU at local level and model school and school community need to be clearly defined, with their staff involved in design, implementation and evaluation of the CPD/TPD program.	MT			x	TA can provide support and provide guidance, including organograms and linking changes to capacity building, training and communication requirements.
Mentoring and networking system need to be formed at the school and community level to implement CPD/TPD programs.	MT		x		TA will initiate pilot mentoring activity
Clearly define the roles and responsibilities of the relevant units/organizations at the federal, provincial and local level.	MT		x		This recommendation to an extent will be addressed through O and M support
Involve model schools in CPD/TPD activities in surrounding schools.	MT			x	
<b>D3 Systems and tools</b>					
Develop a mentoring model of CPD/TPD for teachers.	MT		x		TA will develop and pilot.
Expand opportunity to participate in CPD/TPD to all the on-the-job teachers irrespective of their appointment types and status.	MT		x		TA will contribute during piloting.
Develop a Comprehensive CPD model in consultation with stakeholders.	LT			x	TA can provide support to it , if agreed later.
<b>D4 Skills and awareness</b>					
Organize awareness programs on CPD/TPD for all the stakeholders.	MT		x		

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
Disseminate new comprehensive CPD/TPD model to all the stakeholders including local government, school authorities and teachers.	MT			x	
<b>D5 Internal and external relations</b>					
Although the implementation of CDP/TPD has been entrusted to local governments, federal and provincial government (PETCs) should play a major role in implementing revised CDP / TPD model.	MT			x	
<b>D6 Motivation, incentives and values</b>					
Continue linking CPD/TPD to teachers (as well as headteachers) career-path and promotion system.	MT			x	
Review and assess the effects of CPD/TPD in teachers' and headteachers' performance.					
Publicize the best practices and significant achievements.					
<b>Assessment and Examination</b>					
<b>D1 Policies, strategies and plans</b>					
There is a need to develop policies and plans for provincial and local level organizations/governments to conduct Grade 10-end (SEE) and Grade 8-end examinations respectively.	MT		x		Support to devise respective policies and plans will be extended along with developing clear linkage between NEB and other Governments at sub-national level
Establish a functional linkage between NEB and provincial and local government bodies/institutions.	MT			x	
Develop necessary plans to implement SBA and CAS at the local level.	MT		x		TA will provide support conducting a research study.



Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>D2 Structures staff and management</b>					
There is a need to develop a clear and well-defined structure of NEB and its provincial and local level offices and deploy necessary human resources to manage public examinations at the provincial and local level examinations.	MT			x	The on-going O &M Survey will shed light on the future course of action on it.
Provincial and local level offices of NEB need to be involved in providing technical support to local schools in appropriate use of SBA including CAS for quality improvement of school education.	MT			x	
<b>D3 Systems and tools</b>					
There is a need to develop an Item banking system under the National Examinations Board (NEB). This relates to systemic reform and can serve for G8, 10, 11 and 12 examinations. There is also a need to develop a National Qualification Framework (NQF) and associated National Assessment Framework mandated to NEB, with provinces and local levels to follow them.	MT		x		TA team/STA will extend professional support on item banking for Grade 8.
The existing CAS manual needs to be revised with thrust on analysing existing learning level of the students and making further instructional inputs on individual, group or whole class basis.	MT		x		
<b>D4 Skills and awareness</b>					
Support is required to help develop higher level human resources to develop application and higher ability items	MT			x	
It is important to organize orientation and training programs on CAS and SBA for school headteachers and teachers.	MT			x	
There is also a need to publicize the system of standardized board exams in grades 08 10, 11, 12, letter grading system and single subject certification specially targeted to local authorities, school management, teachers, parents and students.	MT		x		TA will be contributing on grade 8 and 10 standardized aspect only

Recommendation	When SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
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#### D5 Internal and external relations

It is recommended to establish clear structural linkage and functional relationship between NEB and other relevant agencies like CDC, ERO/NASA, NEB's line agencies in the provinces and local level including schools. The NEB should extend its support to local level including schools to use SBA and CAS for improving the teaching learning process.

MT

This is already addressed in D1 section above.

#### D6 Motivation, incentives and values

To strengthen NEB, it is important to ensure that it has necessary human resources to undertake its diverse activities and fulfil its given roles and responsibilities. In this regard, establishing a provision of career path for experts in the area of assessment and examination within NEB structure is recommended so that relevant expertise is retained at NEB.

MT

X

Detail discussion on these issues should be done while conducting O&M Survey of NEB.

A provision of incentives that may include (but not limited to) recognition for the extraordinary contributions and successful completion of the assigned tasks, monetary benefits, provision of certain priority in the promotion system etc., needs to be made for the institutions and individuals at all levels including local schools for their active and meaningful involvement in the reform programs related to assessment and examination system.

### Curriculum Implementation

#### D1 Policies, strategy and plans

It is important to make it mandatory for all the municipalities to develop and implement local curriculum as envisaged in the National Curriculum Framework within a given time frame. The new education regulation, which will be developed after the promulgation of Federal Education Act, should clearly spell it out.

MT

X

A policy decision on this should be taken by MOEST

Recommendation	When	SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
<b>D2 Structures staff and management</b>					
The implementation of the revised curriculum and preparing schools and teachers to implement the curriculum requires a good working coordination between CEHRD and CDC at the federal level, and mobilize PETCs and LG EUs at the local level.	MT			x	
CDC needs to be reoriented to be more client centred and support LGs in developing local curriculum and adaption of the current curriculum including integrated curriculum by making a provision of its outreach support to LGs. In this regard, there is a need to establish a separate unit at CDC.	MT		x		TA will contribute to establish a help desk after formal decision on this.
<b>D3 Systems and tools</b>					
There is a need to conduct an evaluation on the effectiveness of the implementation of local curriculum and its impact on students and local communities.	MT			x	
There is an immediate need to evaluate the piloting process of the integrated curriculum and revise it based on the experiences.	ST			x	
<b>D4 Skills and awareness</b>					
It is important to develop the capacity of local level authorities and teachers on development of local curriculum and its effective use for making school education relevant to local context and improve teaching-learning process.	MT		x		
<b>D5 Internal and external relations</b>					
For effective implementation of the national curriculum by linking it to the local context, it will require close cooperation between actors at different levels. So, a transparent and defined working modality among all the relevant institutions need to be developed at the federal, provincial and local government as well as school and community level.	MT			X	O&M survey also supported by TA team is expected to help achieve this output.

Recommendation	When SSDP TA Providing	SSDP TA Contributing	SSDP TA Not Supporting	Comments
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### D6 Motivation, incentives and values

It is important to develop different motivational and incentive packages for effective implementation of curriculum and visibly link them to career path development criteria

MT

X



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