

PARTNERS FOR CHANGE

TA 9215: Supporting Policies and Implementation in the School Sector (SSDP - TA Facility)

Package 1: Program Management**Co-ordination and Technical Support Team**

Annual Progress Report 1

January 2019 – June 2020

TA is co-financed by EU and ADB



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(SSDP -TA FACILITY)**

ABBREVIATIONS

A

ADB

Asian Development Bank

ALG

Action Learning Group

ASIP

Annual Strategic Implementation Plan

AWPB

Annual Work plan and Budget

AV

Audio Visual

B

BRM

Budget Review Mission

BC

British Council

C

CAS

Continuous Assessment System

CDC

Curriculum Development Centre

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

COVID

Corona Virus Disease

CPD

Continuous Professional Development

CSS

Comprehensive School Safety

D

DACS

Development Assistance Co-ordination
Section

DLI

Disbursement Linked Indicator

DLR

Disbursement Linked Results

DMF

Design and Monitoring Framework

DOE

Department of Education

DP

Development Partner

DRR

Disaster Risk Reduction

DTL

Deputy Team Leader

E

ECED

Early Childhood Education Development

EDCU

Education Development and Co-ordination
Unit

EMF

Environmental Management Framework

EMIS

Education Management Information
System

EGRP

Early Grade Reading Programme

EMTS

Education Management Training Section

ERO

Education Review Office

ESMP

Environmental and Social Management
Plan

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EU

European Union

F

FAQ

Frequently Asked Question

FG

Federal Government

FMR

Financial Management Report

FOE

Faculty of Education

FY

Financial Year

G

GER

Gross Enrolment Rate

GMG

Grant Management Guidelines

GMS

Grant Management System

GPE

Global Partnership for Education

GON

Government of Nepal

H

HR

Human Resource

I

ICT

Information and Communication
Technology

IEMIS

Integrated Education Management
Information System

IR

Inception Report

IVA

Independent Verification Agency

J

JEMC

Janak Education Material Centre

JFP

Joint Financing Partners

JRM

Joint Review Mission

JICA

Japan International Cooperation Agency

L

LEDPG

Local Education Development Partner
Group

LG

Local Government

LGEU

Local Government's Education Unit

LGOA

Local Government Operation Act

M

MCC

Management Control Checks

MOEST

Ministry of Education, Science and
Technology

MOFAGA

Ministry of Federal Affairs and General
Administration

MOSD

Ministry of Social Development

MOWCSC

Ministry of Women, Children and Senior
Citizen

MOYS

Ministry of Youth and Sports

MTR

Mid-Term Review

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N

NASA

National Assessment of Student Achievement

NAF

National Assessment Framework

NCED

National Centre for Educational Development

NCF

National Curriculum Framework

NEGRP

National Early Grade Reading Programme

NEB

National Examination Board

NIN

National Identification Number

NPC

National Planning Commission

O

OOSC

Out of School Children

P

PDP

Professional Development Plan

PEDD

Provincial Education Development Directorate

PETC

Provincial Education Training Centre

PFM

Public Financial Management

PG

Provincial Government

PIA

Privacy Impact Assessment

PIM

Programme Implementation Manual

PM

Project Manager

PMOSD

Provincial Ministry of Social Development

PMT

Proxy Mean Test

PPE

Pre Primary Education

PPTS

Pro-poor Target Scholarship

PRF

Programme and Results Framework

PSF

Programme Support Facility

PSS

Pro-poor Science Scholarship

PSU

Programme Support Unit

PTA

Parents-Teachers Association

R

RACI

Responsible Accountable Consulted Informed

RFP

Request for Proposal

S

SBA

School Based Assessment

SDG

Sustainable Development Goal

SEE

Secondary Education Examination

SFAFDB

Student Financial Assistance Fund Development Board

SMC

School Management Committee

SMF

Social Management Framework

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SMS

Short Message Service

WB

World Bank

SSDP

School Sector Development Plan

SRO

Senior Responsible Owner

SWAp

Sector Wide Approach

T

TA

Technical Assistance

TL

Team Leader

TLM

Teaching and Learning Materials

TPD

Teacher Professional Development

TRM

Transitional Road Map

TSC

Teacher Service Commission

TSU

Technical Support Unit

TST

Time Spent Teaching

TTS

Teacher Training Section

TWG

Technical Working Group

U

UNICEF

United Nations Children's Fund

USAID

United States Agency for International
Development

W

WASH

Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

- 1** This annual report represents the progress of the Asian Development Bank (ADB) and the European Union (EU) co-financed Technical Assistance (TA) Facility to the Nepal School Sector Development Plan (SSDP) for the period of January 2019 to June 2020. The SSDP TA Facility was initiated in January 2019 to support the Government of Nepal Ministry of Education, Science and Technology (MOEST) to successfully implement the SSDP. During the course of the reporting period the SSDP TA Facility¹ has made significant strides to achieve the outputs that it was mandated with.
- 2** Output one of the TA focused on capacity development of the government for effective implementation of policies and plans. A Capacity and Institutional Assessment (CIA) was conducted by the TA in 2019 to identify capacity gaps as well as priority areas for the implementation of policies. Subsequent to the CIA, a Capacity and Institutional Development Plan (CIDP) was developed by the TA in 2019/20 in consultation with the MOEST and other education departments/units. The CIDP identified specific thematic and institutional priority areas, and TA intervention activities were developed by the TA Facility in consultation with the government to be implemented for the remainder of the TA duration.
- 3** Under output two, the TA extended support for strengthening the management and monitoring of key MOEST departments to effectively implement the SSDP. Support was provided to organise various platforms for progress monitoring of the SSDP activities and their improved management. The support further included strengthening the Education Management Information System (EMIS) at all levels of education service delivery. Successful management and monitoring of the SSDP was not possible without an effective communication approach to engage concerned stakeholders in all programme aspects. In addition, the TA further supported in the communications area by developing a Communication Strategy for the MOEST.
- 4** Output three involves engagement of an external agency for the independent review and assessment of SSDP activities that fall outside of the scope of the TA Facility.
- 5** The final (fourth) output focuses on knowledge management, proposing activities for sharing knowledge to further strengthen SSDP implementation, communication and visibility. Apart from communication, activities under the fourth output will be carried out in the fourth quarter of 2020 and in 2021. A summary of the progress against key activities is as follows:
- 6** MOEST and Centre for Education and Human Resource Development (CEHRD) were supported through the TA to gather data and prepare progress reports against Disbursement Linked Indicators (DLI) for years 3 and 4 of the SSDP. The TA developed a DLI progress matrix for the government which is regularly updated as new progress is reported against DLIs from the field. The TA also helped with developing a DLI achievement report that the MOEST presented in the Budget Review Mission (BRM) held in May 2020. The support from TA further included preparing the DLI report on retrofitted schools, and translation and logistical support for 2019 and 2020 BRMs and 2019 Joint Review Mission (JRM). Further details of the support provided by the TA Facility during the joint missions is provided in Section B under Output 2a.
- 7** The TA Facility provided technical and logistic support to hold the JRM in November 2019 and the BRM in May 2019 and 2020; the BRM in 2020 was organised virtually given the

¹ Terms TA and TA Facility are used interchangeably in the report. TA Facility refers to package 1 of TA 9215.

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Covid-19 lockdown in Nepal. TA Facility members worked with government officials to refine the DLI reports and helped prepare presentations made by government officials during the review mission. The TA Facility also helped with the completion, orientation and dissemination of Social and Environmental Management Frameworks (SMF and EMF) through the CEHRD website and to Local Governments (LG), and provincial and federal officials.

- 8 The TA Facility is also supporting the government with the development and implementation of the Annual Strategic Implementation Plan (ASIP), Annual Work Plan and Budget (AWPB) and revising the Programme Implementation Manual (PIM) 2019. Support was also provided for holding thematic working group (TWG) meetings and for organising specific DLI committees.
- 9 The TA Facility extended support to the CEHRD to strengthen the web based integrated EMIS (IEMIS). Currently all schools in the system have login credentials for the web based IEMIS to upload their data directly, and for the Local, Provincial and Federal Governments to access this data respectively for their planning and management purposes. With this support, the web based IEMIS can now generate Grade 8 examination results, Out-of-school children data, Pro-poor Target Scholarship (PPTS) beneficiary report and also necessary outputs required to generate Flash I/II reports. The TA Facility also extended support for developing an IEMIS policy for Nepal; the draft IEMIS policy has already been shared with key stakeholders and is now in the process of being finalised. In addition, the TA Facility organised numerous sessions through online platforms to technically guide LGs and schools on different aspects of IEMIS. Given the Covid-19 pandemic situation, the TA Facility will also be exploring options for blended trainings to 1000 schools and LG officers to develop their capacity for effective utilisation of web based IEMIS.
- 10 Based on the importance of effective communication in the federal context when engagement of all tiers of the government is paramount, it was crucial to have a communication strategy in place. The TA helped develop a communication strategy for the government, which is now in its final stages of endorsement. The TA Facility has also developed five priority communication activities in coordination with the CEHRD to help strengthen SSDP communication at all levels.
- 11 In order to strengthen the LGs, the TA Facility is supporting the CEHRD to develop a capacity building programme for LG education officials to help them implement the SSDP. With TA's support a five-day initial training programme is currently being formulated for the capacity building of some 700 LG education and planning officials in 346 LGs covering 38 districts. Preliminary plans have been prepared and the CEHRD and TA are finalising the details before moving ahead with implementation of the training. Given the situation arising from the Covid-19 pandemic, the training programme is likely to be pushed to the end of 2020, and any follow-on trainings will most likely be conducted in 2021.
- 12 For extending school level support to teachers and students, the TA Facility is helping to prepare a Resource Book covering school safety, fiduciary management, environmental and social safeguards and use of Information and Communication Technology (ICT) for school management. Additionally, a School Safety Training Manual is being prepared by the TA to make schools more resilient to disasters, as well as more child friendly, inclusive, and follow standardised school construction procedures. The TA also supported the CEHRD with following up on the status of construction for retrofitting work of 120 damaged school buildings. The TA further helped CEHRD review the master plans for 60 selected model schools in aspects such as building design and supervision and monitoring.
- 13 For education quality enhancement the TA is extending support in teachers' Continuous Professional Development (CPD), Curriculum reforms and Assessment and Examination.

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- 14 A teacher mentoring programme is in the process of being designed and a concept note has been shared with the government and their feedback received. The concept note will lead to the development of a pilot mentoring programme for teachers to enhance their classroom level teaching capacity.
- 15 To support the development of local curricula, the TA has plans to strengthen the capacity of the Curriculum Development Centre (CDC) to support Local Governments to develop and implement local curricula. In this regard an orientation manual on developing curriculum locally has already been prepared by the TA Facility and shared with the CDC.
- 16 The TA Facility has also developed a concept note for establishing a helpdesk at the CDC that will serve as a bridge between Local Governments and CDC to help facilitate the development of local curricula. The helpdesk establishment is likely to occur as soon as the offices open after the Covid-19 lockdown ends.
- 17 The TA, in coordination with an ADB international consultant, has developed a draft National Assessment Framework (NAF) for Grade 8, awaiting approval from the National Examination Board (NEB). The TA Facility is also providing regular support to the NEB to develop standardised tests for Grades 8 and 10. TA will also provide conceptual level support for the establishment of an item bank for tests in 2021. The importance of a continuous assessment system (CAS) for students is crucial to help improve the quality of teaching and learning. The TA Facility will help undertake a research study to recommend a feasible school-based assessment (SBA) system.
- 18 The first major challenge encountered by the SSDP TA when it was initiated in 2019 was the transition of the government to the federal system. Under the new system 753 LGs are responsible and accountable for the school education sector. In the absence of a clear communication strategy, adequate LG level capacity and coordination mechanisms between national and sub-national governments, challenges relating to legal, institutional and programmatic roles are immense and remain to be overcome.
- 19 The biggest challenge faced by the TA is the situation arising from the Covid-19 pandemic, which has led to a complete lockdown of all activities since March 2020, just as the CIDP implementation activities were being finalised to be rolled out in the field. Nonetheless, since then all conceptual and planning related activities have been carried out successfully. Meetings were held and presentations made using virtual platforms, sharing documents and reports and seeking feedback. Some programme activities like workshops under Assessment and Examination and IEMIS have also been held virtually.
- 20 In response to the Covid-19 situation, the TA Facility has held numerous consultations with the government to provide support. Based on these consultations, the TA has proposed a hybrid/distance delivery model for teacher training, and support for developing and improving materials for learners with a focus on Grades 4-8. Additionally, the TA team is also helping set up a communication platform for the Federal Government (FG) to effectively communicate with LGs and schools in such times of crisis for key messages and flow of information. A third area currently being explored focuses on school reopening support to the government by developing safety protocols/routines for LGs and schools as they prepare to reopen later this year.

SECTION A: TA - 9215 BACKGROUND

- 21** The Government of Nepal has shown great commitment to the education sector by making significant investments in education. However, the challenges in education quality, equity and access, governance and management remain, requiring sustained efforts to improve them. The SSDP was approved by the government for the Financial Years (FY) 2016/2017-2022/2023 to continue its efforts in addressing the challenges of school education. The SSDP is being supported by nine joint financing partners (JFPs) as well as non-JFPs through a Sector Wide Approach (SWAp). The JFPs are financing the SSDP through results-based and programme-based financing. Commonly agreed DLIs and the SSDP Programme and Results Framework (PRF) are the basis for triggering JFPs' disbursements to the government in support of the SSDP. While the SSDP is supported by nine JFPs, there are many development partners outside the JFP group supporting the SSDP through discrete projects and off-budget support. The combination of support from JFPs and other national and international development partners helps address different dimensions of school education development. The MOEST is the Executing Agency and the CEHRD is the Implementing Agency. The constitution has devolved all school specific functions to LGs. Therefore, LGs are responsible for the implementation of the SSDP.
- 22** The SSDP envisaged TA in key areas that are vital to ensure that capacities are strengthened at all levels of programme implementation and appropriate technical inputs are provided on an ongoing basis. It was expected that Development Assistance Coordination Section (DACS) of the Planning Division of MOEST, which functions as the programme secretariat of the SSDP programme implementation will coordinate with the TA and serve as the Technical Support Unit (TSU).
- 23** ADB signed a Consultant Services contract for Package 1 of the TA 9215 with the British Council for the value of USD 3,299,562.00 on 14 January 2019 to support MOEST to implement the SSDP (Package 1 of TA 9215 referred as TA Facility in the report). Under this contract the TA Facility is co-financed by the ADB and the EU, and the British Council is implementing the contract in association with the Building Design Authority (BDA) Nepal and METCON Consultants(mgpl) Nepal. The TA is being implemented over three years, from 15 January 2019 to 27 December 2021. The TA Facility outputs² are outlined in Table 1 below.

Table 1: TA Facility Outputs

Output	Description
Output 1: Capacity Development Plan and implementation for quality improvement	The output supports the development and implementation of a Capacity Development Plan for SSDP, responding to institutional capacity needs to implement the SSDP, including emerging needs related to the federalisation process.
Output 2a: Programme management and monitoring strengthened	The output supports capacity development for programme management and monitoring functions for the timely and effective implementation of the SSDP.
Output 2b: Web-based EMIS implementation and sector performance reporting	The output supports capacity development for programme management and monitoring functions for the timely and effective implementation of the SSDP.

² Outputs 1 to 4 have been presented here as per Inception Report (IR). IR has organised output 2 of the original TOR (TA:9215) into output 2a and output 2b.

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Output 4: Knowledge management strengthened.

The output supports knowledge sharing and knowledge management activities to enrich the implementation of the SSDP through seminars and conferences, research studies, study trips and twinning and exchange programmes between institutions in and outside of Nepal.

Source: TA facility inception report

Inception Phase

- 24 After signing the consulting services contract and receiving Notice to Proceed from the ADB, TA services officially began from 15 January 2019. The key activities of the inception phase included TA office set up and team mobilization, review and analysis of TOR, TA planning, preparatory works for CIA, stakeholder consultations and setting up internal project management and governance systems.
- 25 The entire TA Facility except the Deputy Team Leader (DTL)³ was mobilised within a few days of TA commencement. The TA project office was temporarily set up at the British Council office premises until March 2019, and later moved to CEHRD premises, which is its current location. TA carried out refurbishment work on the office space and procured necessary office equipment and furniture. Internal project management systems were also set up during the inception phase, which included the development of a project management plan, TA governance plan and project operation manual. The Inception Report (IR) was approved in April 2019.

Methodology and Implementation Period

- 26 This section provides a summary of the methodologies and approaches used by the TA Facility for designing various thematic area frameworks, implementation plans, concepts and strategies to guide and strengthen the SSDP implementation for the government.
- 27 The IR identified TA's main responsibility to provide facilitative support for the establishment and strengthening of systems that will allow institutions across all three tiers of government to execute their roles and responsibilities in line with their constitutional mandates. The TA's role and contribution were outlined in the IR as helping to facilitate alignment, communication and coordination between all levels of government to deliver education services effectively and in a sustainable manner.
- 28 The TA TORs were flexible in the implementation arrangements and adopted a methodology to accommodate emerging needs. Based on a thorough review of the 4 outputs and tasks that were undertaken during the inception phase, a work plan for the TA Facility was developed following the findings and recommendations of the SSDP's Mid-Term Review (MTR) in May 2019.
- 29 A methodological foundation was laid during the inception phase, as outlined in the IR highlighting the CIA and CIDP, to be carried out in keeping with the following six dimensions:
 - Policy, strategy and plan – To what extent are policies, strategies and plans in place to guide the MOEST work for attaining outputs? To what extent are they followed? Are there systems in place to monitor implementation?

³ Originally proposed DTL had to withdraw citing personal health issues. He was later replaced.

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- Management, organization and staffing – Does the concerned MOEST unit have the required management capacity? To what extent has the required mandate been delegated? Has an appropriate structure been developed? Is there a need for structural changes? Are regular performance reviews carried out?
 - Organizational system, procedures and tools – Have relevant procedures and tools been developed? Are they used? Is there a need to revise or develop new systems or procedures? Are there gaps between these procedures and tools and the roles and responsibilities of units, and is there hence a need to revise these or develop additional procedures and tools? Is sufficient information available on these procedures and tools, and regular orientation taking place on the use of the procedures and tools?
 - Knowledge and skills – Do job descriptions form the base for professional development? Do all staff members have the qualifications required for the posts assigned to them? Are regular staff performance reviews conducted for all staff? Are performance reviews used to identify training needs for professional development? Have attempts been made to develop Professional Development Plans (PDPs)?
 - Internal and external relations – To what extent is the internal/external environment conducive for achieving outputs? Could a better result be achieved by strengthening the co-operation with internal and/or external actors? To what extent should the unit mandate be expanded to include related functions/tasks? To what extent is it relevant to delegate related responsibilities to related internal and/or external actors?
 - Motivation and incentives – To what extent is performance affected by motivation? How could a higher level of performance be achieved; through increased motivation? To what extent are performance reviews used as an instrument for staff motivation?
- 30 The CIA was initiated with a focus on ensuring continued implementation of the SSDP, and to minimise disruption to service delivery and ongoing reforms. A total of three workshops were organised in three provinces to generate the required information.
- 31 During June and July 2019, a substantial amount of formal and informal consultations were conducted with stakeholders at federal and provincial levels. The findings from the consultations provided the inputs required to prepare a first draft of the CIA report. The main chapters of the report were presented for review by government stakeholders in early August 2019; the final report incorporated inputs and suggestions from these key stakeholders and was submitted in November 2019.
- 32 The CIA report paved the way for preparation of the CIDP. The CIDP was the third key deliverable after the IR and CIA, supporting SSDP TA Facility output 1. The development of the CIDP was linked to findings and recommendation of the SSDP MTR 2019 and the CIA conducted by the SSDP TA Facility. The main focus of the CIDP is to extend targeted TA support to facilitate high quality implementation of the SSDP, and to minimize any obstruction to service delivery amidst the ongoing federalisation reforms. In the process of developing the CIDP, efforts were made to relate the plan to the SSDP PRF objectives. The CIDP was thus intended to support the government in SSDP reform areas, particularly to help with the achievement of the SSDP DLIs and PRF by providing programme management and technical support. CIDP also identified thematic and institutional priorities for focused interventions. The priorities identified are based on MTR and CIA findings, and by assessing gaps and other available TA support in each of the SSDP reform areas.

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- 33 The CIDP thus incorporated recommendations of the CIA and MTR as well as those that were within the scope of work of the SSDP TA, and requisite budget was allocated for its implementation. An important reference in the development of the CIA and CIDP thematic priorities involved a review of the SSDP cornerstone objectives, as described by SSDP MTR. As in the case of the MTR, these objectives were taken as a starting point to develop the CIDP.
- 34 Key programme/thematic areas under output 1 were guided in their methodology/approach by the CIA and CIDP and are in keeping with the priorities established by the SSDP. The SSDP envisaged various models of teacher CPD that included 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/Teacher Professional Development (TPD) at this level. CIA and other consultations indicated the need to develop a comprehensive CPD model for improving the quality of education. The teacher CPD thematic area made extensive consultations with stakeholders at all levels while also keeping abreast through contemporary research for designing a robust approach to strengthen teacher capacity building initiatives by making them more responsive to the needs of teachers as well as students. The TA organised a two-day national workshop in January 2020 to engage all the key stakeholders responsible for teacher quality improvement and to further inform its approach for developing and improving CPD in Nepal. Among other approaches, a blended/hybrid approach to teacher CPD supplemented by a mentoring system is in the TA plans for rollout later this year in response to the Covid-19 situation.
- 35 The SSDP places significant emphasis on examination reform, moving to more decentralised and transparent assessment systems, to incorporate assessment *for* learning rather than just assessment *of* learning. In keeping with the CIA findings and SSDP priorities, the TA Facility has adopted a systematic approach to strengthen the existing examination system by developing a framework, supporting the standardisation of tests and capacitating teachers to engage in school based formative assessments. The TA's Assessment and Examination Specialist has held a number of discussions with the NEB, CDC and other stakeholders to better inform the initiatives being planned.
- 36 Curriculum, in addition to teacher training and examinations, is the third key area in any education system. The Nepali government is moving towards major curricular reforms, such as integration of curriculum, or local curriculum development and adaptation. However, the human resources required for curriculum development mainly exist at the central level, but the responsibility to develop and implement local curricula has been delegated to LGs. The TA is therefore developing an approach to support local capacity for local curriculum development and implementation. Local support will however be provided in addition to the development of federal level institutions to provide on-going TA to Local Governments.
- 37 The TA Facility helped establish mechanisms and platforms for programme management and monitoring support under output 2a. In close coordination with the MOEST and CEHRD, the TA mobilised technical support for results-based annual work plans and budgets, facilitating annual Joint and Budget Review Missions (JRM/BRM), collating DLI achievement reports, producing quality status and progress reports, organising/facilitating specific DLI/TWG meetings, and monitoring and coordinating support to progress. The TA also helped in a coordination role to facilitate the engagement of Development Partners in the SSDP, and the functioning of TWGs and DLI Committees.
- 38 Under output 2b, web based EMIS implementation is contingent on formulating policies and plans to build capacity at all levels. The IEMIS action plan was reviewed and revised by the TA and a draft IEMIS policy was developed to structure EMIS support under a

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framework. Given the low capacity at school and LG level for adopting web based IEMIS, capacity building is at the core of EMIS interventions under the TA.

- 39** Knowledge management activities under output 4 are yet to be finalised given the lockdown due to the Covid-19 pandemic since March 2020. Following the federalisation process, the transitional phase of the SSDP implementation was challenging for the administration as existing communication channels prior to the start of the federalisation process were no longer relevant. Considering that Nepal has a strong tradition for communication through hierarchical structures, the communication vacuum created during the transition period was realized by federal agencies, LGs and their institutions and came out visibly during the CIA process. In addition, the role of communication and the need to clarify messaging across the three tiers of government was underscored at the SSDP TWG meetings documented by the TA.
- 40** Until March 2020 the TA activities were implemented smoothly and according to the agreed plan and schedule. However, since 24 March when the Government of Nepal imposed a lockdown due to the Covid-19 pandemic, all TA activities have moved to a virtual mode. Virtual communication platforms and email groups have been formed for TA's different work streams to continue the dialogue and engagement process. Virtual platforms have been used successfully to organise some trainings, especially under the IEMIS and Assessment and Examination. Various policies, plans, and concept notes have been shared with different stakeholders by the TA, their feedback sought, and documents have been revised for further iterations, all while using virtual platforms. The TA has also successfully supported and facilitated virtual meetings related to DLIs, TWGs and BRM, ensuring that all deadlines are met, and required reports and documents produced. Detailed status of implementation progress on the basis on each TA outputs are presented in the following section.

SECTION B: TA IMPLEMENTATION PROGRESS STATUS

TA Output 1: Capacity Development Plan and Implementation for Quality Improvement

- 41 The IR of the SSDP TA was prepared and shared with all major stakeholders in March 2019. Assessment of TA TOR, suggestions for reorganising TA outputs into four outputs (as in Table 1 above), corresponding activities under each output, TA workplan and recommendations for changes to the TA Facility structure were presented in the IR.
- 42 Along with the final revision of the IR, preparation for the CIA was initiated. A draft assessment tool was developed and shared with team members to be involved in the CIA process in late March 2019 and tested and developed further in April and May.
- 43 Two two-day workshops were organised in June 2019 at Dhulikhel of Baghmatti Province and Siraha of Province 2, and the third two-day workshop was organised in Butwal (Province 5) in July 2019. These workshops were attended by Head Teachers, Teachers, Education Section Chiefs of Local Governments (LGs), Education Development and Co-ordination Unit (EDCU), Planning Division of the Provincial Ministry of Social Development (MoSD), Provincial Education Development Directorate (PEDD), Provincial Education Training Centres (PETC) and Parent-Teachers Association (PTA) Chiefs. The TA Facility also engaged with elected representatives of Local Governments (Mayors/Chairpersons) and their teams to triangulate information generated during the workshops, in addition to gaining their feedback on service delivery for education, challenges and opportunities. The draft CIA report was shared with all Development Partners (DPs). Subsequently their inputs and suggestions were addressed.
- 44 The CIA gave priority to themes and institutions that had major responsibilities towards implementing the SSDP cornerstone objectives described by SSDP MTR, as outlined in Table 2 below.

Table 2: CIA: TA Institutional and Thematic Focus

Institutions	Thematic Priorities
Ministry of Education Science and Technology	1. IEMIS
Centre for Education and Human Resource Development	2. Communication
Local Governments	3. CPD/TPD
Schools	4. Assessment and examinations
	5. Curriculum Implementation

Source: TA facility CIDP report

- 45 Culminating from the CIA and the SSDP MTR was the CIDP prepared by the TA to move forward with the implementation of various programme level activities to strengthen and support the SSDP implementation.
- 46 The institutional priorities for the CIDP include MOEST/CEHRD, Local Governments and schools.
- 47 Similarly, thematic priorities include IEMIS, Communication, Professional Development of Teachers and Head Teachers, Assessment and Examination and Curriculum

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Implementation. In addition to thematic priorities, TA has also focused on school safeguarding aspects.

- 48 While finalising the CIDP, an assessment was also conducted of the ongoing SSDP reform areas, proposed reforms for the remaining period of the SSDP, support from other DPs/TAs, and any other gaps to justify priorities and identify CIDP intervention in each of the reform areas. The CIDP report provides details of identified interventions, justifications, major tasks and approaches for those interventions, the role of TA and indicative timelines for support interventions. The final CIDP report has incorporated inputs and suggestions provided by DPs, MOEST and its CLAs.

Changes in the CIDP due to Current Lockdown Situation as a result of Covid-19

- 49 The lockdown in Nepal since 24 March 2020 due to the global Covid-19 pandemic has impacted the activities under CIDP, and has required some adjustment in their scope, modality and timelines as follows:
- Support for the MOEST and CEHRD in developing and implementing the ASIP, AWPB and PIM, monthly Disbursement Linked Indicator (DLI) committee meetings and DLI/PRF workshops for each SSDP reform area will be undertaken virtually at least up to September 2020.
 - No joint monitoring visits will be possible until the lockdown is lifted or eased substantially. Model school visits will also be postponed until 2021.
 - Support to JRM in November 2020 may require a virtual platform, such as the BRM conducted in May 2020; TA will extend the required support for the JRM in November based on circumstances, including support for language interpretation.
 - Knowledge management activities have also been curtailed and postponed due to the lockdown. A national conference is now scheduled for the end of 2020 and another one for 2021. The TA had planned a media visit in the second quarter of 2020, but given the situation, the media visit will now take place in 2021. Likewise, one research study as well as an international study tour will be cancelled. The TA Facility will develop a concept note for the twinning programme in 2021. Implementation of the twinning programme will not be possible within the TA's contract duration.
 - The training of LGs, which was originally planned during the third quarter of 2020 has now been postponed to the last quarter of 2020 and early 2021. Options for blended/online training have been discussed, but as of now the government has a preference for this first training to be conducted face-to-face.
 - The evaluation study on implementation of local curricula has been removed from the work plan.
 - Support in various areas under assessment and examination is being extended using virtual platforms, including the holding of some meetings and workshops.
 - Web based EMIS support is being extended virtually at various levels. Support to 1000 schools which has been delayed due to the lockdown is now being reviewed for possible blended training. EMIS policy development work has continued virtually and a second draft of the policy is being prepared.
 - There are certain demands made by the CEHRD to support their work for reaching out to children who are currently housebound due to the lockdown; training of teachers through alternative modes; supporting develop a school reopening plan; and establishing a communication platform. TA swiftly moved ahead with providing the

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necessary support in this extraordinary situation. Based on consultations made with the ADB, Government/CEHRD, the British Council and discussions among the TA team, the TA Facility has already developed two concept notes with the following focus:

- Teacher capacity building through a virtual/blended approach, along with support for the review and development of virtual/hybrid learning material for school children with a focus on grades 4-8.
- A communications platform using mobile phone services and other social media to maintain regular communication with the local and Provincial Governments, schools and other stakeholders for important messaging and other communication. Some key communication activities, such as the push short message service (SMS) or hotline were already part of the CIDP; however, in response to Covid-19 the activities will be taken up at a larger scale and will also include other social media platforms.
- To support school reopening, the TA has held preliminary in-house discussions and some initial discussions with the CEHRD and prepared a preliminary concept note.
- Concept notes for teacher capacity building/student learning and communications platform are attached as Appendix 6A and part of Appendix 7 (page 116) respectively for information and further actions. The preliminary concept for school reopening support is also attached as Appendix 6B.

Progress on Interventions for CIDP Institutional and Thematic Priority Areas

50 Progress reported below on institutional and thematic areas is aligned with TA Design and Monitoring Framework (DMF) indicators, DMF outputs and DLIs. Please note that not all activities under the CIDP are aligned with the DMF targets and indicators, which may require the DMF indicators to be modified to cover all such activities.⁴ Since the CIDP interventions cuts across all the TA DMF outputs, the report has tried to present progress under sections related to respective outputs. The DMF indicators for output 1 are provided below; status on achievements against these indicators is reported in the DMF matrix in Appendix 1.

DMF Output 1: SSDP policy implementation strengthened

DMF Indicators:

- 1a. Manuals for key SSDP policies and interventions developed and disseminated to all districts and Local Government
- 1b. Training for equity and quality interventions for provincial and local level officials implemented
- 1c. Capacity building initiatives implemented in apex national education institutions

⁴ Proposed revisions are included in Appoendix1A

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MOEST and CEHRD

- 51** MOEST and CEHRD are the two central agencies responsible for managing and executing the SSDP and supporting and overseeing its implementation. The SSDP core document mentions that MOEST is the executing agency while CEHRD is the implementing agency. With the promulgation of the constitution and also with the approval of the National Education Policy in 2076 BS (2019), the onus of the SSDP implementation falls on LGs. This section covers the support provided to MOEST, CEHRD and some other central agencies through trainings/workshops, coordination/communication and for meeting DLI targets. The TA support is presented in the form of matrix including key activities conducted, outputs attained and their linkages with DLIs and DMF indicators, and any impact on activities and outputs due to Covid-19.
- 52** Support to other central and sub-national agencies in thematic priority areas as laid out in the CIDP follows in the subsequent sections.

Table 3: MOEST/CEHRD Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Trainings & Workshops		
<p>Logistics support to MOEST for a high-level workshop convened for coping with Covid-19 to manage education and sharing of the AWPB with Provincial MoSD (16 March 2020):</p> <ul style="list-style-type: none"> Participated by Ministers from Federal MOEST and Ministry of Women, Children and Senior Citizens (MOWCSC), all 7 Ministers for Provincial Ministries of Social Development (PMOSD), National Planning Commission (NPC) member of FG, Secretaries of MOEST, Ministry of Youth and Sports (MOYS) and MoWCSC respectively and other high-ranking officials. 	<ul style="list-style-type: none"> Discussed possible responses for managing the Covid-19 situation in the education sector, possible organisational structure for joint service delivery and the AWPB 2020. The activity relates to TA DMF output 1 and DMF indicator 1a (SSDP continuity amidst Covid-19 crisis). 	<ul style="list-style-type: none"> No impact. Workshop held just before the lockdown was enforced.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Organisation of a national workshop on CPD/TPD (28-29 January 2020): <ul style="list-style-type: none"> Participated by the heads of the PETCs, PEDDs and Education Division of the PMOSD of all 7 Province on DLI3 progress achievement and to explore options for technical support to school teachers after the abolition of resource centres/resource persons. 	<ul style="list-style-type: none"> Helped record the progress on DLI3 with the active involvement of PETCs heads, CEHRD responsible officers, Independent Verification Agency (IVA), parallel TAs, SSDP TA Facility etc. A training protocol was developed and endorsed by the CEHRD and PETCs. 4,287 (2,916 cumulative number of past three FY and 1,371 of current FY) teachers (teacher's name, subject, school, LG and district) information who received training in English, maths, science has been collected. The activity relates to DMF Outputs 1 and 2 and contributes towards indicators 1b (quality interventions) and 2b (DLI achievement and disbursement). 	<ul style="list-style-type: none"> No impact on the workshop. However, for DLI verification subsequently, the independent verification agency (IVA) could not do field verifications. Telephone survey planned with head teachers, School Management Committee (SMC) representatives to gain information on the status of teachers.
Supported a residential workshop on O and M survey of MOEST and its organizations (October 2019): <ul style="list-style-type: none"> The workshop was chaired by the MOEST Secretary and participated by all CLAs and some officials from the provinces. The TA Facility provided support by making a presentation on Governance and Management issues in the education sector. 	<ul style="list-style-type: none"> Helped in the institutional strengthening of MOEST and its subsidiary agencies. This relates to TA DMF Output 1 and indicator 1c (institutional strengthening and capacity building in apex national education institutions). 	<ul style="list-style-type: none"> No impact
Coordination & Communication		
Coordination and communication support for reporting physical progress of the federal fund by LGs to MOEST/CEHRD with the Ministry of Federal Affairs and General Administration (MOFAGA): <ul style="list-style-type: none"> The SSDP TA Facility has been coordinating with the relevant Division of MOFAGA and MOEST/CEHRD to facilitate the process of incorporating education specific reporting requirements into the system. Support for updating and refining of the Transitional Road Map (TRM) (October and November 2019) 	<ul style="list-style-type: none"> Expected to strengthen the SSDP programme management in terms of receiving timely and good quality physical progress report related to TA DMF output 1 and indicator 1c (capacity building initiatives). Contributed to revise and refine the TRM in the changed context. 	<ul style="list-style-type: none"> No impact No impact
Supports to DACS of the MOEST:		
<ul style="list-style-type: none"> SSDP TA Facility has been providing focused support and advice to the DACS chief on SSDP implementation and for meeting DLI targets and results along with briefing on DLIs, PRFs and other SSDP TA activities. <p>Details of this support appear in table 11 under output 2a</p>	<ul style="list-style-type: none"> Strengthening of the SSDP programme management, implementation and monitoring (Ongoing support relating to TA DMF output 2 and indicator 2b) 	<ul style="list-style-type: none"> Coordination and communication achieved through virtual means since lockdown.

Source: TA facility

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Local Government

- 53** According to the constitution of Nepal, 2072 (2015), Nepal is divided into 7 Provinces, 77 districts, and 753 LGs to share power among different tiers of the government. Management of basic and secondary school education falls under the responsibility entrusted to municipalities and rural municipalities (also referred to as LGs) according to Article 8 of the constitution. Chapter three of the LG Operation Act 2074 mentions the role, responsibility and right of LGs with regards to basic and secondary education. There are 23 different roles, responsibilities and rights mentioned in the chapter. There are education sections established in each municipality to deliver education services to schools.
- 54** The structure and position of these education sections at municipal level are dependent on the nature of municipalities. For urban municipalities there is provision for three positions (Under-Secretary, Section Officer and Technical Staff). Likewise, there is provision for two positions (Education Officer and Technical Staff) in rural municipalities. Current records show that 76 percent of LGs have at least one education officer while 24 percent of LGs are yet to fill positions for the delivery of education services. However, most of the 24 percent of municipalities have hired qualified people for the position on a temporary basis; the staff in most instances are previous education system resource persons or retired teachers, hired temporarily from the municipality budget.
- 55** The assessments derived from the CIA report and the CIDP for LGs highlight the need for building capacity of education staff to implement the SSDP, with a greater need in rural municipalities. With gaps identified in the capacity of LGs, the TA Facility in coordination with the CEHRD is supporting capacity development for 692 participants from 346 LGs covering 38 districts. The selection of LGs to be provided training is based on a mapping exercise done by the TA Facility to identify different Development Partners (DPs) offering capacity building to LGs. Those LGs already identified by other DPs, such as United States Agency for International Development (USAID) and Japan International Corporation Agency (JICA), are not considered by the TA Facility. Table number 4 below covers activities relating to planning for capacity building of LGs through a five-day workshop, to be held later this year. For details about training implementation cycles, training content and other areas please refer to Appendix 6 (6C).

Table 4: LG Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Capacity development of LG staff (education and planning officers): <ul style="list-style-type: none"> The TA Facility in coordination with the CEHRD has been planning for a five-day capacity building workshop for the LG officials. 	<ul style="list-style-type: none"> Draft training programme prepared which contributes to TA DMF output 1 and indicator 1b as these are trainings to LG officials. (Contributes to DLI 9) 	<ul style="list-style-type: none"> The training programme has been postponed until the end of 2020 in view of the pandemic.
Selection of Districts and LGs: <ul style="list-style-type: none"> Subsequent to a mapping exercise to avoid duplication with other ongoing interventions for LG capacity building, LGs were selected. 	<ul style="list-style-type: none"> 346 LGs covering 38 districts have been selected, with two participants from each LG or 692 participants (DMF output 1, indicator 1b). 	<ul style="list-style-type: none"> Mapping and related meetings and discussion have been held virtually.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Preparation of training plan: <ul style="list-style-type: none"> The TA Facility in coordination with the CEHRD has developed a provisional plan leading to the five-day training and follow-on activities. 	<ul style="list-style-type: none"> Training plan and implementation cycle prepared. (DMF output 1, indicator 1b). 	<ul style="list-style-type: none"> Virtual meetings conducted to finalise training plan.
Design and develop training content: <ul style="list-style-type: none"> CEHRD and TA Facility jointly developed training content areas that will be developed into manuals by a team of writers in the future. 	<ul style="list-style-type: none"> List of training content prepared. A panel of training content writers agreed with CEHRD (DMF output 1, indicator 1b) 	<ul style="list-style-type: none"> Virtual meetings conducted with the CEHRD team and leadership to finalise training content list and manual writers.

Source: TA facility

Schools

- 56** There are 35,055 schools in Nepal, out of which 27,728 are community schools, 6,206 are institutional schools and 1,121 are religious schools. There are also 35,993 Early Childhood Education Development (ECED) centres and Pre-primary Education (PPE) classes. The structure of school education includes basic education and secondary education. Schooling can be categorised into one year of ECED/PPE, lower basic (Grades 1-5), upper basic (Grades 6-8), lower secondary (Grades 9-10) and higher secondary (Grades 11-12). There are 498,849 students enrolled in ECED and PPE classes, 4,124,478 are in basic level and 1,152,674 are in secondary level in community schools. School-student ratio in community school is 1:145 at basic level, 1:122 at secondary level with Grade 9-10 and 1:185 at secondary level with Grade 11-12. (Flash report 2018/19) There are 184,714 and 40,520 teachers in basic and secondary community schools respectively (Flash report 2018/19). The student-teacher ratio (based on approved teacher positions) in community schools is 27:1 at lower basic level, 54:1 at upper basic level, 33:1 at basic level and, 41:1 at secondary level with Grade 9-10 (Flash report 2018/19). There is a need to increase the number of teacher positions at upper basic and secondary levels.
- 57** Many of the school related activities are covered under CPD/TPD, curriculum and assessment and examination sections later. The table number 5 below carries two activities including production of a resource book for school staff managerial capacity, and the upcoming mentoring support for school teachers, which is also covered under CPD/TPD in more detail.

Table 5: School Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Strengthen professional and managerial capacity of school staff: <ul style="list-style-type: none"> Based on needs identified during the CIA/CIDP process, the SSDP TA Facility is preparing a Resource Book with content focusing on i) school safety, ii) social and environmental safeguard, iii) use of ICT for school management and iv) 	<ul style="list-style-type: none"> School Resource Book ready by the 3rd quarter of 2020 for printing. The activities relate to TA DMF output 1, indicator 1a. as it relates to preparation of manual 	<ul style="list-style-type: none"> Printing is scheduled for August 2020; in the event of continued lockdown it can be delayed.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<p>fiduciary management. The main objective of this resource book is to enhance managerial capacity of headteacher, SMCs and accounting staff. Out of the four themes, use of ICT for school management is ongoing, while the other three are almost complete.</p> <p>Mentoring support to teachers:</p> <ul style="list-style-type: none"> A draft concept paper for piloting teacher mentoring has been developed by the TA Facility and is covered in detail under CPD/TPD section of this report. 	<p>for SSDP implementation. (Contributes to the DLI 8 and DLI 9.)</p> <ul style="list-style-type: none"> Mentoring Concept Note and Implementation Plan ready by the 3rd quarter of 2020. Relates to output 1, indicator 1b 	

Source: TA facility

IEMIS and Communications are covered under outputs 2b and 4 respectively later in the report

Continuous Professional Development/Teachers Professional Development

- 58** The SSDP has put “improved learning opportunities” at the forefront of its reform agenda. It recognised that large achievements have been made in securing access to education, and it is now necessary to also focus on the quality and efficiency of education provision. Improving pedagogical practice to advance learning outcomes has been mentioned as one of its key strategies.
- 59** The SSDP emphasizes CPD/TPD as key priority areas for improving quality at all levels of school education - ECED/PPE, basic education and secondary education. It has planned to implement various models of CPD, including online and mobile phone-based self-learning resources, short modular courses, support for the development of subject teacher networks and school-based professional development for secondary teachers (MOEST, 2016). However, CPD/TPD programme and activities as stipulated in SSDP have not been implemented due to the lack of required policies, plans and targeted strategies. The CIA report revealed a number of gaps in the implementation of CPD/TPD as envisioned in SSDP.
- 60** The TA facility has made extensive consultations with key stakeholders for improving the CPD/TPD of teachers including organisation of a national workshop on CPD/TPD in January 2020 (reported in table number 3). Based on various consultations and discussions the TA is coming up with a distance/hybrid model for teacher CPD and is also developing a pilot mentoring programme for teachers. Both the initiatives have been discussed with the CEHRD and will soon be ready for implementation. Table 6 below provides information on both the initiatives as well as some information on relevant DLI progress and tracking. For further details about CPD/TPD please refer to Appendix 6 (6D).

Table 6: CPD/TPD Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Support to CEHRD in the implementation of on-going CPD/TPD: <ul style="list-style-type: none"> Discussions held with CEHRD and other stakeholders to develop distance/hybrid teacher training and teaching/learning models. Follow up of DLIs and PRF progress on CPD/TPD - A series of meetings have been held with relevant officials at CEHRD/Teacher Training Section (TTS), Education Management and Training Section (EMTS), CDC, and ADB Consultant to follow up on progress, challenges and possible ways to track achievements. DLI progress and achievement report on CPD/TPD prepared - Coordination with IEMIS TA team to collect data and information on DLI 3.3a year 3 (1,000 basic schools and 500 secondary schools have full complement of math, science and English subject teachers) and 3.3b year 3 (4,500 subject teachers for math, science and English) trained in new subject-wise training through IEMIS system on a regular basis. 	<p>A concept note on potential for the SSDP TA support to CEHRD with regard to distance and online learning modalities in the context of Covid-19 and beyond has been developed.</p> <p>Activities are related to TA DMF outputs 1 and 2 and indicators 1b (training for quality) and 2b (support DLI achievement).</p> <p>Contributes to the overall DLI 3 and especially for DLI 3.3a. and 3.3b.</p>	<p>Meetings with CEHRD/TTS have been limited to virtual contacts since March 2020. This also relates to providing feedback on the directives developed by CEHRD to implement teacher training as a part of TPD in distance mode.</p>
Piloting of Teacher Mentoring as a Core Element of CPD: <ul style="list-style-type: none"> As identified in the CIDP and in search of alternative approach for teachers' CPD, in order to pilot test teacher mentoring as a new approach for teacher development in Nepal, a concept note on teacher mentoring has been developed. The draft concept paper has been shared with the relevant officials at MOEST / CEHRD, inputs have been received and the concept paper has been revised by incorporating the comments, suggestions and inputs. The mentoring programme design document has been developed based on the concept paper and a review of national and international experiences with regard to teacher mentoring. 	<p>Teacher mentoring as a new approach for teacher development is expected to empower the LGs, meet the emerging training needs of the teachers towards meeting DLIs and demonstrate a viable option of sustainable teacher development.</p> <p>This relates to TA DMF output 1 and indicators 1a and 1b as mentoring is expected to build capacity of education institutions at central and local level. It also contributes to the DLI 3.</p>	<p>The preliminary work on preparing piloting (including the orientation on teacher mentoring to LGs and schools, selection of LGs, schools, teachers and mentors) are being done through virtual contacts. The implementation of piloting has been scheduled for the last quarter of 2020. However, if schools continue to be closed the pilot will be delayed.</p>

Source: TA facility

Assessment and Examinations

- 61** The SSDP puts an emphasis on making both formative and summative assessments more skills and learner-focused rather than content-focused. SSDP recognizes that more time must be spent helping teachers understand the use of formative and summative exams to target their teaching and to thereby improve learning outcomes. Examination reform will remain a major focus with the aim of standardizing exams and ensuring that exams assess the competencies that students need to acquire in each subject.

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- 62 It is unlikely that teachers will change the way they teach, which essentially is 'teaching to the test' unless there is a change in the ways by which students are assessed. The assessment and examination system is yet to strengthen its focus on application and synthesis skills.
- 63 Based on the CIA and other consultations made with stakeholders, the following priority areas were identified by the TA Facility under assessment and examinations to support the MOEST:
- Strengthening of NEB and coordination with the Education Review Office (ERO) and National Assessment of Student Achievement (NASA).
 - Review of SBA and CAS programme.
 - Provide technical support for foundation work to develop standardised tests for Grade 8, 10 and 12 examinations.
 - Develop a concept paper and plan to establish an item bank.
 - Develop a NAF for Grade 8 examination.
- 64 The progress made by the TA under Assessment and Examinations until June 2020 is outlined in Table 7 below.

Table 7: Assessment/Examination Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Strengthening of NEB and coordination with ERO/NASA: <ul style="list-style-type: none"> • The TA Facility initiated several engagement and coordination initiatives with NEB, ERO, CEHRD and CDC as part of coordination required to support examinations and assessment. The coordination initiatives facilitated in brining clarity about functions and responsibilities of NEB for related stakeholders and created synergy amongst them for assessment and examination reforms under SSDP. The coordination initiative in particular was helpful to bring the CDC, ERO, CEHRD, LGs, Schools, Faculty of Education (FOE) and MOEST officials together as expert contributors in the development of assessment framework for Grade 8 standardised tests. 	<ul style="list-style-type: none"> • Capacity building of NEB, CDC and other institutions on assessment framework development. (related to TA DMF output 1, indicator 1c. on capacity building of national education institutions). • It contributes to the DLI 4, especially for the DLI 4.3b. 	<ul style="list-style-type: none"> • Meeting and presentations were held virtually but were smooth as people gradually got used to handling the technology.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Review of SBA and CAS programme: <ul style="list-style-type: none"> The curriculum component in the SSDP places emphasis on SBA and CAS and warrants standard robust external summative exam. Implementation of SBA and CAS are intended to improve the teaching and learning process to ensure better learning outcomes for students. TORs have been developed for a research study on SBA and CAS to draw lessons from past practices and design simplified and user-friendly approaches. 	<ul style="list-style-type: none"> TORs for the SBA and CAS research study (related to TA DMF Output 4 indicator 4b on research study). It contributes to the DLI 4. 	<ul style="list-style-type: none"> Field work might be impacted if the lockdown/risk of Covid-19 continues.
Provide technical support for foundational work to develop standardised tests for Grade 8, 10 and 12 exams: <ul style="list-style-type: none"> Prepare outline of 'item development manual' and stocktaking of relevant documents. Draft 'Item Writing Training Agenda'. Prepare list of prospective participants. Pre-training activities such as collecting material for training and preparing training materials. 	<ul style="list-style-type: none"> Supporting activities for the development of Grade 8 standardised tests. Item writing training for Grade 8 standardised test. Grade 8 standardised test. The activities are related to TA DFM output 1 on strengthening SSDP policy implementation and its indicator 1c for strengthening capacity of national education institutions and DLI 4. 	<ul style="list-style-type: none"> Desk based activities and virtual meetings. Face-to-face item writing workshop planned for July 2020.
Develop concept note and detailed plan for establishment of an item bank: <ul style="list-style-type: none"> Consultations have been initiated with an assessment and exam international expert and other relevant organisations. 	<ul style="list-style-type: none"> Concept note for item bank (TA DMF Output 1, indicator 1c). 	<ul style="list-style-type: none"> No impact
<ul style="list-style-type: none"> Develop NAF for Grade 8 exams: Draft NAF for Grade 8 which was based on 2012 curriculum, was updated based on new curriculum 2020 focusing on standardisation of Grade 8 exams. 	<ul style="list-style-type: none"> The TA has prepared the Assessment Framework for Grade 8 standardised test and shared with the NEB for the approval process. The NEB has approved it and sent to the MOEST (related to TA DMF output 1, indicator 1a and 1c) Helped meet the 4.3 b ADB DLI (In the process) to release USD 0.5 million. 	<ul style="list-style-type: none"> Team formation and working strategy was planned before lockdown and drafting and sharing was done online.

Source: TA facility

Curriculum Implementation

- 65 The SSDP has mentioned that curriculum, pedagogy and TPD need to be developed to improve learning outcomes. The federal system of government has policy guidelines for the development of the curriculum at the local level to make school education more relevant to local community needs, contexts and the requirements of the diverse population. Based on this policy some schools have introduced local curricula in different subjects, including local mother tongue languages, agriculture and tourism. However, there is no clear data or information on how many schools have introduced local curricula.

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There are also instances of schools misinterpreting the policy and using the flexibility provided for local curricula to provide additional English classes or additional classes in other core subjects. This indicates that the provision for local curriculum development has not been as effective as envisioned, due to limited expertise and capacity in municipalities and rural municipalities.

- 66 The TA's position is that there is a need for curriculum experts and subject specialists at the provincial level, and their services need to be made available to develop local curricula for Local Governments within their respective provinces. In the communities and schools where local curricula have been developed, there is enthusiasm and an ability to adapt to the local context with the support of local expertise in specific languages. However, there are challenges where expertise is not available to ensure curricula are technically sound, and have clarity in learning objectives, levelling, pacing and sequencing. Moreover, it is evident that LG authorities, including education committees, often do not have adequate knowledge and expertise to develop local curricula.
- 67 The curriculum at both basic and secondary levels of school education has not been appropriately and effectively implemented due to a lack of adequate training of teachers on implementing the curriculum at the level and grades that they have been teaching. The CIA has made recommendations to develop a separate unit at CDC to link its activities and programmes with local municipalities, especially in providing technical support to develop local curricula and adapt curricula at the local level and implement it in schools.

There are three major activities proposed in the CIDP for curriculum implementation: i) Support to develop local curricula and curriculum implementation; ii) Organise orientation programmes for LGs, and iii) Support TWG on curriculum. The activities undertaken and achievements made are outlined in Table 8 below.

Table 8: Curriculum Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Support LGs to develop local curricula and curriculum adaptation in the local context by establishing a help desk at the CDC: <ul style="list-style-type: none"> After a series of meetings between the SSDP TA and CDC officials, including DG of CDC, a team has been formed to develop a concept note and establish help desk. A concept note on help desk has been developed that includes objectives, modes of operation, provision of in-person and virtual consultations, and list of equipment and materials required to establish a help desk. Allocation of a separate room for a help desk and procurement of the equipment and materials - The CDC has already allocated a room for a helpdesk. The TA Facility is in the process of procuring the equipment and materials, based on the list provided by CDC. 	<ul style="list-style-type: none"> Output – A concept note on help desk has been developed. This relates to TA DMF output 1, indicator 1a, 1b and 1c as the help desk is expected to disseminate SSDP curriculum related aspects as well as build capacity of provincial and local level education officials. It also contributes to the DLI 2 progress. 	<ul style="list-style-type: none"> Delayed establishment of the help desk due to the Covid-19 pandemic.
Orientation manual for developing the local curriculum: <ul style="list-style-type: none"> A team comprised of CDC curriculum expert and SSDP TA consultant was formed to develop an orientation manual on developing local curricula. 	<ul style="list-style-type: none"> Output – A draft of the orientation manual has been prepared. 	<ul style="list-style-type: none"> No impact of the Covid-19 pandemic on developing the manual. However, organisation of LG training is delayed. A

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<ul style="list-style-type: none"> An orientation manual on development of local curricula has been prepared by reviewing several relevant documents including the National Curriculum Framework, the Local Curriculum Development Guidelines and through a series of discussions between CDC and SSDP TA team. 	<ul style="list-style-type: none"> This contributes to TA DMF Output 1, indicator 1a and 1b as manual will be disseminated and used for LG training. 	<p>plan is being developed to organise virtual orientation programmes.</p>

Source: TA facility

School Safety

- 68** The TA Facility's support towards school safety includes defining safety mechanisms and standards under various conditions and environments. The safety standards should provision for the school building to withstand extreme events without collapsing or extensive damage, and with a low risk to loss of life with clear exit points for safety of people and their rescue. Likewise, vulnerability of schools in the context of quality of buildings take into account structural and non-structural elements and building services. Under the TA, the progress that has been achieved so far is outlined in Table 9 below.

Table 9: School Safety Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<p>Present an overview of the progress in providing a policy framework for school safety in Nepal:</p> <ul style="list-style-type: none"> Combined study, discussions and review of the Disaster Risk Reduction (DRR)/ Comprehensive School Safety (CSS) framework, school safety policy framework and other related safety documents. Prepared checklist and questionnaire for Capacity Assessment of school safety (structural and non-structural), and random site visit for Assessment. 	<ul style="list-style-type: none"> Updated DRR/CSS/Safety policy in the public domain and easily available on MOEST/CEHRD website. DLI 8.3b Safety Questionnaire and checklist, minimum CSS indicators. This will contribute to TA DMF output 1, indicator 1a. 	<ul style="list-style-type: none"> No immediate impact due to Covid-19 so far. Field visit may start from September if Covid-19 situation eases. If the situation continues, we will schedule it for 2020 last quarter.
<p>Development of Handbook for construction procedure of model as well as other schools:</p> <ul style="list-style-type: none"> The handbook includes a checklist covering school safety and procurement. The building construction procedures are both in English and Nepali language and were completed in close coordination with the CEHRD. 	<ul style="list-style-type: none"> Handbook of School building construction procedures for Local Governments, schools, SMCs and model schools were completed. This will contribute to TA DMF output 1, indicator 1a. 	<ul style="list-style-type: none"> No immediate impact due to Covid-19, but a delay in approval and publication.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Support for establishing the actual progress of retrofitted school buildings in various districts.	<ul style="list-style-type: none"> TA supported the CEHRD in following up on the status of construction for its targeted retrofitting work for 120 damaged school buildings in non-affected districts. Out of the 120 schools, technical support on monitoring, documentation and reporting for DLIs (8.3a) covered 92 school buildings. 	<ul style="list-style-type: none"> Remaining retrofitting school building may be completed in August 2020 if the Covid-19 situation eases. If the situation continues, we will schedule it for 2020 last quarter.
Combined study, discussion and review of model school design, drawing and CSS related documents, random monitoring and supervision of construction of model schools.	<ul style="list-style-type: none"> Checklist and construction format of model and other schools is completed and will provide TA to the CEHRD for the model school programme in designing, supervision and monitoring phase. 	<ul style="list-style-type: none"> Field visit may start from December if the Covid-19 situation eases. If the situation continues, we will schedule it for 2021 first quarter.
Training manual and programme for school design: <ul style="list-style-type: none"> The design of a training programme/manual and its implementation for school design, school safety, environmental & social safeguard for government engineers, sub-engineers, school management, teachers, students, contractors involved at site and representatives from local authority is underway. School Safety training manual will help ensure the government's commitment to make schools resilient in situation of disasters, make them child-friendly, socially and environmentally friendly and inclusive (disabled friendly). 	<ul style="list-style-type: none"> The draft School Safety Training manual for technical and non-technical personnel is completed. The final Training manual and its content with Power Point slides will be ready by July. This will contribute to TA DMF output 1, indicator 1a 	<ul style="list-style-type: none"> Training at the field level may start from September if the Covid-19 situation and national lockdown is eased. If the situation continues, we will plan for online training, or shift the schedule to 2021. Online training is possible for technical group; for non-technical face-to-face is needed.
Support for establishment of safeguard and school safety implementation mechanism	<ul style="list-style-type: none"> Nomination of Safeguard and school safety focal person at provincial, municipal and school level. This will contribute to TA DMF output 1, indicator 1a. it also contributes to the DLI 8. 	<ul style="list-style-type: none"> No impact

Source: TA facility

Environmental and Social Safeguard

- 69 The SSDP TA placed due attention to establish safeguarding mechanisms to implement environmental and social safeguarding activities in the SSDP by providing necessary

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support for capacity building and technical advice at different levels. TA for safeguarding activities focused on schools and their immediate surroundings. The TA Facility's assistance on technical aspects was carried out in coordination with the government education authorities. Specific technical support to the government included reviewing and developing implementation approaches, monitoring safeguarding requirements and capacity strengthening of different stakeholders. The TA Facility's support included the development of a Safeguard Resource Book. The TA Specialist has reviewed the Master Plan of model schools, prepared a resource book, prepared capacity enhancement of a safeguard focal person, provided orientation on EMF and SMF to federal and provincial level officials, including safeguarding provision. Specific progress achieved during the reporting period is outlined in Table 10 below. For further details on Social and Environmental Safeguards please refer to Appendix 6 (6E).

Table 10: Environmental/Social Safeguard Activities and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF Output and indicators	Impact due to Covid-19
Environmental Management Framework (EMF) and Social Management Framework (SMF): <ul style="list-style-type: none"> To strengthen and support environmental and social safeguarding policies of MOEST, the TA Facility supported the revision of EMF and SMF. The two frameworks are in the public domain and can be accessed on the CEHRD website. An orientation programme on safeguards for federal and provincial level officials (223 participants) and Education Development Coordination Unit representatives was also organised by the CEHRD in October 2019. The safeguard specialists from TA helped facilitate the orientation programme. 	<ul style="list-style-type: none"> Revised EMF and SMF. Prepared and uploaded EMF and SMF summary in Nepali and English language on CEHRD website. Disseminated the EMF and SMF among the officials of Federal, Provincial and Education Development Coordination Units This relates to TA DMF output 1, indicator 1a on disseminating environmental and social safeguarding policies. It also contributes to the DLI 8 in general. 	<ul style="list-style-type: none"> No impact
Publication and dissemination of Safeguard Handbook: <ul style="list-style-type: none"> A safeguard handbook on environmental and social safeguards (Nepali language) was completed in the first quarter of 2020. The safeguard booklet is intended to help concerned authorities carry out safeguarding screening and for the preparation of Environmental and Social Management Plans (ESMP) and monitoring and reporting. The standard format of screening, ESMP and monitoring has also been included in the booklet. 	<ul style="list-style-type: none"> Output – A safeguard handbook on environmental and social safeguards (Nepali language) was completed and is in approval process by CEHRD. This relates to TA DMF output 1, indicator 1a. 	<ul style="list-style-type: none"> Delayed publication
Incorporation of safeguard provision in upcoming detailed design and contract document: <ul style="list-style-type: none"> Provisions also include requirements for safeguard assessment report and mitigation cost to be included in detailed master plans for school construction. For the fiscal year 2076/77 	<ul style="list-style-type: none"> The Contract/Request for Proposal (RFP) document of school building design for new/reconstruction and retrofitting activities has been revised with the inclusion of safeguard components and explains 	<ul style="list-style-type: none"> No impact

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLLs and TA DMF Output and indicators	Impact due to Covid-19
(2019/20), safeguard provisions will be reflected in detailed design of 100 model schools and 250 schools that were selected for retrofitting. The environment and social screening checklist is also included in the SSDP Programme Implementation Manual (FY 2076/77) (2019/20) to ensure that school reconstruction works follow the EMF and SMF.	the provision for a safeguard personnel to carry out safeguard assessment. (related to TA DMF output 1, indicator 1a.)	
Capacity development on safeguard: <ul style="list-style-type: none"> As part of the CIDP, schedules have been prepared to conduct capacity development training for safeguard focal persons and school design consultants from the selected model schools. 	<ul style="list-style-type: none"> The CIDP for safeguarding for the FY 2020/21 has been prepared. Related to output 1 and indicator 1b. 	<ul style="list-style-type: none"> The training for design consultants of model schools scheduled for April 2020 has been postponed due to the Covid-19 crisis and nationwide lockdown.
Coordination with different stakeholders: <ul style="list-style-type: none"> The TA team has been routinely engaging with CEHRD officials and stakeholders to keep them up to date and seek their input. Two meetings were also held with the World Bank in the course of providing technical support for the SSDP. The 2019 Social and Environment Safeguard report was prepared and shared for the JRM 2019 and was also shared for the May 2020 BRM. 		<ul style="list-style-type: none"> All coordination and meetings since March 2020 have been held virtually.

Source: TA facility

Output 2a: Programme Management and Monitoring Strengthened

70 This section of the output highlights support provided by the SSDP TA Facility for programme management and monitoring functions for effective implementation of the SSDP. The TA's support includes technical support for results-based annual work plans and budgets, facilitating annual Joint and Budget Review Missions (JRM/BRM), collating Disbursement Linked Indicator (DLI) achievement reports, producing quality status and progress reports, organising/facilitating specific DLI/TWG meetings, and monitoring/coordinating support. The TA also had a coordination role to facilitate the engagement of Development Partners in the SSDP, functioning of TWGs, and DLI Committees. Key areas of support are aligned with TA DMF indicators and outputs and DLIs. The DMF indicators for output 2 are provided below; status on achievements against these indicators is reported in the DMF matrix in Appendix 1.

DMF Output 2: SSDP programme management and monitoring capacity enhanced

DMF Indicators:

- 2a. Five budget review missions and five joint review missions held in a timely fashion.
- 2b. 75 percent of DLIs in the common DLI framework achieved and 75 percent of DLI disbursements completed.
- 2c. Effective harmonisation of support to SSDP from all DPs maintained.

Structured support for SSDP DLI/PRF Achievement

71 A well-structured mechanism is needed for regular review and analysis of DLI/PRF performance and progress. CIDP has proposed exclusive meetings of each DLI together with the meetings of the DLI Lead and Co-lead. The TA has been extending ongoing support to the government for tracking, recording and reporting progress of DLIs on an ongoing basis. A full time TA coordinator has been deployed who works closely with the concerned stakeholders in the government and with DPs to keep track of the DLI achievements. The achievements and support extended in this area is outlined in Table 11 below.

Table 11: Support to SSDP DLI/PRF Achievements and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<p>Support to the CEHRD for data collection and report preparation for DLI 8 (Dec 2019-Jan 2020):</p> <ul style="list-style-type: none"> 114 schools retrofitted against the target of 120 with continuous follow up and support to the CEHRD. 	<ul style="list-style-type: none"> Contributed to achieve the DLI 8.3a target. Final achievement report produced and submitted for the IVA verification. The activity contributes to TA DMF output 2 - SSDP programme management and monitoring capacity strengthened, indicator 2b on DLI achievement and disbursement. 	<ul style="list-style-type: none"> IVA verification could not be done due to COVID-19 as some schools are used as quarantine centres.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<p>Updating and recording of the progress of all ten DLIs in an extended Matrix for years 3 and 4 together with possible Covid-19 impact on all DLI achievements followed by possible remedies is ongoing.</p> <ul style="list-style-type: none"> The update is being accomplished in regular consultation with the CEHRD officials, JFPs, individual consultants and IVA. The matrix was shared with the DPs during the BRM 2020. An updated DLI progress report up to June 2020 is appended as Appendix 4 to the report. 	<ul style="list-style-type: none"> Contributed to track the DLIs achievement in regular basis and take necessary action/s to expedite the activities for those DLIs which are far behind in terms of progress. Support of this kind has served as a monitoring function of DLIs achievement backed by coordination and communication by TA Facility with key stakeholders and helped meet the DLI targets. Activity contributes to TA DMF Output 2, indicator 2b. 	<ul style="list-style-type: none"> No impact
<p>Support to prepare the achievement report for DLI 5.3a (May 2020):</p> <ul style="list-style-type: none"> Achievement report was prepared with the list of the remaining 40 schools out of 100 additional model schools under a school-specific multi-year quality improvement plan. Also provided scanned copies of the approved master plans for the JFP verification for May 2020 BRM. 	<ul style="list-style-type: none"> Achievement report has been prepared and submitted by the MOEST. United Nations Children's Fund (UNICEF) verified the report and shared with other JFPs who then endorsed it (contributing to TA DMF output 2, indicator 2b). 	<ul style="list-style-type: none"> No impact
<p>Support to CEHRD to prepare the report for DLI 7.4 based on the Flash Report 2018/19 (May 2020):</p> <ul style="list-style-type: none"> Achievement report was prepared on DLI 7.4 and submitted to the JFPs by the MOEST. 	<ul style="list-style-type: none"> Contributed to show the progress on the DLI 7.4 which shows 5 percent increase in Gross Enrolment Rate (GER) for secondary education over the baseline, girls 61.6 and boys 61.8 (TA DMF output 2, indicator 2b). 	<ul style="list-style-type: none"> No impact
<p>Support to the CEHRD to prepare a list of the Local Governments with designated education officer (May 2020)</p> <ul style="list-style-type: none"> A total of 569 LGs have at least one education officer. Final DLI report was prepared and submitted to JFPs. 	<ul style="list-style-type: none"> Achievement report was prepared based on the list mentioned above for DLI9.4f (At least one designated education officer appointed against sanctioned position in 60 percent of the LGs) (TA DMF output 2, indicator 2b) 	<ul style="list-style-type: none"> No impact
<p>Support to the MOEST to make a presentation on DLI progress for the BRM 2020 (May 2020)</p> <ul style="list-style-type: none"> Draft presentation was prepared by the TA Facility and organised a virtual meeting with the government officials and other concerned stakeholders including ADB in finalising the DLIs' presentation slides to be presented by the government in BRM. 	<ul style="list-style-type: none"> Contributed to share the DLI progress in the BRM 2020 (TA DMF output 2, indicator 2a). 	<ul style="list-style-type: none"> BRM 2020 done in virtual mode.

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Follow up the IVA to expedite the verification of the achievement report (May- June 2020): <ul style="list-style-type: none"> SSDP TA Coordinator has continuously followed up with the IVA for the verification. After postponement, due to Covid-19, the verification now has been completed and the IVA has submitted the report for DLI 3.3, 7.2 and 7.3. 	<ul style="list-style-type: none"> IVA verification has been completed for the DLI 3.3, 7.2 and 7.3 and the report has been submitted. This has contributed to the DLI partners and the MOEST for the fund disbursement (TA DMF output 2, indicator 2b). 	<ul style="list-style-type: none"> No impact
Support to DACS for EU reimbursements against DLIs <ul style="list-style-type: none"> In May 2020 the SSDP TA Facility provided support to prepare specific document for EU to claim the disbursement against different DLIs, particularly DLI No 1 and 8. Support extended for DLI reporting to the EU for budget release, and support in DLI Leads finalisation in May and December 2019 respectively. 	<ul style="list-style-type: none"> EU disbursement report prepared but IVA verification yet to be commenced (related to TA DMF output 2 and indicator 2b) DLI 8.2 target met and 2.78 million Euro disbursed. (related to TA DMF Output 2 and indicator 2b) 	<ul style="list-style-type: none"> IVA verification not done. No impact
Follow up of DLIs on Curriculum Implementation: <ul style="list-style-type: none"> Followed up with relevant officials at CDC on the revision of curriculum, piloting of integrated curriculum for Grade 1-3, and number of basic schools provided with activity-based kits for maths, science and English language (DLI 2.2). 	<ul style="list-style-type: none"> Output – DLI progress matrix includes the data on curriculum implementation. It contributes to the DLI 2 in general, and especially to the DLI 2.2. Related to TA DMF output 2 and indicator 2b (DLI achievement) 	

Source: TA facility

Support for ASIP/AWPB

- 72 Technical support for results-based annual work plans and budgets is another area where the TA is assisting the government under output 2a. Key and sub-activities around this support are provided in table 12 below.

Table 12: ASIP/AWPB Support and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Input to the MOEST and CEHRD for ASIP/AWPB (May 2020): <ul style="list-style-type: none"> SSDP TA was in regular communication with the Planning and Budgeting sections of both MOEST and CEHRD along with Public Financial Management (PFM) expert to provide required inputs and support in formulating ASIP/AWPB, 2077/78 (2020/21). Given the limitation being posed by Covid-19 on physical movement, the TA Facility provided a consolidated guiding note to MOEST/CEHRD intended to facilitate the ASIP/AWPB formulation process. 	<ul style="list-style-type: none"> A consolidated guiding note was prepared for the MOEST/CEHRD planning and budgeting sections. The note highlighted the under achieved KPIs which needed more attention to achieve the target (TA DMF output 2, indicator 2a). 	<ul style="list-style-type: none"> Physical meeting with the respective sections could not be held.

Source: TA facility

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Support to BRM (May 2020) /JRM (Nov. 2019)

- 73 The key and sub-activities include facilitating JRM/BRM in terms of extending technical support, providing professional input during the missions, provisioning for logistics for the main event and field visits, producing quality reports, drafting of press releases and so forth, Table 13 contains the details of support extended by the TA Facility.

Table 13: Support to BRM (May 2020)/JRM (November 2019) and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Tips provided to the MOEST and CEHRD for BRM (May 2020): <ul style="list-style-type: none"> Written tips provided to the MOEST and CEHRD on how to make BRM a successful event were provided and focused especially on the limitations of virtual platforms. 	<ul style="list-style-type: none"> BRM 2020 participants expressed that the conduct of BRM was very successfully in the virtual mode and the objectives of the BRM were met. Activities relates to TA DMF output 2, indicator 2a. 	<ul style="list-style-type: none"> No impact except that BRM was conducted in a virtual mode.
Support for language interpretation in the BRM (12-13 May and 18-18 May) <ul style="list-style-type: none"> Provided language interpretation facility by hiring two interpreters for all the BRM related activities to translate Nepali deliberations into English and vice-versa. Such arrangement has helped both the English and Nepali language speakers (representatives from Local and Provincial Governments, teacher unions and others) to express their views and understand others' views, thus leading to a quality discussion. 	<ul style="list-style-type: none"> Contributed to make the BRM 2020 more successful by providing opportunities for the participants, especially those from LGs and teachers' representative with low English communication skills, and for those DP members who could not understand and speak Nepali. Activities relates to TA DMF output 2, indicator 2a. 	<ul style="list-style-type: none"> Simultaneous interpretation was arranged in a virtual mode.
Support to issue Press release (May 2020): <ul style="list-style-type: none"> TA Facility drafted a Press Release on BRM May 2020 in both Nepali and English languages which were issued by the MOEST. 	<ul style="list-style-type: none"> Contributed to communicate to the wider stakeholders about the BRM and its achievement. Activities relates to TA DMF output 2, indicator 2a. 	
Environmental and Social Safeguard Report was prepared and shared in the BRM (covered in more detail in the safeguards section).	<ul style="list-style-type: none"> Activities relates to TA DMF output 2, indicator 2a. 	
Coordination for the field visit for the JRM 2019 (October and November 2019): <ul style="list-style-type: none"> Coordination and communication with the PMOSD, Schools, LGs and EDCU for the JRM field visits in Solukhumbu, Okhaldhunga, Kathmandu, Kailali and Kanchanpur. TA Facility also participated in the visits. One vehicle for the field visit for Kailali and Kanchanpur was arranged by the TA Facility. 	<ul style="list-style-type: none"> The field visit was completed successfully and provided opportunities to identify key successes, issues and challenges regarding the SSDP implementation at the local level. It has also provided insights on how policy makers can overcome challenges to effectively implement the SSDP (contributing to TA DMF output 2, indicator 2a) 	<ul style="list-style-type: none"> Not applicable
Technical and logistic support for SSDP Status Report writing workshop (18-19 November 2019):	<ul style="list-style-type: none"> The report clearly presented the status of the DLIs and the KPIs. Analysis has been made for the underachieved DLIs and KPIs. 	

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Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
<ul style="list-style-type: none"> Status report was prepared and finalised in the workshop, shared the report to all the DP members for the JRM. 	These were discussed during the JRM which helped meet the targets accordingly (contributing to TA DMF output 2, indicator 2a)	
Interpretation for the BRM Field Visit (November 2019) <ul style="list-style-type: none"> TA identified English language experts in CEHRD/CDC. These experts provided support for the interpretation from Nepali to English and vice versa during the field visit. 	<ul style="list-style-type: none"> The interpretation has helped the DP members and community people to interact effectively during the field visit. (Contributing to TA DMF output 2, indicator 2a) 	

Source: TA facility

Support to MTR and BRM (May 2019)

- 74 During the MTR of the SSDP (February 2019-June 2019), the SSDP TA Facility interacted closely with the MTR team and provided input as needed. This included reviewing the draft report, sharing documentation and providing technical knowledge and experiences when requested. The MTR and BRM was held from 13-17 May 2019. The support to MTR/BRM provided by the SSDP TA Facility is provided in Table 14 below.

Table 14: Support to MTR and BRM and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Coordination for the field visit for the combined mission of MTR and BRM 2019 (May 2019): <ul style="list-style-type: none"> Coordination and communication done with the MOSD of Province 2, EDCU, schools, LGs in Dhanusha and Siraha districts. TA team participated the field visit. TA coordinator facilitated the interpretation along with other members, and one vehicle was made available as per the demand/need. 	<ul style="list-style-type: none"> The field visit was one of the key activities of the BRM 2019 and was completed successfully. It provided opportunities to understand the key success, issues and challenges regarding the SSDP implementation at the provincial, local and school level. (Contributing to TA DMF output 2, indicator 2a) 	<ul style="list-style-type: none"> Not applicable
Management of equipment and translator for simultaneous interpretation in the combined mission of BRM and MTR (May 2019) <ul style="list-style-type: none"> The interpretation facilities for Nepali to English language and vice versa were established for the first time for such a mission in close coordination with the ADB. TA Facility coordinated with the vendor and the MOEST and CEHRD for the arrangement. 	<ul style="list-style-type: none"> The facilities improved communication among the DP members and other participants who could understand and speak only English or only Nepali. Interpretation facility engaged all participants in quality discussion around various aspects of the SSDP such as status of the DLIs, KPIs, issues, challenges and ways forward. (Contributing to TA DMF output 2, indicator 2a) 	<ul style="list-style-type: none"> Not applicable
Sharing of Expert Opinion in BRM sessions (May 2019) <ul style="list-style-type: none"> Status report, Flash report and other BRM documents were analysed and expert opinions were shared in relevant BRM sessions. TA members participated in the discussion and provided their opinions. 	<ul style="list-style-type: none"> Contributed to establishing focused discussion on key issues and challenges and take necessary actions to overcome challenges and achieving the SSDP objectives. (Contributing to TA DMF Output 2, Indicator 2a) 	<ul style="list-style-type: none"> Not applicable

Source: TA facility

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Support to TWGs

- 75 DACS is mandated to support the coordination of the TWGs' tasks. The support provided by the TA Facility in this regard is outlined in Table 15 below.

Table 15: Support to TWGs and Linkages with Outputs and Indicators

Key and Sub Activities Undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Organising TWG meetings (April-June 2020): <ul style="list-style-type: none"> Support provided to various TWGs to meet virtually, especially for the TPD and Teacher Management, model schools and ICT in Education TWGs. Meeting minutes prepared and shared with all TWG members. Support provided to the concerned officials to make their presentations in their respective thematic areas. 	<ul style="list-style-type: none"> The DLI targets and the current status were discussed, and recommendations provided for those DLI targets which are difficult to meet. Based on the recommendations, agreed actions were developed in the BRM. Regular follow ups from TA helped increase the number of CEHRD/MOEST officials participating in the meeting (Contributing to TA DMF output 2, indicator 2a) 	<ul style="list-style-type: none"> All events conducted virtually.
Early Grade Reading Programme (EGRP) TWG field visit (February 2020): <ul style="list-style-type: none"> A joint field visit of the EGRP TWG was held in Provinces 1, 2 and Far Western Province (Province 7). SSDP TA Coordinator joined the visit to Province 7. 	<ul style="list-style-type: none"> The visit helped inform the EGRP TWG on status as also meeting the minimum package requirement of EGRP. (Relates to output 2, indicator 2b). 	<ul style="list-style-type: none"> Not applicable
Extended logistical and technical support for the TWG meetings (August-Nov 2019) <ul style="list-style-type: none"> Logistical and technical support provided to organize TWG meetings. Necessary communications with the government officials and other TWG members held to ensure their participation in the meeting. Prepared meeting minutes for the TWGs, especially for TPD and Management and EGRP. 	<ul style="list-style-type: none"> Technical discussions were held on different themes of the SSDP and provided recommendations accordingly for the JRM 2019. (Contributing to TA DMF output 2, indicator 2a). 	
Reformation of the TWGs (July-August 2019) <ul style="list-style-type: none"> TWG members list updated as there were changes in government officials prior to the August TWG meeting. Coordination and communication done with the MOEST and its CLAs, Leads, Co-leads, Coordinators and other TWG members for organising the TWG meetings. 	<ul style="list-style-type: none"> New list of TWG members prepared and TWG meetings held successfully. (Contributing to TA DMF output 2, indicator 2a) 	
Preparation of TWG meeting observation report (June 2019) <ul style="list-style-type: none"> TA Facility prepared an observation report on how to make the TWG forum effective. The report was shared with the MOEST and CEHRD. 	<ul style="list-style-type: none"> An observation report was prepared. (Contributing to TA DMF output 2, indicator 2a). 	<ul style="list-style-type: none"> Not applicable

Source: TA facility

Output 2b: Web-based EMIS Implementation and Sector Performance Reporting

DMF Output 2: SSDP Programme Management and Monitoring Capacity Enhanced

DMF Indicators:

2d. Web-based EMIS operational for tracking policy implementation and sector performance reporting.

- 76** As part of reform in data management, the CEHRD introduced Excel-based electronic IEMIS in 2014 whereby schools were tasked to provide data on Excel sheets, thus eliminating the paper-based data collection system practiced since 2004. Since 2019 CEHRD has been using web based IEMIS to replace MS Excel based electronic IEMIS. The web-based IEMIS not only enabled schools to upload their information onto a website (<https://iemis.doe.gov.np>), but also provided all tiers of government with access to relevant information. Currently, all schools and responsible institutions in the three tiers of government related to education have been provided with login credentials to the web based IEMIS. The IEMIS data platform can now be used to access information for planning, monitoring and sector performance reporting.
- 77** During the reporting period, some of the key activities accomplished under EMIS includes developing a draft IEMIS policy and some other activities including: strengthening of web based EMIS; planning for training schools, LG and PG officials (delayed due to covid); EMIS capacity building using virtual platforms; preparations for study tour in Malaysia (delayed due to Covid-19). The achievements and progress details are provided in Table 16 below.

Table 16: IEMIS and Linkages with Outputs and Indicators

Key and Sub Activities undertaken & Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
IEMIS Policy Related Draft IEMIS Policy Submitted to IEMIS TWG	<ul style="list-style-type: none"> Draft IEMIS Policy which contributes for the DLI 10, and also supports TA DMF output 1, indicator 1a. 	<ul style="list-style-type: none"> Travel restriction has limited the IEMIS International Consultant to be physically present in the field. Therefore, all work is being done virtually.
Strengthening Web-based IEMIS: <ul style="list-style-type: none"> Grade 8 examination System strengthened. Out-of-school Children system strengthened. Proxy Means Test (PMT) based scholarship system strengthened. Data needed for Flash I/II made available in the system. Review of infrastructure related data completed in coordination with the Central Level Project Implementation Unit (CLPIU). Discussion in progress with CLPIU regarding data integration. 	<ul style="list-style-type: none"> The web based IEMIS can be used to generate Grade 8 sheets, ledgers if and when Grade 8 exams are standardised (DLI 4). Output generated from OOSC system/PMT system can now answer DLI 6 and DLI 7. Improvement in web based IEMIS is likely to increase efficiency at schools and LG levels thus increasing the accuracy of the IEMIS data related to DLI 10. Data provided to CLPIU can now answer DLI 8. 	<ul style="list-style-type: none"> The outbreak of the Covid-19 pandemic restricted field mobility. Therefore, alternative mechanisms mentioned below were used to train schools, LGs and PGs on different aspects of the web based IEMIS. Subsequently short videos, use of frequently asked questions and online

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Key and Sub Activities undertaken & Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
	<ul style="list-style-type: none"> Activities are supporting TA DMF output 2, indicator 2d as these support sector performance reporting. 	IEMIS orientation were used.
Capacity Building at school, local and provincial Levels: <ul style="list-style-type: none"> Frequently Asked Questions (FAQs), videos have been provided to schools and LGs. Zoom based trainings to LGs, PGs and schools (a total of 725 participants have been trained). A Facebook group (IEMIS) has been created so that issues and status on IEMIS can be shared publicly. This started on 3 July 2020, and currently has more than 700 members. 	<ul style="list-style-type: none"> Improvement in web based IEMIS is likely to increase efficiency at schools and LG levels by increasing the accuracy of the IEMIS data related to DLI 10. The activity supports TA DMF output 1 (Indicator 1b) and output 2 (Indicator 2d). 	<ul style="list-style-type: none"> Travel restriction has limited the face-to-face trainings to LGs and to 1000 schools as envisioned in CIDP.

Source: TA facility

IEMIS Policy Draft and Relevant Documents

78 The TA Facility is supporting MOEST to develop IEMIS policy and has developed draft IEMIS policy document and supporting documents to ensure all three tiers of government are bound by specific protocols and standards, such as collection, management, and dissemination of data. The IEMIS policy document has also taken into account Vital Registration Number to be eventually linked with student and teacher information to help student tracking through the National Identification Number (NIN). With this policy, it is hoped that all government organisations and their line agencies will integrate their information systems with each other. The draft IEMIS policy was circulated to stakeholders including MOEST in April 2020 for inputs, and the following month the draft was presented to the SSDP's IEMIS TWG. The IEMIS policy document once endorsed will be supported by data and coding standards, processes, protocols and guidelines. Similarly, the IEMIS Action Plan which was reviewed by the TA in November 2019 was revised during the first quarter of 2020 and presented to the SSDP's IEMIS TWG. A strategic development plan for IEMIS 2020-23 will expand the IEMIS Action plan into a strategic plan. These guiding documents will also help align IEMIS between different departments and sub-sectors and ensure systems are interoperable.

Strengthen Web-based IEMIS

79 The TA Facility reached an understanding with the CEHRD to support the strengthening of the web based IEMIS. Strengthening support activities were categorised into two phases. In the first phase, emphasis was placed to ensure that web based IEMIS would be able to produce information needed for the preparation of Flash I/II reports. The first phase of support also included strengthening of Grade 8 examination system, Out-of-School information system, and the PPTS system that is part of the web-based IEMIS. Progress on IEMIS strengthening support is as follows:

- Grade 8 Examination System:** The LGs are mandated to perform the overall management of Grade 8 examination system including the data management. Technical glitches in the IEMIS system related to Grade 8 examination including adequate reports on Grade 8 examination result were resolved. Corrections made to address the glitches by the TA have helped LGs to store Grade 8 examination results

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in CEHRD's web based IEMIS. As many as 400 LGs have made use of the web based IEMIS to publish results for Grade 8. Table 17 below provides a sample of the report that the web based IEMIS is able to produce for Grade 8 exam.

Table 17: Grade 8 examination data from Tikapur Municipality, Kailali district, Sudurpaschim Province

Subject	A+	A	B+	B	C+	C	D+	D	E
Nepali	12	91	218	363	664	473	288	57	1
English	50	147	274	282	335	349	453	160	6
Maths	63	83	83	111	140	696	711	3	275
Science	21	52	101	161	478	532	599	205	17
Social Studies	15	112	814	268	512	474	439	159	3

Source: Web-based EMIS

- Access to this examination result data has been provided to schools, LGs, EDCUs, PGs and the FGs for them to use such information to plan different activities. The FG aims to standardize different aspects of Grade 8 examinations. The current web based IEMIS is in a position to ensure that such standardized examination results can be stored in the national database. A separate report on the data analysis of Grade 8 examination results will be shared with ADB and other stakeholders.
- **OOSC Information Collection System:** The web based IEMIS had the functionality for schools and LGs to upload OOSC data but is limited in generating the required reports for all tiers of government. As part of IEMIS strengthening by the TA, reports have now been added to the system and can be accessed by users across the three tiers of government.
- Table 18 below shows the types of reports that are available in web based IEMIS. These can be generated on the basis of caste/ethnicity, types of disabilities, reasons for school absence and the occupation status of parents. In addition, projection based OOSC information can also be generated in the system for use by all tiers of government for planning, monitoring and reporting purposes. The TA will check and verify all outputs generated through this system in the second quarter of 2020 and reports are accessible on the web based IEMIS since June 2020. Information generated from the report can be used for reporting equity related DLIs.

Table 18: OOSC Report from Aurahi Municipality, Mahottari district, Province 2

Category	3 Years			4 Years						>18 Years		
	G	B	T	G	B	T	G	B	T	G	B	T
Total	4	14	18	32	27	59				5	9	14
Dalit	2	9	11	10	18	28				3	5	8
Janajati	2	4	6	0	0	0				0	0	0
B/C	0	0	0	0	0	0				0	0	0
Muslim	0	0	0	0	0	0				0	0	0

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Category	3 Years			4 Years						>18 Years		
	G	B	T	G	B	T	G	B	T	G	B	T
Others	0	1	1	22	9	31				2	4	6

Source: Web-based EMIS

- PPTS:** The web based IEMIS has the provision to collect PPTS related information that is being administered through the Student Financial Assistance Fund Development Board (SFAFDB). As part of strengthening the web based IEMIS, provisions to generate reports have now been added to the system, and technical issues and glitches related to reporting on PPTS have been solved. Additional requirements needed for PPTS to deliver DLI related information will be gradually added. Similarly, household information collected during the PPTS will also be added as sample data, and access to such information will be provided to all tiers of government to plan programmes along with monitoring and reporting mechanisms.
 - Outputs required for Flash I/II, consolidated and other reports:** The current web-based IEMIS cannot auto-generate all the required outputs for Flash I/II reports. As part of the TA's support, efforts are underway to prepare the report layout to be attached in the system so that all the necessary outputs can be auto generated in the future. Initiatives are underway to prepare the report layouts, procedures and queries to be incorporated into the IEMIS system.
 - Preparation and Distribution of Teacher Report Card for DLI Reporting:** Management of teacher related data and reporting of DLI indicators, particularly on the teacher training status has been a constant issue. Taking into account these issues, IEMIS will prepare nationally recognised and certified Teacher Report Cards that can be updated by schools, LGs and PETCs. The LGs will print and distribute these Teacher Report Cards to all teachers across the country and information updated during this process will be recorded in IEMIS so that all teacher related DLIs can be easily answered. The EMIS Support Consultant has already prepared the sample Teacher Report Card and this has been shared with the ADB Consultant and the concerned departments in CEHRD. This activity was initiated during the third week of June 2020.
 - Integration of Central Level Project Implementation Unit (CLPIU) database with IEMIS:** CLPIU is mandated to collect, analyse and disseminate school construction related information. However, the information system prepared by CLPIU is not linked to IEMIS, and therefore necessary and relevant information from these two datasets cannot be generated. A meeting was therefore held under the leadership of CEHRD and CLPIU to find ways to integrate these two datasets. The TA Facility reviewed the physical inventories related information that is currently being collected in IEMIS.
- The output of this review has been shared with the ADB and concerned departments in CEHRD and CLPIU. Other necessary steps to integrate these two datasets will be discussed further and actions will be undertaken based on the suggested steps.
- Training to Schools, LG Officers, PGs and FG:** There is a need for schools, LGs, PGs and FG to be routinely trained and informed about features that are available in web based IEMIS. The schedule was to train 1,000 schools⁵ and LG/PG officials on various aspects of IEMIS during the first and second quarter of 2020. The outbreak of the Covid-19 pandemic allowed limited field mobility but communication platforms

⁵ Options are being explored to extend training to 1000 schools using a blended approach.

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mentioned below were used to train schools, LGs and PGs on different aspects of Web-based IEMIS.

- **Use of videos:** Amateur short videos that provide much-needed technical guidance to schools, LGs and the PGs have been developed and uploaded to relevant Facebook pages. These simple videos provided instant support to schools, LGs and PGs. Three videos, one for schools and two for LGs and PGs have been posted online, accounting for 774 shares and 34,400 views. There are plans to rework these videos with professional help to be used as resources and learning materials in the future.
- **Use of Frequently Asked Questions (FAQs):** Questions, concerns, issues and queries on various aspects of web-based IEMIS were collected and responded to through FAQs. Such FAQs were provided to schools, LGs and the PGs based on their requests (attached as Appendix 5).
- **Use of Online Sessions for IEMIS orientation:** The TA was also engaged with Provincial MOSD and the EDD to encourage them to host online sessions to orient schools, and LG/PG level education officers on different aspects of web-based IEMIS. In addition, the TA Facility also conducted a number of online training sessions, demanded and hosted by Local Governments and their institutions, details of which are presented in Appendix 6 (6F).
- **Study tour for senior staffs to Malaysia:** SSDP TA Facility is assisting the EMIS Unit to organise a study tour for senior staff members from MOEST and its allied institutions to review EMIS international best practice. The study tour aims to assist MOEST staffs to: a) Understand the ways through which school level information has flowed to all layers of government; b) Understand the mechanism through which FG communicates with all layers of government in respect to the data request; c) Observe the types of materials that have been provided to schools with regards to IEMIS, and; d) Understand how the FG has designed and implemented its information systems to collect all necessary information from schools. TOR for the study tour were drafted and approved by MOEST with Malaysia being selected as the host country. However, owing to Covid-19 travel restrictions the study tour has been postponed to late 2020. Options for conducting the study tour will be reviewed in August 2020.

Output 4 - Knowledge Management, Communication and Visibility:

- 80** Based on various consultations with the MOEST, CEHRD and assessments made under the CIA, the TA Facility has identified the following knowledge management activities under the CIDP to strengthen the implementation of the SSDP. The SSDP TA will extend its support to the MOEST through the following specific interventions. These interventions are aligned with various TA DMF indicators and outputs provided below. The status on their achievement is provided in the DMF matrix in Appendix 1.

DMF Output 4: Knowledge Management Strengthened

DMF Indicators:

- 4a. Three annual education conferences held.
- 4b. Four research studies completed and disseminated.
- 4c. Two study tours held for policy makers and practitioners.
- 4d. Two exchange programmes or institutional twinning initiatives implemented.

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- 81 There is no progress on the knowledge management activities (except communication) in the reporting period; below is the status update so far.
- 82 **National Education Conferences:** Two conferences will be organized, one each in 2020 and 2021 to capture learning, best practices and challenges from the SSDP implementation. Representatives from the PGs and LGs will also participate in the conference.
- 83 **Media Visit:** One media visit will be organized to capture some good practices and success stories of the SSDP implementation.
- 84 **Research Study:** During the CIA process, the need and focus of research studies were assessed to support programme implementation. It was decided to prioritise studies relevant to the SSDP TA output and priorities. Based on these priorities, a study on SBA and CAS was proposed. The findings of this study will feed into the education plan development process.
- 85 **Study Tour:** Given the Covid-19 crisis it appears that two study tours will not be possible. The TA will therefore support one (out of the originally proposed two) study tours after consultations with the government: i) Education in a federal context – A study tour with this focus aims to provide relevant experiences to participants for the strategic planning process and learning or ii) IEMIS – A study tour is proposed in connection with the study on EMIS international best practices. Dissemination and sharing of the study visit will be accomplished through workshop/meetings, such as TWG meetings and other active communication platforms with the relevant officials.
- 86 **Twinning Programmes:** Twinning programmes between institutions in Nepal and elsewhere can be an approach for capacity-building and sharing learning. A concept note on the twinning programme will be developed by the TA including areas for twinning programmes. The TA will also identify potential twinning partners and explore modalities for the twinning programme.
- 87 Given the current lockdown situation in Nepal due to Covid-19, it is possible that some of the activities proposed under Knowledge Management for 2020 might be delayed until 2021.

Communication and Visibility

- 88 Under the current SSDP TA, the team was tasked to draft a communication strategy to help facilitate implementation of the SSDP. The strategy was completed and shared with MOEST, CEHRD and DPs in February 2020. Capacity assessment of federal, provincial and municipalities for information and communication work was carried out as part of the CIA, and information generated formed the basis for drafting the communication strategy. In light of the strategy, which was in the process of endorsement by the government, the TA in consultation with the CEHRD drew up five key priority communication activities which would help open up institutional and individual communication linkages between concerned institutions and their representatives across the three tiers of government. Key activities are provided in Table 19 below, followed by details in the writeup.

Table 19: Communication Activities and Linkages with Outputs and Indicators

Key and Sub Activities undertaken and Achievements	Key outputs and linkage(s) with DLIs and TA DMF outputs and indicators	Impact due to Covid-19
Development of SSDP Communication Strategy: <ul style="list-style-type: none"> Assessed sector communication activities at federal, provincial and municipality level. Assessed communication needs of sector audiences in the three tiers of government and sector institutions. Conducted capacity assessment of federal, provincial and municipality level for information and communication work. Developed communication strategy and after sharing with stakeholders for their feedback provided the draft to CEHRD and MOEST for ratification and roll out. 	Communication Strategy. Concept Notes for priority activities. The activities cuts across various DMF indicators.	Not Applicable; completed prior to the Covid-19 outbreak.
Developed five priority communication activities in coordination with the CEHRD to help strengthen communications: <ul style="list-style-type: none"> Reviewed SSDP toolkit site and recommendations were provided to make SSDP information user friendly and useful to implementing agencies. Revised SSDP TRM translation into Nepali. Operated push SMS to communicate with municipalities and provinces. Database of six sets/groups of telephone numbers in 753 municipalities was provided as part of the SMS service, functional from June 16, 2020. Operated CEHRD toll free numbers. Standard operating procedures for the services drafted and provided to CEHRD. Strengthened communication capacity support at federal and provincial level, including optimisation of CEHRD's audio-visual (AV) section for SSDP communication activities. 		Activity clubbed with LG level training postponed. This will be carried out in Q4 (2020) or Q1 (2021).

Source: TA facility

- 89 Inputs were provided to draft communication strategy for the SSDP based on the CIA process and individual interviews with officials at federal and provincial level and with representatives of municipalities. The draft strategy was shared with development partners who provided three rounds of comments, following which the draft was provided to the CEHRD and MOEST for review and comments for the endorsement of the final strategy. The strategy document was shared with CEHRD and MOEST in February 2020.
- 90 To support sector wide communication across all tiers of government, the following recommendations for communication have been made:
- The three tiers of government take policy initiatives to create an enabling environment for unhindered information flow through communication across all tiers of government.
 - Review and endorse the draft SSDP communication strategy.
 - Communication structure and staffing capacity for the executive and executing agencies be assessed based on institutional history of CEHRD's AV Section and its appropriateness to lead.

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- Capacity and skills development for provincial and federal agencies with appropriate training and exposure.
 - Promote the establishment of periodic people engagement, grievance handling channels/mechanism to help sustain institutional commitment and ownership of the SSDP.
- 91** To facilitate open communication even in the absence of a communication strategy, the TA initiated the following process for top down and bottom up communication:
- Toll free number – Operationalizing two toll free telephone numbers at the CEHRD. The standard operating procedures (SOP) for its operation have been drafted and shared with the CEHRD for inputs. Prerequisites for operations have also been identified in the SOP draft including human resources needed for response, follow-up and archiving.
 - Based on the TA's detailed assessment of the CEHRD's AV section, the TA has drafted a concept note for expanding the scope of work of the AV Section and its current communication platforms to further support SSDP related communication activities including television and radio airtime for education sector discussions/debates.
 - Push SMS – The TA Facility supported in identifying contact details of head teachers, Mayors/Deputy Mayors, Chairpersons/Deputy Chairpersons and Chief Administrative Officers of municipalities for push SMS for the CEHRD. The push SMS is now operational and separate SMS groups have been set up for EDCU and Model Schools in addition to those mentioned above. <https://aakashsms.com/admin/public/login>. A draft calendar for the push SMS based on the SSDP has also been prepared and provided to CEHRD.
 - As a programme communication platform, the SSDP toolkit site was reviewed by the TA Facility for glitches, content architecture and accessibility. Based on the review recommendations have been presented to the CEHRD to make the site user friendly, with current information and updates.
 - Review of the CEHRD's social media engagement was carried out. Facebook (FB) being a popular platform, the CEHRD does have an official FB page, which has been inactive for some time. A concept note with TA support to revive CEHRD's FB presence to optimize communication and visibility activities for the SSDP was handed over to the CEHRD. The concept note covered how the social media presence could increase SSDP's awareness, strengthen community engagement and participation and support various communication campaigns such as girl education and scholarships for vulnerable groups.
 - Dissemination of revised and translated TRM.
- 92** With one and half years remaining of the 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.
- 93** For further details on communication and visibility activities please refer to appendix 7.

SECTION C: MAJOR RISKS AND ISSUES IN TA IMPLEMENTATION AND REMEDIAL MEASURES

- 94 This section identifies and describes major issues and risks that the TA faced since its inception. The issues and risks are reported separately below, explaining how they were or are being dealt with, followed by a risk mitigation matrix in the next section. For the purpose of this report, issues include aspects that are related to programme management and implementation and are resolvable at the TA and government level. Aspects included in risks are those that pose ongoing challenges to the programme, with the potential to disrupt the programme's existence.

ISSUES AND REMEDIAL MEASURES TAKEN

- 95 **Frequent Transfers and Postings:** There were some key transfers and postings administered by the government in the MOEST which affected working and network relationships for the TA. For example, transfers were done for MOEST Secretary, CEHRD Director General, CEHRD Planning Division Chief, MOEST Planning Division Chief, MOEST DACS Chief. Each transfer required additional efforts by the TA to provide briefings about programme activities, clarifying expectations and developing new working relationships and interpersonal communications. The TA Facility made sure that the transition was smooth from the SSDP perspective and there were no major issues resulting from these changes.
- 96 **DLI Focal Person Role:** During the initial TA phase, there were some uncertainties around government DLI focal person's role. This posed a challenge for TA's support to SSDP DLI / PRF monitoring and reporting. The TA has addressed the challenges by engaging with alternate officials at MOEST/CEHRD. The TA is now playing a prominent role through a more structured engagement with these officials.
- 97 **Support to SSDP:** After the MTR it was decided that the SSDP programme will end in July 2021 as previously planned and support will be extended for the new sector plan development in July 2021. This caused some confusion over the scope of CIA and CIDP as it was no longer relevant to develop a long-term education sector capacity development plan. To address this, the TA carried out CIA, building on the recommendations of the MTR to focus on institutional priorities and thematic priorities, based on the SSDP cornerstone objectives described by the MTR. The focus was thus placed on supporting the SSDP implementation for its remaining period.
- 98 **TA Facility Location:** During the early phase of the TA, the expectation was that the TA Facility would be accommodated at the MOEST office closer to DACS, which also had the Programme Support Unit (PSU) role. It was later decided that the team would be accommodated in the premises of CEHRD in Sano Thimi. While this posed some logistics challenges to the TA Facility, proximity to CEHRD and other education offices in Sano Thimi has promoted close cooperation. TA Facility also made sure that DACS and MOEST officials were engaged closely in all activities.
- 99 **Replacing Mentoring with Action Learning Group (ALG):** At the initial stage of CIDP planning, the TA Facility prepared concept notes and discussed piloting the ALG as part of the in-school support to teachers. Some of the MOEST/CEHRD, PG and LG officials were not too keen to pilot ALG which created some uncertainty for the TA. However, the TA Facility later decided to drop ALG idea and instead agreed to commence the piloting of a teacher mentoring system.

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- 100 Managing Government Expectations:** On many occasions, the TA Facility has faced differing expectations from government and Local Education Development Partner Group (LEDPG) members, which created some challenges. The TA has been managing the expectations by maintaining transparent communication and standing by its contractual mandate.
- 101 Leadership Gap:** After the CIA process, it was mutually agreed between the British Council and former TA Facility Leader (TL) to terminate their contract. The TA Facility was therefore without a Team Leader (TL) from November 2019 until mid-February 2020. This posed a leadership crisis and human resource gap within the TA Facility, but it was managed with the DTL assuming the acting TL role and British Council providing the necessary backstopping support during this period. Dr. Fawad Shams joined as new TL in February 2020.

RISKS AND MITIGATION MEASURES

- 102 Transitioning to the Federal System:** The SSDP TA was initiated in January 2019, at a time when the Nepali government was transitioning to the federal system, delegating functions and responsibilities for school education to Local Governments (LG). The transition was challenging and still possess risk for smooth transition due to a number of factors including LG level capacity, communication between Federal and Local Governments, and alignment and coordination on initiatives that were to be implemented at LG level but were planned at the federal level. The TA Facility started assisting with various capacity building initiatives at the LG level, and for establishing communication platforms to mitigate some of the challenges.
- 103 Covid-19:** At the start of 2020 the Covid-19 pandemic hit Nepal leading to a lockdown of activities from mid- March. The TA Facility mitigated the situation by creating various virtual platforms to regularly engage key government counterparts at one level, and continuation of activities that were virtually possible at another level. TWG meetings, BRM and other coordination activities were successfully held using virtual platforms. The TA Facility also continued with assisting the Local Governments through IEMIS trainings, while also planning a five-day training programme with CEHRD for LGs to be implemented later this year. Trainings were also planned and virtually conducted for NEB and CDC to support activities under assessment and examination. However, the pandemic continues to pose risks, leading to elimination and delay of certain activities. TA has proposed revised CIDP mitigation work plan leading up to December 2020. The TA will review the situation in December/January and propose revised mitigation plan based on situation with pandemic and progress of TA facility activities.
- 104** The matrix in Table 20 below highlights the major risks and mitigation measures for the TA during the implementation of CIDP.

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Table 20: Risks and Mitigation 2020-21

S. N	Risk	Risk area	Impact	Mitigation / controls	Actions required / taken
1	Covid-19 Education Contingency Plan Scenario 1 (phased re-opening until the end of September) -Affecting planned TA activities and overall project implementation.	TA Facility (Project Implementation)	Significant workload for TA project management team to manage delayed activities in the subsequent months, especially field level activities. For example, training of 300 LG staff, training of 1,000 schools for EMIS, training of exams and assessment officials on item writing and data bank creation, mentoring roll out - some activities could start simultaneously.	Stay updated on advice issued by government. Revise workplan and financial planning, accordingly, critically mapping the capacity required to deliver required activities. Source additional Events Coordinator role who will provide support on events management and logistics. Closely monitor MOEST Education contingency plan as we are now approaching Scenario 2 with schools likely to reopen before Dashain. The mitigation planning will include scenarios and key triggers that will be monitored.	<ul style="list-style-type: none"> Revise implementation plan/timeline based on internal and government advice on field level activities. Propose an additional logistics support role to support the team. Conduct task analysis/Responsible Accountable Consulted Informed (RACI) to allocate specific tasks to Events Coordinator, PM, TA coordinator, Office Assistant and Finance and Admin Manager. Continue pre implementation activities, e.g. TOT for lead trainers, Grade 8 assessment framework finalisation, material development for school level EMIS training, TOR for research papers and study visits, concept note for mentoring, local curriculum orientation manual, help desk, and strengthening web based EMIS work.
2	Covid-19 Education Contingency Plan Scenario 2 (phased re-opening until the end of March 2021)- Postponement/revision of planned TA activities impacting overall project implementation.	TA Facility (Project Implementation)	Considering input-based contract, delay of activities may result in underutilisation of TA resources. Revision delivery modality of project activities will have budgetary implications.	The Project team will regularly assess the impact on the project activities and continue discussing possible mitigation strategies with the client. Agree future plans, critically mapping the human resource required to deliver required activities and also the possibility of delivering the CIDP through virtual means, supporting the government to move towards digital delivery, postponing field level activities to 2021, and, if required, reducing some activities such as the SWAp adaptation study, one study visit, one national conference. The mitigation	<ul style="list-style-type: none"> The project team will need to continue to revise quarterly mitigation workplans. CIDP activity will have to be postponed or revised. TA-staff and key experts will continue working from home. Propose contract variation to accommodate changes in the plans accordingly. TA Facility will support the development and testing of the alternative approaches identified, for example online teacher training programmes.

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Table 20: Risks and Mitigation 2020-21

				planning will include scenarios and key triggers that will be monitored.	
3	High probability of planned meetings/workshops of each DLI, and DLI leads and co-leads not being possible for at least a few months.	TA Facility implementation	Money allocated for the physical meetings/workshops will be unspent. A moderate level of risk is also associated with delay in DLI progress because of physical movement restrictions.	Maximum use of virtual platforms and other digital/electronic forms of communication	<ul style="list-style-type: none"> Conducting virtual meetings until the present lockdown is lifted. Telephone and email to be used more in collating data on progress on each DLI.
4	Delay in implementing communication and visibility components of CIDP especially of study tour, national conference and media visits.	TA-9215 implementation	Visibility of SSDP implementation will not be realised because the desired activities were not implemented	Postponement is the only option left and use of the saved money to fund other emerging need.	<ul style="list-style-type: none"> Postponing these activities until next year Limiting two study tours to one.
5	Information Governance and Risk Management systems are not in place while dealing with personal information and project confidential data especially around push SMS and EMIS work which involves huge amounts of data.	TA Facility (Project Implementation)	Data privacy breach, misuse of data, organisational and reputational risk for both British Council and the client.	Standard data protection processes in place for project activities. Standard due diligence process for all recruitments around push SMS and strengthening web based EMIS will be ensured.	<ul style="list-style-type: none"> Privacy Impact Assessment for SSDP TA to be completed by September 2020. General Data Protection policy and written assurance have been collected for firms recruited for push SMS and strengthening web based EMIS work. IT firms who had developed similar education and information management software for other clients were closely screened during the procurement of IT firm for strengthening web based EMIS assignment. Data protection clause in consultant contract as well as providing concerned consultants adequate orientation.
6	LGs and schools may not have required senior teachers/retired teachers of the related field/subjects to work as Mentors in Mentoring programme.	CPD	Mentoring approach may not be practicable in all situations/contexts and therefore may not be available for all teachers in all schools in the near future	Make provision of using senior teachers/retired teachers and/or retired school supervisors and former RPs as mentors.	<ul style="list-style-type: none"> LGs willing to implement teacher Mentoring Programme will identify the availability of required human resources at the local level. TA will develop a survey form to be used by LGs and schools willing to implement teacher Mentoring Programme.

TA 9215: SUPPORTING POLICIES AND IMPLEMENTATION IN THE SCHOOL SECTOR (SSDP -TA FACILITY)

Table 20: Risks and Mitigation 2020-21

7	Piloting of Mentoring system may be delayed due to the lockdown and closure of schools.	CPD	Delay in implementing Mentoring as a new approach to teacher development will delay school level mentoring activities, which will subsequently delay the remaining planned activities, such as timely evaluation and dissemination.	Develop necessary programme documents and tools, share with relevant stakeholders at the selected provinces and LGs by organising virtual contacts.	<ul style="list-style-type: none"> TA Facility will continue developing programme documents and tools. TA Facility will meet CEHRD and officials at TTS at least once every two weeks. TA Facility will share the concept, strategies, tools of the Mentoring Programme with relevant LGs and schools.
8	Establishment of a helpdesk at the CDC and its full operation may be delayed due to the Covid-19 pandemic.	Curriculum Implementation	Delay in establishment will have a direct effect on helpdesk management and training of the officials, which will impact the LGs and schools who will not receive adequate support on curriculum related issues.	Develop helpdesk guidelines and share with the relevant stakeholders and finalise the document. Proceed with procurement of the necessary equipment and materials (hardware and software).	<ul style="list-style-type: none"> TA Facility has shared the document with relevant officials at CDC for a final review. TA Facility will closely work with CDC and initiate procurement of equipment and materials. Training for helpdesk officials will be accomplished virtually.
9	Frequent transfers of key officials from the MOEST impacts the smooth delivery of planned activities.	Overall TA implementation	Lack of hand over mechanisms will break the cooperation cycle and relationships developed over a period of time.	Government staffing changes are not in the TA's control. However, as we need to maintain a good relationship with government officials at different levels of governments, detailed documentation of all meetings is required.	<ul style="list-style-type: none"> TA Facility to develop portfolios and documents readily available to be shared with new staff. TA Facility have been consulting with most of the education service joint secretaries on major deliverables (e.g. CIDP) so that they are aware of TA interventions.
10	Delay in implementing five-day training to LG staff and three-day training to planning officers	Local Government	This will impact the immediate needs for FG to meet the LG DLI as well as the overall capacity building process necessary in the context of federal transition.	A writing/training team needs to form in the leadership of DG of CEHRD. Conduct virtual meetings at least once a week to update the progress. Step by step self-learning manuals for trainees could be developed.	<ul style="list-style-type: none"> Task/s for writing/training team developed in advance. Meeting will be documented and will be shared to track the progress. Provide e-copy of training manual to each participant. CEHRD is planning an online capacity building programme for LGs that the TA can help develop and include a modular approach to build capacity.

Source: TA facility

SECTION D: PROJECT AND FINANCIAL MANAGEMENT

Internal Programme Assurance Systems

- 105** The project continues to operate according to its project management plan guided by the British Council Project Management Framework, which sets out the minimum and best practice standards required across all areas of project management, to ensure quality and consistency in delivery. The British Council Project Management Framework consists of 12 project management standards, tools and templates, and project assurance mechanisms for effectively managing projects across various stages of the project life cycle. The framework guides the project at different stages of project assurance (self-assessment and management assessment) to ensure compliance, efficiency and effectiveness of project delivery.
- 106** A number of internal business, programme and quality assurance mechanisms established during the first year of the programme continue to ensure robust management of the programme. These include:
- Project plans and programme management standards (including a project management plan, contract guide, governance plan and issues log). Further revision to the Project Management plan post CIDP is in progress.
 - Risk management (see below).
 - Robust financial systems and checks including monthly financial backstopping with the Lead Finance Controller and Project Board.
 - Internal and external lessons learnt interventions built into our programme planning.
 - Wider corporate mechanisms such as Financial Control and Compliance Framework, Enterprise Risk Management Framework and impact plans and reports.
- 107** Beyond the standard project assurance processes, the British Council also applies strict standards with regard to recruitment and induction of staff and long-term consultants. This includes:
- All staff are subject to rigorous background checks prior to contracting.
 - Staff are provided with the Code of Conduct during the induction process and are required to comply with this throughout the length of their contract.
 - Mandatory in-house training is also undertaken by all full-time TA staff on British Council systems, which includes modules on fraud awareness and anti-bribery, information management, child protection, and environmental awareness.
- 108** Further, monthly progress review meetings are convened, with project progress and issues reported through internal monthly project progress report provided to internal project board and British Council's global Management Control Check (MCC) mechanism. This platform facilitates oversight from the British Council at both the regional and corporate/global levels. Monthly internal Project Board meetings also provide an opportunity for senior managers to provide oversight at the regional/global level.
- 109** This internal project management platform provides an online programme "health check", using Red, Amber, Green (RAG) ratings across a range of key programme areas to assess progress and record and manage issues, with key areas including:

Risk and Issue Management

- 110** Project level risks are reviewed, recorded and updated regularly on the SSDP TA risk management matrix, through regular risk review sessions in which all members of the team actively participate. Each risk is assigned a risk rating (calculated through likelihood and impact) to support prioritisation and development of appropriate mitigation strategies. Risks are escalated and managed as appropriate through the defined risk and issue management process. Risks are also reviewed, managed and updated monthly through the internal Project Board meetings. Inherent country level risks are recorded through the British Council's global risk management software JCAD, which is reviewed and managed by senior members of staff associated with the project, with oversight from Regional colleagues on a quarterly basis.

Delivery

- 111** The TA Facility is on track with meeting the delivery milestones set out in the contract and the project management plan. Two key milestones achieved have been submitting the Inception report in June and Capacity Assessment and Capacity Development in March 2020. The TA Facility has started the implementation of the CIDP since March 2020. The Covid-19 crisis has affected further progress in the delivery of field level activities. However, project management support through virtual means is ongoing. Details of support is available in the technical report in Section 2.

Procurement

- 112** Procurement of goods and services for the SSDP TA Project Office and operations includes equipment, IT and other professional service providers, travel and workshop venues. Procurement is achieved in accordance with standard British Council procurement policy. Procurement of short-term experts to deliver technical services (e.g. capacity development support) occurs as per the British Council recruitment policy. The British Council strictly follows Value for Money procurement for goods and services. The TA finance and admin team negotiates with suppliers to obtain Value for Money to ensure better long-term value for aid expenditure.
- 113** The Project team has been maintaining a register of suppliers with name, address, nature of goods/services supplied, prices, reliability, goodwill and service efficiency. It is British Council policy that all records relating to procurement be retained for a minimum of seven years after closure of the project.

Monitoring and Evaluation

- 114** Post CIDP approval, the TA Facility is working on monitoring and evaluation plan for the project, with this plan being expected to be completed by the end of September. The Project Team will also use a standard British Council Results and Evidence Framework tool to capture and analyse evidence of participation and impact data for the SSDP TA for the rest of the project period.

Information Management

- 115** The project online records management system is in the process of being upgraded to a considerably faster and more user-friendly SharePoint online system. The project staff will receive training on the new system and additional features, including a new document collaboration mechanism which will contribute to greater efficiencies within the team. Further, as the project involves gathering large amounts of personal data and where large amounts of personal information are being transferred between multiple partners or third parties across international boundaries, a Privacy Impact Assessment will identify and reduce privacy risks within projects and business activities. The Privacy Impact Assessment (PIA) has started and will be completed a few months into the delivery of the core CIDP activities by August 2020.

Resourcing/Consultant Management

- 116** A consultant management system has been introduced, led by the TL and supported by the Project Manager (PM). This includes monitoring progress against the plan through weekly one-to-one meetings, deployment days (planned versus actuals), and quality assurance of the time sheet submitted at various levels.

Child Protection

- 117** Measures for child protection and safeguarding vulnerable adults have been strengthened throughout this last reporting period. New clauses have been introduced in contracting external suppliers and vendors, and a British Council led child protection information sharing session has been conducted for all new suppliers. A project specific child protection risk assessment will be conducted in Q2 to assess areas of potential risk, particularly in relation to mentoring pilot and school level EMIS training.

Project Governance and TA Facility

Project Governance

- 118** In order to smoothly run the TA and ensure compliant, efficient and effective delivery of the TA, a TA governance plan has been developed. It sets the management framework to lead, direct and control the project. It articulates project accountabilities, roles and responsibilities, and control points to enable effective, efficient and timely decision making. The plan will be reviewed throughout the project lifecycle and updated whenever there is a substantive change.
- 119** An organogram is prepared in line with the TA TOR, clarifying a simple line of responsibility and accountability of each member supporting the TL to successfully deliver the project results. A project board is also set for overall leadership and oversight functions. The project board consists of senior British Council Managers from Nepal, TA Facility TL and senior Managers from South Asia and the UK, led by the project Senior Responsible Owner (SRO) (Country Director, British Council Nepal). The PM reports to the board on a monthly basis.
- 120** Similarly, a Project Operations Manual has been produced. The manual sets out procedures by which all TA Facility members are expected to abide. Parts of the manual constitute “how to” guidance, others are minimum standards. The manual is intended to be a dynamic and live document which is updated annually, at minimum, at pre-determined update points to ensure continual improvement of programme management in response to lessons learned or emerging priorities. The PM and finance manager are responsible for implementing the processes and systems contained in the manual on a day-to-day basis.

- 121** Other part-time staff positions are based in the main British Council Nepal office in Lazimpat supporting project delivery, monitoring and review, including the SSDP TA SRO, Senior Business Development Manager and back-office support teams, including Finance, IT and HR.
- 122** The Programme office team based in Kathmandu have also been supporting implementation, with quality assurance and backstopping by regional and global colleagues including:
- Director Operations, South Asia, based in Islamabad
 - Principal Schools Consultant, Education and Society, based in the UK
 - South Asia Regional Commercial Finance Manager, based in Pakistan
 - Regional Education and Academics lead, South Asia, based in Colombo
 - Colleagues from the global project delivery unit, contracts and legal teams, based in the UK

TA Facility Team

- 123** The project suffered a major human resource gap between October 2019 and February 2020 due to vacant TL and PM positions. Both positions have now been replaced with the PM joining from January 2020 and TL joining from February 2020. The TA has also recruited an Education Quality Facilitator, Assessment and Examination Specialist and a Sub-National EMIS Support Consultant identified during the Capacity and Institutional Development Plan (CIDP) development, and in accordance with provision in the SSDP TA TOR.
- 124** All recruitment has been managed in accordance with British Council policies and ADB guidelines, which require senior level regional approval for each post recruited or extended. The current organogram of the project team may be further refined according to delivery requirements throughout year 2.
- 125** The current SSDP TA Facility organogram is shown below, with proposed changes to the TA Facility for CIDP implementation and Covid-19 response shown in Table 22 below.

TA 9215: SUPPORTING POLICIES AND IMPLEMENTATION IN THE SCHOOL SECTOR (SSDP -TA FACILITY)

Figure 1:

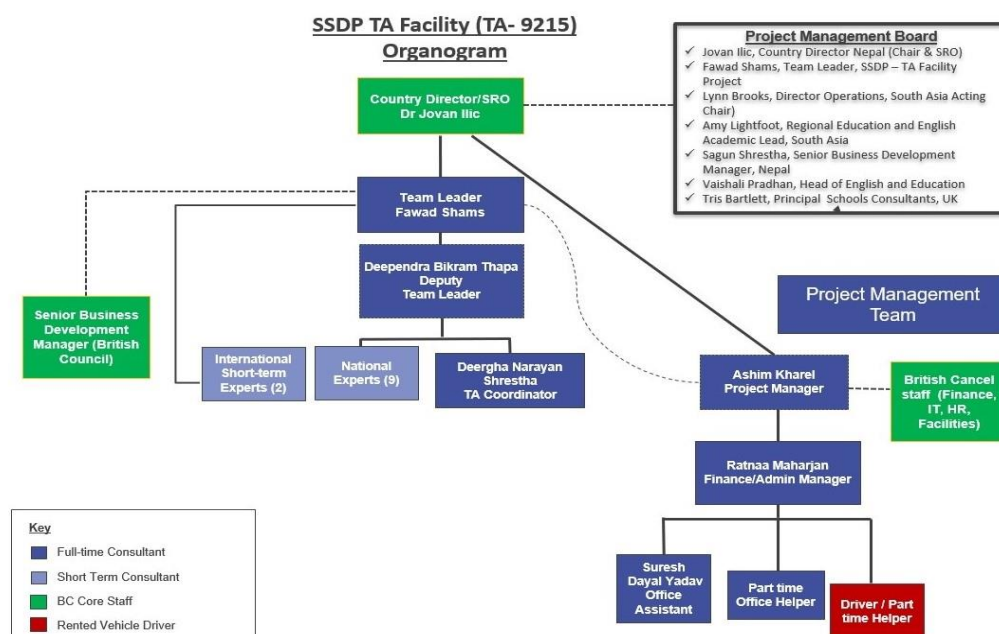


Table 21: Proposed changes to TA Facility for CIDP implementation and Covid-19 response

Personnel	Qty	Type	Person-months
TL/Education Specialist (Chief Technical Advisor) Eigil Rasmussen (Jan 2019-Oct 2019) Dr. Fawad Shams (Feb 2020-Dec 2021)	1	International	32.00
Deependra Bikram Thapa DTL/Education Programme Management Specialist	1	National	34.00
PM Raj Kumar Trikhatri (Jan 2019-Sept 2019) Ashim Kharel (Jan 2020-Dec 2021)	1	National	34.00
Deergha Narayan Shrestha TA Co-ordinator	1	National	34.00
Ratnaa Maharjan Finance and Admin Manager	1	National	34.00
Amanda Seel Education Specialist (Quality)	1	International	6.00
Education Specialist (Quality) Dr. Ganesh Singh (Feb 2019-June 2019) Dr. Kishore Shrestha (July 2019-Dec 2021)	1	National	12
James Shoobridge Education Specialist (EMIS)	1	International	6.00
Sambedan Koirala Education Specialist (EMIS)	1	National	18.00
Dilaram Kadel Building Design and Supervision Engineer	1	National	12.00
Social Safeguard Specialist	1	National	9.00

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Personnel	Qty	Type	Person-months
Dr. Shambhu Kattel (Feb 2019-Feb 2020)			
Rajan Shrestha Environment Safeguard Specialist	1	National	9.00
Sudarshan Shrestha Information and Communication Specialist	1	National	9.00
Neera Shakya Education Facilitator (Quality)	1	National	18.00
Dr. Ganesh Bahadur Singh Assessment and Examination Specialist	1	National	12.00
Sadichchha Thapa National EMIS Support Consultant	1	National	6.00
Support Staff			
Office Assistant	1	Support Staff	36.00
Office Helper	1	Support Staff	36.00

Source: TA facility

126 The British Council is in the process of contract amendment with the ADB to incorporate necessary changes required for delivery of CIDP and Covid-19 response interventions. The TA TOR clearly recognised the need for mobilising necessary additional experts to support key quality interventions identified by the CIDP. The TA has thus proposed four additional roles (described in Table 22) and some amendments to the inputs of existing TA consultants as outlined in Table 23 below.

Table 22: Proposed Additional Roles

Position	Key Scope of Work	Person-months
Distance Education Specialist (International)	The Specialist will bring in international good practices on distance education to advise on teaching and learning through alternative means. The two main strands of work for the expert are: <ul style="list-style-type: none"> • Support to strengthen and monitor strategies for reaching teachers and learners through distance modalities during the Covid-19 pandemic; • Support to accelerate the implementation of the plans under the SSDP for the development of blended/hybrid approaches to TPD, to respond to an anticipated increased demand/need for these in the short to medium term. 	4
Education Sector Governance and Capacity Building Specialist (National)	The Specialist will provide inputs to the TA Facility on design and implementation of capacity development activities at federal, provincial and local level.	10
Education Equity Specialist (National)	The specialist will provide equity related inputs under SSDP implementation support. The specialist will support equity related DLI/Programme Result Framework (PRF) analytical reporting, equity TWG and other equity related issues in TA priority areas.	3.5
DP Coordinator (National)	The DP Coordinator will support the DPs to follow up on implementing the SSDP, particularly on DLIs and programme results framework progress, maintain good communication among key	14

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Position	Key Scope of Work	Person-months
	stakeholders, identify any related issues, and develop remedial measures.	

Source: TA facility

Table 23: Proposed Changes to Existing Roles

Position	Current Input (In Person-Months)	Proposed Revision (In Person Months)
Education Specialist (Quality) – International	6	9 (additional 3)
Education Specialist (EMIS) – International	6	8 (additional 2)
Education Specialist (Quality) – National	12	23 (additional 11)
Education Specialist (EMIS) – National	18	19.5 (additional 1.5)
Building Design and Supervision Engineer	12	10 (reduction of 1.5)
Social Safeguard Expert	9	7.5 (reduction of 1.5)
Information and Communication Specialist	9	14.5 (additional 5.5)
Education Quality Facilitator	18	14 (reduction of 4)
EMIS Support Consultant	6	7 (additional 1)

Source: TA facility

- 127** In addition to the above changes, the TA will also require an Events Coordinator to support logistics and administrative tasks emerging from simultaneous field activities and events once the Covid-19 situation is under control, assumed to be in late 2020 or early 2021.
- 128** CIDP and TA Facility will be revisited in January 2021 depending on the CIDP implementation situation then. Any necessary changes will be mutually agreed with the ADB.

SECTION E: CONCLUSION

- 129** The SSDP TA Facility has been on track in attaining key deliverables since the inception of the programme up to June 2020. The inception report, CIA, CIDP and this annual report have been on target. Technical and logistic support to the government to hold the JRM, BRM, TWGs, status report writing support, DLI meetings, DLI and PRF reporting have been provided in a timely manner and have been acknowledged by the government. The technical work led by the TA Facility is done in keeping with high quality standards and in full consultation and engagement of all stakeholders including the government and DPs.
- 130** Given the challenges posed by the Covid-19 pandemic, leading to a lockdown of all activities in the country since mid-March 2020, including the closure of schools, the TA Facility has been in consultation with the government as well as with other development partners to help design an alternative delivery model for the SSDP. Specific consultations have been made with the CEHRD, DACS and other agencies to identify key areas in which the TA can extend support to the government to roll out activities. The government has identified four areas where they are seeking TA advise and support: 1) Help with school reopening through support at various levels; 2) Help to develop a communication platform for all tiers of government; 3) Help to develop a teacher training programme for teachers to assist them to reach out to children through families and parents; and 4) Help with updating and strengthening the online/virtual learning opportunities for students of Grades 4-8. The TA has already started with the support initiative for all four areas by developing concept notes for activities and seeking further government advice for refining the initiatives, to be rolled out imminently.
- 131** The TA Facility is making revisions in the CIDP, taking into account the current lockdown situation and will share an amended CIDP with the ADB in due course for a formal agreement and endorsement.

APPENDIX 1: DESIGN AND MONITORING FRAMEWORK

Progress against indicators (Design and Monitoring Framework) -TA 9215-

The SSDP TA is responsible for implementing Package 1 (Programme management, co-ordination and technical support team) which is a part of TA 9215 and will contribute to the Design and Monitoring Framework along with other TA/resources.

Results chain	Performance Indicators with targets and baselines	Data sources and reporting	Status and contributions from package 1
Outcome Technical and management capacity of the school education system enhanced	By 2023: Education sector capacity enhanced through the capacity building plan at national, provincial and local levels	TA progress and final reports	CIA conducted in 2019 resulting in development of the CIDP in 2020, which is now under implementation.
Outputs			
SSDP policy implementation strengthened	By 2022: <ul style="list-style-type: none"> 1a. Manuals for key SSDP policies and interventions developed and disseminated to all districts and Local Government 1b. Training for equity and quality interventions for provincial and local level officials implemented 1c. Capacity building initiatives implemented in apex national education institutions 	1a-c TA report	<ul style="list-style-type: none"> Environment Management Framework (EMF) and Social Management Framework (SMF) completed in English and Nepali and shared through CEHRD website. Social and Environmental Safeguard reports completed and submitted to CEHRD. – 1a A safeguard handbook on environmental and social safeguards (Nepali language) was completed in the first quarter of 2020. – 1a Orientation and dissemination of PIM, EMF and SMF to 223 representatives from Local Governments, district Education Development Coordination Units and federal officials. – 1c Completion of manual on school construction procedures in Nepali and English to support the safe school building construction including model schools. – 1a The SSDP PIM and the SSDP TRM were revised. – 1a Draft IEMIS policy developed and shared with CEHRD for comments. – 1a Communication Strategy prepared and finalised after various consultations. – 1a Development of Resource handbook for Schools covering school safety, social and environmental safeguard, use of ICT for school management and fiduciary management. – 1a Trainings provided to NEB and CDC officials on assessment framework. – 1b IEMIS trainings provided to various stakeholders for utilisation of web based EMIS. – 1c TA has provided capacity building support to NEB, CDC and PETCs through various sessions/workshops in Assessment and Examination, Curriculum and TPD/CPD to strengthen their capacity. Support under IEMIS and MOEST/CEHRD priority themes has also translated into training and capacity building initiatives for various national and sub-national government tiers. – 1c CIDP mitigation plan in response to COVID situation and concept notes for COVID response initiatives were developed by the TA. – No indicator
SSDP programme management and monitoring capacity enhanced	By 2022: <ul style="list-style-type: none"> 2a. Five budget review missions and five joint review missions held in a timely fashion. 2b. 75 percent of DLIs in the common DLI framework achieved and 75 percent of DLI disbursements completed. 2c. Effective harmonisation of support to SSDP from all DPs maintained. 2d. Web-based EMIS operational for tracking policy implementation and 	<ul style="list-style-type: none"> 2a-c. Aide memoires of SSDP review missions 	<ul style="list-style-type: none"> TA provided technical and logistics support to: <ul style="list-style-type: none"> MTR Mission / BRM held in May 2019. – 2a JRM held in November 2019, BRM held in May 2020. – 2a Mobilised TWGs and DLI coordination. – 2b TA is continuously supporting MOEST/CEHRD in DLI monitoring and reporting for all SSDP DLIs. TA has planned for specific interventions to help support MOEST / CEHRD in DLI achievement in CPD/TPD, EMIS and Assessment and Examination areas. – 2b TA will support the DP Coordinator role from July 2020 – July 2021. – 2c

Results chain	Performance Indicators with targets and baselines	Data sources and reporting	Status and contributions from package 1
	sector performance reporting.		<ul style="list-style-type: none"> Web-based EMIS activities initiated; training disseminated to schools and LGs, but curtailed due to Covid-19 lockdown. – 2d
External reviews and evaluation capacity strengthened	By 2022: <ul style="list-style-type: none"> 3a. Three annual fiduciary reviews held with actions taken. 3b. An independent midterm evaluation undertaken. 3c. A final evaluation of key programmatic interventions of SSDP undertaken. 	<ul style="list-style-type: none"> 3a. Annual fiduciary reports; financial management and audit reports 3b. Midterm evaluation report 3c. Evaluation report 	<ul style="list-style-type: none"> Being undertaken by a separate contract.
Knowledge management strengthened	By 2022: <ul style="list-style-type: none"> 4a. Three annual education conferences held. 4b. Four research studies completed and disseminated. 4c. Two study tours held for policy makers and practitioners. 4d. Two exchange programmes or institutional twinning initiatives implemented. 	<ul style="list-style-type: none"> 4a. Conference reports. 4b. Research study reports 4c. Study tour reports 4d. MOE report. 	<ul style="list-style-type: none"> Considering contract duration of TA until December 2021, below is the status on knowledge management indicators: During the CIDP development process it was agreed that TA will organise two national education conferences – one in 2020 and another in 2021. TA may have to revisit the plan depending on the Covid situation. No progress on these indicators in the reporting period. – 4a During CIDP development process it was agreed that TA will commission 2 research studies. But after review of CIDP in May 2020 considering Covid crisis and adaptation of CIDP to address Covid needs, we are proposing only one research study to be conducted by December 2021. No progress on this indicator in the reporting period. – 4b During CIDP revision process in response to Covid crisis, it was agreed to organise 1 study tour out of the originally proposed two: EMIS or Education under Federalism. The final decision about scope of study tour will be finalised after consultation with the government. – 4c During CIDP development process it was agreed that TA will only develop concept note for twinning programme and exchange / twinning programme will not be implemented by December 2021. – 4d

Source: Annex 1-TA facility description of action

APPENDIX 1A: PROPOSED REVISIONS TO THE DESIGN AND MONITORING FRAMEWORK

Existing Indicators for Output 1 are as follows:

By 2022:

- 1a. Manuals for key SSDP policies and interventions developed and disseminated to all districts and Local Government
- 1b. Training for equity and quality interventions for provincial and local level officials implemented
- 1c. Capacity building initiatives implemented in apex national education institutions

Proposed New Indicators under Output 1

1d. Coordination activities at all levels to support programme management and policy implementation – This indicator will ensure inclusion of all key meetings and coordination events held to support programme management and policy implementation.

1e. Communication activities at all levels to support policy implementation and programme management – This indicator will ensure inclusion of communication and visibility related interventions that are contributing to programme management and implementation.

1f. Background research and assessment for strengthening policies and programmes – This indicator will contribute to capturing all background research and assessments that contribute to programme development and implementation.

Existing Indicators for Output 2 are as follows:

By 2022:

- 2a. Five budget review missions and five joint review missions held in a timely fashion.
- 2b. 75 percent of DLIs in the common DLI framework achieved and 75 percent of DLI disbursements completed.
- 2c. Effective harmonisation of support to SSDP from all DPs maintained.
- 2d. Web-based EMIS operational for tracking policy implementation and sector performance reporting.

Proposed Revision to indicator 2b under Output 2

2b. Support provided for 75 percent of DLIs in the common DLI framework to be achieved and 75 percent of DLI disbursements completed.

Existing Indicators for Output 4 are as follows:

By 2022:

- 4a. Three annual education conferences held.
- 4b. Four research studies completed and disseminated
- 4c. Two study tours held for policy makers and practitioners.
- 4d. Two exchange programmes or institutional twinning initiatives implemented.

Proposed new indicators under Output 4

4a. Two education conferences held.

4b. One research study completed and disseminated.

4c. One study tour held for policy makers and practitioners.

4d. Concept note for institutional twinning initiative developed.

APPENDIX 2: CIDP WORKPLAN UP TO DECEMBER 2020

Month/Quarter	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Possible Delays due to Covid-19 and possible mitigation strategies
1. MOEST and CEHRD								
1.1 Support to SSDP implementation								
1.1.1 Structured support for DLI/PRF achievement:								There is a change in the mode of support to for designated activities under 1.1. They related more on coordination and communication support together with organising virtual meetings. Therefore, all meetings planned to be organised physically will be conducted through virtual mode. The updating of DLI Matrix has already begun and an updated report was shared during the May BRM, 2020. The DLI Matrix is taken as a live document. Based on discussion in respective TWG meetings, IVA reporting, updates on the works of other parallel TAs and consulting services and so forth, the TA team is updating information regularly. TA team will be sharing information on updated matrix with DPs and government through the DP focal point. Both 1.1.1.2 and 1.1.1.3 support activities do not seem possible physically in the near future. Therefore, virtual meetings will be conducted for these activities to happen possibly from August onwards.
1.1.1.1 Support to develop and implement ASIP, AWPB and PIM								
1.1.1.2 Monthly meetings of DLI committee (at least 12 by July 2021)								
1.1.1.3 DLI/PRF workshops for each SSDP reform area								
1.1.1.4 Support to SSDP reporting and Joint Monitoring Visit								Joint monitoring visit on EGRP was being completed by TA while the visit for model schools is in the pipeline. The visit to model schools will be carried out in 2021 due on the Covid-19 situation. There is a strong likelihood of this being completed in 2021.
1.1.2 Support to language interpretation								This support will be continued when the BRM/JRM is held virtually and/or physically. SSDP TA facilitated the simultaneous language interpretation during the virtual BRM in May 2020.
1.1.3 Support to DACS								
1.1.3.1 Support to BRM and JRM								JRM scheduled for November
1.1.3.2 Support to Status Reporting (Analytical reports to DPs)								This will be continued. Professional inputs will be incorporated in the status report prepared by CEHRD. Given the status of lockdown, logistics support will also be provided as in the past.
1.1.3.3 Support to TWG strengthening								TA is providing coordination and communication support along with organising virtual meetings as well as providing expert advice in relevant TWG.
1.2 Reporting mechanism on physical progress from LGs								TA is coordinating with MOFAGA to receive progress reports.
1.3 Support to immediate training and professional development needs								
1.3.1 Support CEHRD/ MOEST to conduct trainings on immediate needs								Two training events on Foreign Aid Negotiation Skills and Plan/Project were planned for the first quarter of 2020. This has now been postponed to the last month of the last quarter of 2020. The second one will be conducted in 2021 in close coordination with CEHRD and MOEST.
1.3.2 Technical Support in capacity development workshops / trainings								Experts from the TA team have been providing required support based on demand. This will be continued.

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Month/Quarter	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Possible Delays due to Covid-19 and possible mitigation strategies
1.4 Strengthening Knowledge Management								
1.4.1 Organisation of national conferences (Two)								The original plan of organising the first national conference was schedule for the 3 rd quarter but given the current lockdown has been pushed to the fourth quarter. The second conference will be held in 2021 as scheduled.
1.4.2 Organisation of one media visit								Given the continued lockdown situation due to Covid-19 it is not likely that field level activities can be initiated any time soon. Therefore, one media visit scheduled for 2020 will be dropped. The only media visit will now occur sometime during 2021.
1.4.3 Organising study tour								One study tour planned for the second quarter of 2020 could not take place on time due to the COVID-19 situation and therefore has been dropped. The second study tour will be organized in 2021 as scheduled.
1.4.4 Preparing a concept note for the twinning programme and identifying potential partner(s)								This has been rescheduled for the last three quarters of 2021. Therefore, there will possibly be no impact of Covid-19.
1.4.5 Research study								The original plan was to conduct two research studies, but the SWAp adaptation study will now be dropped given that the government is managing the development of next sector plan separately. However, the other study on SBA/CAS will be carried out as scheduled in the last quarter of 2020, to further continue in 2021.
2. Local Governments								
2.1 LG Staff development								
2.1.1 Pre-training phase								<p>Work plan has been completed despite the lockdown and Covid-19 situation.</p> <p>Finalised Training content, Selection of LGs, No. of training groups, Budgeting for training.</p> <p>There has been a delay in developing training materials due to lockdown situation. TA team has already held numerous meetings in May with government officers all of which were conducted virtually. The meetings will need to continue until the finalising of training materials is completed. The TA team will propose establishing a small write-up team for the training module under the leadership of CEHRD to make it functional and with ownership. The proposed Governance and Capacity Building Expert can help with these activities and take the leadership in LG training plan development including module writing and other aspects.</p> <p>After completing the write up, there is plan for pre-testing of materials in September. Due to Covid-19 it may not be possible to meet face-to-face, and the testing will possibly be organised through virtual meetings to receive feedback from participants.</p> <p>Printing process can be done through online process.</p> <p>ToT has been planned for October. If ToT participants are unable to receive information and required skills through virtual meetings on the planning process, there will be an opportunity for catch up during the schedules training at LG level. Wider consultation including ToT participants is needed to explore alternatives.</p>
2.1.2 Training phase								Face-to-face training to LG officials planned for November/December . If Covid-19 situation persists, this may have to be delayed until 2021.
2.1.3 Post training phase								This will occur in 2021 once the LG training is concluded in December 2020.

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2.1.4 Support CEHRD in developing follow up training programmes possibly taking online modular approach.								This activity has been moved to the next year given that the initial five-day LG training has been delayed due to Covid-19.
3. Schools								
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 processes.								Printing of handbook is planned for August. All the materials for handbook will be ready by July.
3.2 Support CEHRD with school reopening by providing assistance for developing safety and hygiene protocols for the schools, and their printing and dissemination to LGs.								
3.2.1 Develop a concept note for the school reopening support for CEHRD.								
3.2.2 Support with the development and printing of safety protocols and routines as part of the safety guidelines for 38,000 schools.								
3.2.3 Virtual training of selected LG officials on school reopening safety protocols.								
3.2.4 Distribution of teacher guides and safety protocols to PGs, LGs and teachers by CEHRD.								
3.2.5 Monitoring and reporting.								
4. Integrated Education Management Information System (IEMIS)								
4.1 Support in IEMIS Policy Development.								Development process is continuing, and draft policy was presented virtually to stakeholders and feedback received.
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/II.								This activity will be completed by the end of July or early August 2020.
4.2.2 Develop Grade 8, 9 and 11 exam system in current IEMIS.								This activity will be done in the first quarter of 2021.
4.2.3 Initiate the incorporation of new key features into IEMIS upon discussion in IEMIS thematic group.								There are demands for the TPD/CSS related information to be added in EMIS therefore this activity will be initiated from July 2020 onward.
4.2.4 Continuous dialogue with other government line agencies to link IEMIS with other database sources.								Zoom sessions with LGs and other line agencies are continuously happening.
4.2.5 Facilitate and coordinate regular analytical reports by using the IEMIS data.								The Grade 8 exam result is currently being analysed and the report will be shared soon.
4.3 IEMIS Capacity Development								
4.3.1 Provide technical backstopping to the school, local, provincial and national level on IEMIS.								Providing technical backstopping through telephone calls and emails, while the face-to-face training will be delayed.

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4.3.2 Develop IEMIS focused capacity development training modules (YouTube videos) and facilitate capacity development initiatives.								Three videos have already been produced and uploaded in the net. Similarly, one FAQ has already been prepared and has been provided to the schools and Local Governments.
4.3.3 School Level IEMIS Support (targeting schools from 28 districts).								The face-to-face training will be delayed but the zoom session with schools and the Local Governments are taking place regularly.
4.3.4 LG level capacity development (as part of LG training).								Zoom sessions with LGs and other line departments/agencies are continuously taking place. For example, four days of zoom session with all LGs of Bagmati Province took place from 14-18 June 2020 where EMIS section head from CEHRD, and EMIS National and Sub-National Consultants from TA will facilitate and train all the LGs.
5. Communication								
5.1 Support SSDP Communication Strategy (endorsement)								The communication strategy was shared with the MOEST and CEHRD twice; in a workshop and then in a meeting by the TA team. The draft of the strategy for comments and inputs was first shared in December 2019 with the government and the DPs. After the initial comments and their incorporation, the next draft was shared with the CEHRD in January 2020. Regular follow ups have been made with CEHRD since then. The endorsement of Strategy now rests with the government, while the TA will continue to follow up.
5.2 Capacity support at federal and provincial level								Capacity support will be clubbed with TA facility's support for LG during trainings scheduled for November and December.
5.3 SSDP - Key Communication activities in the strategy to be supported by the TA for CEHRD:								
5.3.1 Support to operationalisation of two toll-free hotlines to respond to questions (from LGs and schools) and facilitating clarity on thematic issues, resources and services.								Concept note on operating the toll-free number and SOPs have been shared with the CEHRD. The concept has been endorsed in principle but the provisioning of required human resource to manage the day-to-day operation is awaiting decision.
5.3.2 Support to disseminate SSDP TRM.								TA will ensure dissemination of TRM by August.
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.								Telephone database of all Local Government representatives and chief administrative officers has been compiled and shared with CEHRD. The push SMS is ready for operation subject to CEHRD's go ahead.
5.3.4 General and Specific SSDP thematic information, appeals made more visible								Support is being provided to CEHRD's engagement in radio, television and social media
5.3.5 Support revamping of thematic information under the SSDP toolkit site.								
6. Continuous Professional Development/Teachers' Professional Development (CPD/TPD)								
6.1 Technical support in the implementation of on-going CPD/TPD programmes.								
6.1.1 Organise regular review/follow up meetings with CEHRD and PETCs and provide technical support for ongoing CPD/TPD curriculum development, in particular the appraisal, development and implementation of distance and online approaches and								Virtual operating mode is in practice and will continue until the lockdown is lifted and face-to-face interaction is possible. TA will continue to provide expert support to the government to help develop virtual modes of teacher training.

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material/courses for teachers' capacity building in the key subjects of maths, science and English.								
6.1.2 Identify students low performing areas in maths, science and English subjects and share with CEHRD and PETCs.								Virtual operating mode is in practice and will continue until the lockdown is lifted and face-to-face interaction is possible.
6.1.3 Support PETCs in adapting their current training curricula and teaching/learning materials using distance delivery modalities.								Virtual operating mode is in practice and will continue until the lockdown is lifted and face-to-face interaction is possible.
6.1.4 Support collaboration across distance/ virtual learning initiatives in response to Covid-19, to explore the possibility of replicating and expanding successful practice. This will include collaboration with existing initiatives, such as: the British Council/Cambridge University Press supported initiative to reach English teachers and learners with a view to applying some of the ideas to maths and science subject teaching, or the government's television, radio and virtual/portal led initiatives by helping with content review and development for quality assurance with a special focus on Grades 4-8.								Virtual operating mode is in practice and will continue until the lockdown is lifted and face-to-face interaction is possible.
6.2 Development of Mentoring system as a part of new TPD/CPD model for teachers								
6.2.1 Revise and finalise the concept paper on teacher mentoring								Will continue working virtually with International Consultant (Quality Education) and counterpart official at CDC.
6.2.2 Develop Mentoring programme document and tools and templates								Will continue working virtually with International Consultant (Quality Education) and counterpart official at CDC.
6.2.3 Work with CEHRD to select provinces, municipalities and schools for piloting								Virtual meetings will be held with CEHRD officials as well as selected provincial officials, LGs and schools.
6.2.4 Organise orientation programmes to selected provinces, municipalities and schools								Will be conducted using a virtual mode.
6.2.5 Organise workshop to further consult upon and agree the process and tools and, thus, the content of the final Mentoring Pilot Design Document								Will be conducted virtually if the lockdown continues beyond July 2020.
6.2.6 Finalisation of pilot design document including monitoring and evaluation, roles and responsibilities and implementation workplan								
6.3 Piloting of innovative school based "Mentoring system" as a part of TPD/CPD programme								
6.4 Quality Assurance and printing of teacher guides for enhancing student learning								
6.4.1 Develop a concept note for quality assuring and printing of teacher guides								
6.4.2 Support with the quality assurance and printing of 200,000 teacher guides for enhancing learning of students at homes								
6.4.3 Distribution of teacher guides to teachers by CEHRD								

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6.4.4 Monitoring and reporting								
7. Assessment and Examination								
7.1 Strengthen NEB and link its functions to ERO/NASA to provincial and local level institutions								This is a coordination activity taking on the opportunity to engage NEB, ERO and other agencies and provide platform to share such as formation of subject expert team to develop 'framework for Grade 8 standardised test'. There will be no impact of Covid-19 in this component as such.
7.2 Organise a research to review and recommend SBA and CAS programme								<p>This is a research study to be carried out by an external researcher. Due to the Covid-19 situation, study activities might be slower. Therefore, possible activities need to initiate earlier than planned (previously planned for Q3). As this study requires field work, it has to be managed accordingly.</p> <ul style="list-style-type: none"> • Concept note has been drafted by the assessment and examination consultant and shared with the TPD consultants under TA for further input. • SBA relates more to the assessment area, but CAS is more concerned with improving classroom teaching learning and therefore an essential part of TPD. In order for the study to feed into TPD it should be commissioned as soon as possible. In the present situation desk review can be undertaken; stakeholders' interview/interaction can be undertaken virtually or through mobile phones; observation of classroom teaching can be carried out in a small sample at possible locations, and forms/artefacts can be shared by the teacher as scans/photos.
7.3 Provide technical support in the foundational work (including item development activities) to develop standardised tests for Grade 8 examinations.								<p>Following activities will be undertaken in the development of item for Grade 8 science, maths and English subjects:</p> <ul style="list-style-type: none"> • Desk work to develop mapping of learning outcomes against cognitive skills and preparation of final forms and coding list development. • Development of item writing manual with support from international expert incorporating examples from CDC curriculum • Organise training to the item writers – it will be part by part training, starting with virtual mode and online sharing • Draft items from the item writers will be collected, discussed in the item panel and finalised. As item panelling will be done after some bulk of items prepared and will be done in small team, Covid-19 impact will be less. Item panelling will be done accordingly to the rules and regulations of NEB. • Compilation of items for pre-testing
7.4 Develop a concept paper and detailed plan for the establishment of an item bank.								<p>Concept note will be developed and shared with international expert. NEB requirement and expectations will be drafted by national consultant and support from international expert is expected in the followings:</p> <ul style="list-style-type: none"> • Develop a concept note on establishing an item bank to justify establishment of item banking in NEB. This concept note will also include item banking practices in some of the countries in order to develop a case for item banking and draw lessons from best practices. • List down the major activities/tasks that are required in the establishment of item banking and associated capacity development – preferably in a sequential order. • Suggest networking mechanism among the concerned stakeholders including recording, reporting and data/information retrieval process. • Prepare a tentative budget that will incur to establish item bank and capacity development package. • Facilitate familiarisation workshops on item banking. The modality of workshop will depend upon the COVID-19 situation. Preference is on face-to-face workshop where

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								province and local levels will also participate. If a face-to-face workshop is not possible by the end of 2020, then virtual workshop will be organised for the central level officials which will be facilitated by the international expert. Based on the content of this familiarisation workshop, national consultant will organise a dissemination workshop to the province and local levels. The number of sessions that will be required for the dissemination workshop (face-to-face or virtual) will be decided in consultation with international consultant and NEB and CEHRD.
7.5 Technical support in the finalisation of Assessment Framework for Grade 8 examinations								<ul style="list-style-type: none"> • 'Framework for Grade 8 standardised test' has been developed and shared in NEB board meeting. It is now in process in NEB. If there are comments and suggestion from NEB, it will be revised accordingly. The timeline for the approval depends upon the NEB initiative and ministerial process. • Dissemination of the framework will be organised once framework is approved. Options for the dissemination can be: <ul style="list-style-type: none"> • If face-to-face participation is possible it will be organised in Kathmandu where province and LG representatives will also be invited. OR • If face-to-face participation is not possible, dissemination can be undertaken through following approaches: <ul style="list-style-type: none"> • Organise virtual dissemination with the assistance of CEHRD and NEB. OR • Organise virtual dissemination with the assistance of CEHRD and NEB to the province and LG and face-to-face to the ministry and other Kathmandu participants • Disseminate through NEB television slot (NEB can be requested to provide 2 slots for this purpose. This should be done even when face-to-face dissemination is organised in order to reach wider audiences).
7.6 The TWG needs to be informed about progress on a regular periodic basis.								As required – virtual if needed due to the Covid-19 situation.
8. Curriculum Implementation								
8.1 Support LGs to develop local curriculum and curriculum adaptation in the local context by establishing a help desk at the CDC.								
8.1.1 Finalise the concept paper on helpdesk at CDC (both English and Nepali language version).								Will continue working virtually with International Consultant (Quality Education) and counterpart officials at CDC.
8.1.2 Establish a helpdesk at CDC for support LGs to develop local curricula and curriculum adaptation.								The CDC has already allocated a room for helpdesk. The BC is in the process of procurement of the equipment and materials based on the list provided by CDC. The physical set up could be established even in lockdown situation.
8.1.3 Organise training/orientation for CDC officials on use and management of helpdesk, and operation of helpdesk.								It will be organised virtually if the Covid-19 crisis continued.
8.1.4 Periodically monitor and review the progress and management of the helpdesk, and report to relevant officials at CDC and TWG.								This is dependent on lifting of lockdown as virtual monitoring will not be possible.
8.2 Develop an orientation manual for developing the local curriculum.								
8.2.1 Finalise the orientation manual on development of local curricula.								Will continue working virtually with International Consultant (Quality Education) and counterpart official at CDC

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8.2.2 Translate the manual into Nepali language.								
8.2.3 Print the manual and distribute to LGs.								
8.3 Organise orientation programmes for LG Local Government Education Unit (LGEU) members on adaptation of the curriculum to the local context and development of local curricula.								
8.3.1 Organise orientation programmes for LG/LGEU members on adaptation of the curriculum to the local context and development of local curricula.								Will be conducted virtually if lockdown continues beyond July 2020.
8.4 Support to TWG on curriculum								Will continue virtually as long as the Covid-19 crisis continues.
9. School Safety and Environmental & Social Safeguard								
9.1 Development of Handbook for Construction procedure of model as well as other School with checklist covering school safety, procurement and social & environmental safeguards.								Printing of handbook is planned for August. All the materials for handbook will be ready by July.
9.2 Support for finding the actual progress of retrofitted school buildings in various district.								
9.3 Preparing checklist and questionnaire for Capacity Assessment of school safety (Structural and non-structural), environmental and social safeguard and random site visit for Assessment.								Checklist and questionnaire for Capacity Assessment will be ready in June and field visit may start from September if the Covid-19 situation and there is ease on the national lock down. Should the situation continue, we will schedule it for the next consecutive month in 2021
9.4 Combined study, discussion and review of CSS framework and model school design; drawing and CSS related documents, monitoring and supervision.								
9.5 The design of training programme/manual and implementation on school design, school safety, environmental and social safeguard for government engineers, sub-engineers, school management, teachers, students, contractors involved at site and representatives from local authority.								Training manual and its content will be ready by June and training at the field level may start from September if the Covid-19 situation and national lockdown is eased. If the situation continues, TA will plan for online training, or shifting the schedule in the next consecutive months of 2021. Online training is possible for technical group; for non-technical face-to-face is needed.
9.6 Support for establishment of safeguard and school safety implementation mechanism (Nomination of Safeguard and school safety focal person at provincial, municipal and school level).								
9.7 Support to CEHRD/TWGs for feedback in report writing and other safety, social and environmental related documents.								
9.8 Regular backstopping to the focal person and compliance monitoring of the Environmental and Social Safeguards.								
9.9 Studies on existing practice on environmental and social Safeguard and School Safety implementation.								

Source: TA facility

APPENDIX 3: DLI Y3 AND 4 PROGRESS REPORT

Source: CEHRD, MoEST, IVA

SSDP Year 3 and Year 4 DLIs ⁶ Progress Report [As of June 30, 2020]						
DLI No.	JFP Reference	DLI	Achievement Definition	Progress	Possible Impact of Covid-19 (Low, moderate and substantial) ⁷	Possible mitigation measures
DLI 1	Reading proficiencies and habits strengthened in early grades					
Year 3 1.3	EU: Euro 2million Global Partnership for Education (GPE): USD 1million USAID: USD 0.5million	National Early Grade Reading Programme (NEGRP) minimum package is rolled out in 20 fully covered districts reaching all community schools.	All community schools (20 districts) have implemented the approved NEGRP package in the appropriate grades and frequency, supported by the prescribed number and type of teachers and staff. The impact of this DLI will be ensured when an independent verification agency (IVA) conducts sample survey of NEGRP schools.	Partially Achieved The minimum package has been rolled out fully in 16 districts supported by USAID. However, all 5 components of minimum package: (a) teaching materials, (b) teacher training and class support, (c) community mobilization, (d) student evaluation, and (e) monitoring and evaluation), have not been fully rolled out in 4 additional districts (Taplejung, Dhanusha, Rasuwa, and Tanahu) supported by the Government of Nepal. According to CEHRD, components (a) and (b) were delayed because Janak Education Material Centre (JEMC) could deliver the material in 4 districts only after November 2019 (after the Dashain/Tihar festival). Final achievement report of 16 districts has been prepared and submitted to	Moderate Impact	.

⁶ DLIs approved by the Steering Committee on March 12, 2020 and updated in light of TWG meetings held in April and subsequent IVA report.

⁷ Low: Expected to be achieved by July 15, 2020; Moderate: Expected to be achieved by October 2020; Substantial: Expected to be achieved by December 2020

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				the MOEST from CEHRD. CEHRD is issuing a letter to EDCU of 4 districts to get required information about the status of the implementation of the minimum package of EGRP.		
Year 4 1.4	EU: Euro 2 million GPE: USD 1.979 million USAID: USD 2 million	NEGRP minimum package is rolled out in 29 districts (all LGs) reaching at least 80 percent community schools	80 percent of all community schools in selected 29 districts have implemented the approved NEGRP minimum package in the appropriate grades and frequency, supported by the prescribed number and type of teachers and staff.	<p>Ongoing: Likely to be achieved by July 2020</p> <p>CEHRD has released budget for additional 10 districts (Khotang, Rautahat, Sarlahi, Mahottari, Sindhupalchowk, Myagdi, Kapilbastu, Dailekh, Achham and Nawalparasi West) covering a total of 30 districts. NRs. 9,000 have been provided to each intervention school through LGs to procure EGRP materials.</p> <p>EGRP subject teacher training of 15 days has been conducted through EDCU in some districts.</p> <p>The Curriculum Development Centre has made a Print Ready Copy of Teaching and Learning Materials (TLMs). JEMC has initiated its printing. Very few copies of the materials have been printed. Similarly, the teacher training programme had been initiated. However, due to the current lock down for combating Covid-19 pandemic, the teacher training programme is on hold.</p>	Low Impact Supply of the EGRP materials of minimum package might be delayed during year 4 because of the restrictions in the movement due to Covid-19.	For Year 4 30 NEGRP districts: Schools will be instructed by the CEHRD to act quickly once the new academic year begins, following lifting of lockdown.
DLI 2	Increased teaching-learning processes through National Curriculum Framework (NCF) revision and access to activity-based maths, science and English language materials.					
Year 3 2.2	ADB: USD 3M	1,000 basic schools provided with activity-	Basic schools refer to the same schools that benefit from the provision of subject	Delayed: Likely to be achieved by November 2020	Substantial Impact Communication to all the	CEHRD should upload the information on its

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		based kits for maths, science, and English language (partial disbursement allowed.)	teachers for maths, science and English as per DLI 2. Activity-based kits refer to the package of e-resources for maths, science and English subjects developed, updated and approved by the CDC in year 2.	The activity-based learning kit that includes audio visual materials, learning software, e-books and documents related to project work and practical workbooks have been prepared based on the content approved by the subject committees at the Curriculum Development Centre (CDC). A web-based software application has been developed for the effective and easy use of the kit content by teachers and students. These materials are made available on the CDC library as well as on CEHRD's learning portal. CEHRD is in the process of communicating and informing all schools of Nepal about the online availability of these materials. However, all public schools may not have computers and internet facility or speedy internet, which would serve as a barrier to accessing kits.	schools (including 1000 basic schools under this DLI) from CEHRD will be delayed because schools and CEHRD are closed due to the recent lockdown.	website at the earliest on the availability of material on CDC website.
Year 4 2.3	Word Bank (WB): USD 8M	Revision of curriculum for Grades 9-12 approved	Revised curriculum for Grades 9-12 will have agreed elements of diverse learning needs of students.	Ongoing, and likely to be achieved soon CDC has revised curriculum of 44 subjects (including 4 compulsory subjects) of Grades 11 and 12. They are approved and available in CDC website. Curriculum of 33 subjects of Grades 11 and 12 are ready to submit to Curriculum Development and Evaluation Council. Curriculum revision of 20 subjects is proposed for next year programme.	No impact of Covid-19.	

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				Curriculum revision of Grade 9-10 is proposed for next year programme (5 compulsory and 25 optional subjects).		
DLI 3	Improved Teacher Management, Availability and Accountability including improved deployment of trained subject teachers for maths, science and English in basic and secondary schools					
Year 3 3.3a	ADB: USD 4M	1,000 basic and 500 secondary schools have full complement of maths, science and English subject teachers (partial disbursement allowed).	Full complement of subject teachers means that a school will have at least one maths teacher, one science teacher and one English teacher. Each of these teachers may teach both the basic and secondary levels in the same school. The 500 secondary schools exclude the model schools. The number of schools is cumulative over the years. This DLI is achieved when the MOEST report confirming achievement of the DLI target is verified on a sample basis by an independent third party recruited by the JFPs. A school will be counted for the DLI only when it has at least one teacher for each of the three subjects. Partial achievement of the DLI is possible with fewer number of schools meeting the DLI.	Completed, IVA has submitted the verification report to the MOEST.	Low Impact IVA verification is not possible through field visit.	Phone survey will be conducted with the head teachers for getting teacher status; teacher details of the school electronically if possible. Phone survey will be conducted with teachers' representative to the SMCs of each of the sample schools. Phone survey will be recorded. Schools have already been selected through random sampling.
Year 3 3.3b	ADB: USD 3M	4,500 subject teachers for science, maths and English trained in	Trained subject teachers refer to maths, science and English subject teachers who have received the new one-month, subject-wise	Partially Achieved A detailed record of 4,287 (2,916 cumulative number of past three FY and 1,371 of current FY) teachers (teacher's name, subject,	Substantial Impact is expected for the training planned in 2019/20. 4,229 teachers are to be trained this year which	Options for virtual training through electronic medium can be explored if the

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		new subject-wise training from schools that have full complement of teachers in these subjects. These teachers should also be from schools that have received activity-based kits.	training implemented by the CEHRD. Specific training, which may be certification based, will be developed for each of the subjects (maths, science and English) and will cover teachers in Grades 6-8, and Grades 9-10 or 9-12. The number of trained subject teachers is cumulative over the years.	school, LG and district) who received training in English, maths, and science has been collected. Data collection on the remaining training events that have been completed is still in the process. Training data has been recently received from Nuwakot, however it has not been received from Khotang who were previous ETCs which have been dissolved last year. Full report will be prepared when the remaining data are collected from Khotang ETC. Training is further going on for FY 2019/ 20 as some PETCs first organised the provincial training programmes and now are organising training programmes of the Federal Governments. Due to COVID-19, training was postponed from April. However, virtual TPD training has been initiated from three PETCs of Province 2, Bagmati and Gandaki Province recently.	is unlikely given the time that is now left. The total target is 5,600 including DLI target of 4,500 teachers planned to be trained each year. As per the AWPB that destines to train 800 teachers per province in maths, science and English, thus accruing to 5,600, out of which 1,371 teachers have already been trained this year. The achievement of this DLI is delayed because training has been affected due to government's notification restricting gatherings of not more than 25 people due to the Covid-19 pandemic.	lockdown is further extended.
Year 3 3.3c	WB: USD 9M	Number of teachers to be redeployed reduced by 25 percent of the baseline	This DLI is achieved when at least 25 percent (of the baseline) of the excess teachers are redeployed as per the approved guideline.	Achieved Report is in compilation process. A virtual meeting was held on 30 June 2020 between DLI partner World Bank, SSDP TA Coordinator and CEHRD to discuss on the reporting format.	No impact of Covid-19	
Year 4 3.4a	ADB: USD 3M	2,000 basic schools and 1,000 secondary schools have full	Full complement of subject teachers means that (i) a secondary school will have at least one maths teacher, one	Delays expected Teacher redeployment is in the process. The list of 1020 secondary and 2063 upper basic has been prepared (Year 4	Moderate impact Since the schools are closed due to Covid-19, recruitment can	SSDP TA will provide follow up and other coordination support to

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		complement of maths, science and English subject teachers (partial disbursement allowed).	science teacher and one English teacher each, and (ii) a basic school will have one teacher teaching maths and science subjects or two separate teachers for these subjects, and another teacher for teaching English. Each of these teachers may teach either secondary or basic or both the basic and secondary levels in the same school. The 1,000 secondary schools exclude the model schools. The number of schools is cumulative over the years.	target) by MOEST/CEHRD authority, this DLI is likely to be met. Moreover, the government has made a policy to recruit volunteer teachers for English, maths and science which will also help achieve the DLI.	be further delayed.	CEHRD/MOEST
Year 4 3.4b	WB: USD 6M	Time Spent Teaching (TST) enhancing monitoring system operational in 400 LGs.	This Disbursement Linked Results (DLR) is considered achieved if: a. The provision of TST is included in the SSDP PIM b. The achievement report will include the list of 400 LGs that have implemented TST scheme. IVA conducts a representative sample-based verification.	Ongoing CEHRD has included it in the PIM (currently a draft) so that it becomes mandatory for LGs to follow and report on this. LG level data collection will start from July first week (once the final PIM is shared with the LGs). List of 4,500 schools that carried out TST monitoring has been submitted for IVA verification. (Year 3 Target).	Low impact If the current lockdown is further extended the collection of information could be delayed due to increased and ongoing engagement of LGs in coping with the pandemic.	In close coordination with WB consultant, the SSDP TA will support CEHRD in getting the information through electronic media.
DLI 4	Assessment and examn system reforms undertaken to improve teaching and learning					
Year 3 4.3a	WB: USD 6 million	Single subject certification policy for Grades 11 and 12 implemented .	This DLR is considered achieved when Implementation Progress report including the number of student beneficiaries, mark sheet copies of Grades 11 and 12 examinations, and summary of results by	Achieved and disbursed This DLI achievement has been verified by the IVA and verification report has also been shared with the JFPs.	Not applicable	

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			subject is prepared and disseminated.			
Year 4 4.3b	ADB: USD 0.5M Finland: TBC	MOEST approves a framework for conducting standardised test for Grade 8 by Local Governments.	The approved framework refers to guidelines for development of standardised test items. This DLI is achieved when JFPs verify and agree with the MOEST on the approved framework. MOEST will provide the approved framework for conducting standardised test for Grade 8 by Local Governments.	Ongoing Draft Assessment Framework for Grade 8 has been submitted to NEB for approval process and item development activities have been initiated. A virtual meeting of the NEB was held on May 12, 2020 chaired by the Board Chair. Examination and Assessment expert from SSDP TA presented the framework and discussion was held based on which further refinement of the framework will be done for the final approval of the MOEST. Approval of the framework is expected by 15 th of July.	Low impact Face-to-face meetings and workshops to develop the framework are not possible due to government notification under the Covid-19 situation.	Working teams consisting of officials from NEB and CDC have been formed who will be working through online meetings and will complete the framework accordingly.
DLI 5	Model schools piloted with comprehensive quality inputs and innovative teaching and learning					
Year 3 5.3a	ADB: USD 5M	Implementation of approved school-specific multi-year quality improvement plans in additional 100 model schools initiated	Approved school-specific multi-year quality improvement plan will include needs assessment and comprehensive planning for upgrade to a model school, including construction or retrofitting of buildings, water and sanitation facilities, science laboratory, library, ICT laboratory, e-resources and playground. The DLI is achieved when MOEST submits the school-specific plans, with detailed costs and 5-year implementation plan, and confirms deployment of head teachers (one full-time	Completed Separate Head Teacher and subject teachers for maths, science and English have been ensured for all selected 100 schools. Budget has been provided to all model schools for implementation of their master plans. Achievement report has been prepared and submitted by the MOEST. UNICEF has verified the report and shared with other JFPs on 10 June and they endorsed it on the same day.		

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			head teacher per school) and subject teachers (one subject teacher for each of maths, science and English subjects to teach both basic and secondary levels), and the JFPs review and agree. Partial achievement of the DLI is by the number of model schools.			
Year 3 5.3b	ADB: USD 4M	The 100 schools selected in 2017 provided with science and ICT labs, libraries, e-resources and maths, science and English language kits (partial disbursement allowed).	The 100 schools selected in 2017 will be provided with ICT laboratories; libraries; e-resources; science laboratories; and maths, science and English language kits, in accordance with the specifications in the Guidelines for the establishment and operation of model schools and with the detailed school-specific quality improvement plans. This DLI is achieved when the MOE report is submitted and an independent, third party verification confirms that ICT laboratories; libraries; e-resources; science laboratories; and maths, science and English language kits have been provided to the 100 schools selected in 2017. Partial achievement of the DLI is by the number of model schools.	Delayed Budget of approximately NRs. 15 million is released to all selected 100 schools. Collected data shows that only 65 schools have ICT labs. So, this DLI is not likely to be achieved by July. A template for collection of information and progress update from the schools regarding model schools' physical, educational and governance aspects has been developed. It will be sent to the schools for reporting purposes.	Substantial impact Collected data indicates that the level of implementation can be further delayed due to Covid-19. It will also negatively effect the establishment of ICT labs and libraries.	Implementation should be done as soon as the Covid-19 crisis is over. SSDP TA specialists will extend necessary coordination and other support to this end as and when required.
Year 4	ADB: USD 3M	The 100 schools selected in	The 100 schools selected in 2017 and 2018 will be provided	Delays Expected	Substantial impact	Construction must be initiated as soon as the

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5.4		2018 provided with science and ICT labs, libraries, e-resources and maths, science and English language kits.	with ICT laboratories; libraries; e-resources; science laboratories; and maths, science and English language kits, in accordance with the specifications in the Guidelines for the establishment and operation of model schools and with the detailed school-specific quality improvement plans.	Budget has been released to all the 100 selected schools. Master plan has been developed. The overall report preparation is in the process. A template for collection of information and progress update from the schools regarding model schools' physical, educational and governance aspects has been developed. It will be sent to the schools for reporting purposes.	Implementation might be disturbed as construction related work will be delayed due to Covid-19.	Covid-19 crisis is over.
DLI 6	Reduction in disparities in access and participation					
Year 3 6.3	EU: Euro 2 million GPE: USD 1.2million Finland: Euro 1.2million	30 percent reduction in the aggregate number of OOSC in the 15 most disadvantaged districts (according to the Equity Index).	A brief has been prepared summarising the total number of OOSC brought into basic schooling in each of the 15 selected intervention districts. Former OOSC enrolled either in flexible learning centres or regular schools can be included in this list. A dataset listing the names and profiles of the OOSC brought into basic schooling, including the flexible learning centres or formal schools in which they are enrolled.	Completed and it is the process of IVA verification. IVA has sampled 5 districts: Achham, Jajakot, Bara, Dhanusha and Sarlahi to meet with more than 6,000 students. The IVA team members had moved to Bara and Dhanusha but were called back due to the COVID crisis.	Substantial impact IVA was mobilised to the field but called back due to the current Covid-19 crisis.	It seems less possible for the verification as shared by the IVA. EU and Finland have agreed to explore possibility of waiving independent verification for this DLI. CEHRD has proposed to sit with the World Bank and IVA to further discuss on possible alternative mechanisms .
Year 4 6.4	EU: Euro 2 million WB: USD 6 million	250,000 cumulative number of OOSC brought to schools or Learning Centres (LCs)	This DLI is considered achieved if 250,000 cumulative number of OOSC ages 7-12 years old are brought to schools or Learning Centre. The DLI achievement report includes: (a) a report	Achieved A total of 256,000 OOSC enrolled in school. Achievement report prepared.	With the Covid-19 situation, all schools are closed and enrolment of new children in school has been pending. This situation is likely	.

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	Finland: Euro TBC		summarising the different interventions and initiatives implemented to bring OOSC into schools and LCs; (b) MOEST/ CEHRD publish enrollement data of age group 7-12 students in school/ LC disaggregated by genders in the EMIS report and the estimated population of that age group in Year 4; and (c) reduction in OOSC (from baseline AY 2015/16) is calculated based on the EMIS data of age 7-12 school/ LC enrolled students in comparison with total student population of that age group in that year (Year 4).		to affect Flash I reporting.	
DLI 7	Integrated, PPTS implemented. Increased access and participation of boys and girls in secondary education.					
Year 3 7.3	WB: USD 6million	The PPTS in Grades 9, 10, 11 and 12 and Pro-poor Science Scholarship (PSS) in Grades 11 and 12 (only for girls) implemented in 50 additional districts.	PPTS programme needs to cover all community schools running Grade 8, for the application process, and Grade 9 and above for scholarship distribution, in additional 50 districts. The same provisions on reporting format, coverage and eligibility conditions stated in Year 2 are applicable.	Completed and the IVA verification report has been submitted to the JFPs. Programme has been implemented in all 77 districts. In total 310,936 students (167,987 girls; 142,949 boys) belonging to the first to fifth quintile submitted the PMT application. For PPTS in Grade 9 and 10, students of first quintile were selected. For science in Grade 11, students of second and third quintiles (up to third quintiles for girls and up to second quintiles for boys) were selected.	Low impact IVA has been mobilised but called back due to Covid-19 crisis. Students' selection for year 4 might be delayed due to Covid-19 crisis.	For the IVA verification purpose, phone survey with the student beneficiaries ; phone interview with the head teachers where beneficiaries are currently studying; and cross verification through bank accounts of the beneficiaries has been done.

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				<p>However, for non-science subject in Grade 11, students of maximum first quintile were selected for the scholarship.</p> <p>Of the total eligible students from the 77 districts, the scholarship was disbursed to 12,725 students.</p>		
Year 4 7.4	ADB: USD 4 million	5 percent increase in Gross Enrolment Rate (GER) for secondary education over the baseline (girls 61.6 and boys 61.8)	<p>The GER in secondary education (Grades 9-12) for girls and boys will be 5 percent higher than the 2015 baseline, and reach 61.6 percent for girls and 61.8 percent for boys by Year 4 (2019) and will be 7 percent higher than the 2015 baseline, and reach 63.6percent for girls and 63.8percent for boys by Year 5 (2020).</p> <p>The DLI is achieved when EMIS data provides evidence of increase in GER as above for girls and boys in Years 4 and 5.</p>	<p>Achieved, Achievement report has been submitted to the JFPs.</p> <p>Nepal has made significant progress in enhancing access to education at all levels of education. The various projects including SSDP implemented in the sector have contributed in increasing access to education.</p> <p>The EMIS data collected in the Academic Year (AY) 2018/19 reveals that the Gross Enrolment Rate (GER) at the Secondary Level (Grades 9-12) is 66.2 percent. GER of girls at this level of education is 67.5 percent. Similarly, the GER for boys at this level of education is 65 percent. These figures represent increase of GER by more than 5 percentage points.</p> <p>The possible reasons for significant increase in GER include (i) low dropout rates and high promotion rates (ii) implementation of single subject certification for Secondary Education Examination (SEE) which enables students to pursue with their studies in Grade 11 despite low performance</p>	No impact of Covid-19.	

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				in few subjects, and (iii) schools desire not to hold students back in the same class for poor performance in just few subjects.		
DLI 8	Provision of adequate DRR resilient safe school facilities at all levels					
Year 3 8.3a	EU: € 3.22m million	A further 120 school blocks retrofitted in non-earthquake affected districts.	The number of safe school blocks established through retrofitting on approved locations equals or succeeds the targets that are included in the DRR/CSS implementation plan within the periods defined in the plan for these targets to be met.	Partially achieved. 114 (92 blocks from the CEHRD and 22 blocks from World Vision International) school blocks are completed. Achievement report has been prepared and submitted to the DPs.	Low Impact EU has indicated that there might be a possibility of disbursing without independent verification due to COVID-19. As many schools are being used as quarantine centres, it is not possible to visit the schools for IVA verification.	This will be further discussed with the IVA and DLI partners.
Year 3 8.3b	EU: Euro 0.08 million	DRR to be included as a priority area and thematic study for informing the SSDP MTR and review of School guidelines for DRR Standards for school construction, retrofitting and SDM, based on SSDP MTR recommendation.	DRR/CSS background study report presented and endorsed during the SSDP MTR and agreed actions based on the report's recommendations reflected in the SSDP MTR Aide Memoire.	Achieved Study has been completed and report has been submitted to the DPs by the MOEST.	Low Impact EU has indicated that there might be a possibility of disbursing without independent verification due to the Covid-19.	

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Year 4 8.4a	EU: Euro 3.22 million	A further 120 school blocks retrofitted or constructed in non-earthquake affected districts.	The number of safe school blocks established through retrofitting, on approved locations equals or succeed the targets that are included in the DRR/CSS implementation plan within the periods defined in the plan for these targets to be met.	Ongoing Budget has been released to additional 120 schools. School selection is already completed. Drawing and design have also been sent to schools.	Substantial Impact Construction might be affected due to the Covid-19 effect.	Construction must be initiated as soon as the lockdown is lifted with the regular technical support from CEHRD Engineers.
Year 4 8.4b	EU: Euro 0.08 million	Establishment of public database with all planned/ ongoing/ completed reconstruction and retrofitting of safe schools.	School guidelines for DRR Standards for school construction, retrofitting and School Disaster Management revised as agreed during the SSDP MTR based on the recommendations of the DRR/CSS background study	Completed Organised a CSS TWG meeting and finalised requirements for establishment of public database with all planned/ ongoing/ completed reconstruction and retrofitting of safe schools. Assessment on physical inventory related information collected in IEMIS has been completed. CLPIU has been provided the datasets to report data on school reconstruction and retrofitting.	No impact is anticipated; the DLI target will be met by mid-July 2020.	
DLI 9	Improved governance and strengthened fiduciary management of the school sector.					
Year 3 9.3a	ADB: USD 2 million	Submission of unaudited financial statements for FY 2018/19 based on actual expenditure data from the Local Governments on SSDP conditional grants.	The unaudited financial statements will be based on actual expenditure data of SSDP conditional grants submitted by at least 60 percent of the Local Governments in year 3.	Completed Audited financial report has been submitted to the World Bank.	Low impact	

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Year 3 9.3c	WB: USD 6 million	Satisfactory completion of Capacity strengthening AWPB on key Programme support facility (PSF) activities.	Critical PSF areas include those supporting the achievement of all 1–6 DLIs. AWPB for PSF means establishment and operationalisation of TSU, and at least USD3 million annual allocation. Satisfactory means the above two plus at least 80 percent of allocated PSF budget (based on the actual contract value) spent.	Delayed Revised unaudited Financial Statement for FY 2018/19 based on actual expenditure from LGs is yet to be completed. After the financial statement is completed, report on PSF will be prepared.	Low impact Report verification is delayed as there is restriction in travel due to Covid-19.	The SSDP TA will have close coordination with WB consultant/CEHRD to expedite the report verification.
Year 3 9.3d	GPE: USD 7.1 million	75 LGs have integrated SSDP activities in their AWPB	The DLRs are considered achieved when duly approved AWPBs by the respective municipality/rural municipality council include activities and budget for the implementation and supervision of SSDP DLRs, which are defined to be delivered by the LGs and or schools in the Government of Nepal (GON) SSDP Transition Plan in federal setup. The achievement report will include: (a) List of LGs fulfilling this DLR per MOEST/CEHRD report and (b) AWPBs of LGs in Year 3, Year 4 or Year 5- whichever is applicable for the claimed period.	Completed Programme Implementation Manual (PIM) mentions that LGs will prepare AWPB incorporating SSDP activities. While checking the website of 476 LGs, 90 LGs have integrated SSDP in their AWPBs for 2018/19. Achievement report compiling year 3 and year 4 results has been sent to the MOEST from the CEHRD.	No impact	Approved e-copies of plan explored and verified through LG website.
Year 3 9.3e	GPE: USD 1.2 million	200 LGs have made data on conditional grants released to individual schools,	The DLRs are considered achieved when LGs would make public the amount of fund released to schools of their constituency against different school	In progress, data collection has been started. Programme Implementation Manual (PIM) has a provision that LGs are required to prepare AWPB	Low impact Data collection is affected due to Covid-19.	WB will provide follow up and other coordination support to CEHRD/MOEST to get

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		consistent with the Grant Management Guideline, public on user-friendly websites (or accessible spaces)	expenditure heads such as teachers' salary, textbooks, student scholarship of different categories, school operational expenditures, and other sub-heads for each tranche release according to the Grant Management Guideline. The achievement report will include: (a) AWPBs of LGs in Year 3, Year 4 or Year 5- whichever is applicable for the claim period and (b) LG endorsed Grant Management Guidelines (GMG).	with the incorporation of SSDP activities. CEHRD had planned to get information from the LGs by early April to get the list of LGs with AWPB incorporating SSDP activities. The information collection is ongoing but might take another two to three weeks for the completion of the achievement report.		reports from LGs.
Year 4 9.4a	ADB: USD 1 million	Training imparted to additional 2,000 secondary schools in procurement procedures	MOEST will submit a copy of the list of an additional 1,000 secondary schools provided with training based on the manual to the JFPs. The JFPs will jointly verify.	Ongoing, Procurement manual has been revised in line with the new procurement act and has been recently approved by the MOEST. However, it is unlikely that the training will be completed by July 2020.	Moderate impact Training will be delayed because of less lead time coupled by possible extension of Covid-19 lockdown. May not be achieved by July 2020.	Plan for Year 5.
Year 4 9.4b	ADB: USD 2 million	Submission of unaudited financial statements for FY 2019/20 based on actual expenditure data from the Local Government s on SSDP conditional grants.	The unaudited financial statements will be based on actual expenditure data of SSDP conditional grants submitted by at least 75 percent (565 LGs) of the Local Governments in year 4. This DLI is achieved when JFPs verify the unaudited financial statements submitted by MOEST.	Ongoing First trimester Financial Management Report (FMR) of FY 2019/20 is submitted on the basis of expenditure from 577 LGs. Second trimester FMR was delayed due to lockdown, now it has been submitted on the basis of expenditure from 709 LGs and no comments received.		

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Year 4 9.4c	WB: USD 8 million	Number of unaided schools receiving block grant reaches 500	This DLI is considered achieved when the implementation progress report generated from Grant Management System (GMS) (a) shows that 500 eligible unaided schools received Block grant and (b) includes disbursement information confirming that these schools meeting accountability criteria received block grants	Ongoing 100 schools have already been selected and received grants. 400 school selection is in the process.	Low impact Selection process might be delayed due to administrative process as the application is to be received from LGs.	The selection process should be initiated as soon as the lockdown is lifted and SSDP TA will provide coordination support to this end.
Year 4 9.4d	GPE: USD 7.1 million	65 additional LGs have integrated SSDP activities in their AWPB.	The DLRs are considered achieved when duly approved AWPBs by the respective municipality/rural municipality councils include activities and budget for the implementation and supervision of SSDP DLRs, which are defined to be delivered by the LGs and or schools in the GON SSDP Transition Plan in federal setup. The achievement report will include: (a) List of LGs fulfilling this DLR per MOEST/CEHRD report and (b) AWPBs of LGs in Year 3, Year 4 or Year 5- whichever is applicable for the claimed period.	Achieved: 144 LGs have integrated SSDP in their AWPBs for FY 2019/20. This also includes information for LGs that had already integrated SSDP activities in Year 3, and new 65 LGs separately Achievement report has been sent to the MOEST from CEHRD.	No impact	E-copies of plan explored for verification. In LG website.
Year 4 9.4e	GPE: USD 0.6 million	100 additional LGs have made data on conditional grants released to individual	The DLRs are considered achieved when LGs would make public the amount of fund released to schools of their constituency against different school expenditure heads	In progress, data collection has been started. Letter has been prepared and is in the proces of being posted on CEHRD website. Data collection is in the process.	Low impact If the lock down due to Covid-19 is extended, it will be delayed.	Data can be provided through email even if the present lock-down is extended.

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		schools, consistent with the Grant Management Guideline, public on user-friendly websites (or accessible spaces)	such as teachers' salary, textbooks, student scholarship of different categories, school operational expenditures, and other sub-heads for each tranche release according to the Grant Management Guideline. The achievement report will include: (a) AWPBs of LGs in Year 3, Year 4 or Year 5- whichever is applicable for the claim period and (b) LG endorsed GMG.	The information collection is ongoing but might take another two to three weeks for the completion of the achievement report.		
Year 4 9.4f	ADB: USD 1.5 million	At least one designated education office appointed in the sanctioned positions in 60 percent of the LGs.	This DLI is achieved when an independent, third party verifies, on a sample basis, that such designated education officer is available in at least 452 out of the 753 LGs. The designated officer refers to a person of level 7 or above as defined by Local Level observation and monitoring survey and Sanctioned Positions List, 2018.	Completed The target has been met as 325 new education officers have been appointed by the Public Service Commission and sent to LGs. A total of 569 LGs have at least one education officers. An achievement report has been submitted to the ADB. However, it was informed that the verification protocol needs revision and MOEST and ADB are working towards that.	No impact	.
DLI 10	Enhanced reliability and transparency of EMIS data, including school level data					
Year 3 10.3a	ADB: USD 4.3 million	Web-based EMIS, with disaggregated data for gender and social groups operational.	Sample-based independent verification refers to a third-party validation of school-wise EMIS data, based on a random sample of no less than 5 percent of the total number of public schools in the country. This DLI is achieved when the final report of the	Achieved and Disbursed Verification is completed and IVA report is received.	Not applicable	

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			sample-based independent verification of the EMIS data is made publicly available			
Year 3 10.3 b	WB: USD 6 million	4 percentage points improvement in teacher and student data accuracy compared to discrepancy in sample verification survey carried out in year one, or 95 percent accuracy in the sample verification survey carried out in year three.	This DLR will be considered achieved if the second round of EMIS sample verification is conducted with a representative sample of all schools in year 3 by an independent agency and discrepancy calculated from verification of self-reported EMIS data is reduced by 4 percentage points relative to first round of verification or 95 percent accuracy in self-reported data if in case accuracy is equal or higher than 95 percent. (student enrolment, total, female and Dalit, and teachers)	Achieved and disbursed Verification is completed and IVA report is received.	Not applicable	
Year 4 10.4 b	ADB: USD 2 million	Second round of sample-based independent verification of EMIS completed with at least 95 percent accuracy of student and teacher data.	Sample-based independent verification refers to a third-party validation of school-wise EMIS data, based on a random sample of no less than 5 percent of the total number of schools in the country. This DLI is achieved when the final report of the sample-based independent verification of the EMIS data, showing at least 95 percent accuracy of data on the number of students and teachers, is made publicly available.	Achieved and Disbursed Report is submitted and the fund is already disbursed.	Not applicable	

APPENDIX 4: EMIS FAQ

इमिसमार्फत काम गर्दा गराउदा आउने समस्याहरु
र
तिनलाई समाधान गर्ने उपायहरुको संगालो

सदिच्छा थापा
संवेदन कोइराला

मिति: ०२/२२/२०७७

स्टुडेन्ट आईडीसंग सम्बन्धित

प्र: पालिकाको dashboard बाट हेर्दा एउटा बिद्यालयको नाम र कोड नै देखिएन, के भएको हो ?

उ. त्यो बिद्यालयले इमिसनै भरेको रहेनछ ! यस्तो अवस्थामा अरु सालमा त्यो विद्यार्थीले इमिस भरेको छ कि छैन हेर्नु होला ! यसका लागि dashboard मा भएको select year click गर्ने, २०७५ गर्ने र सो बिद्यालयको कोड राखेर search गर्ने ! यदि यस्तो गर्दा बिद्यालयको विवरण देखायो भने तपाइले बुझ्नुपर्ने हुन्छ कि त्यो बिद्यालयले २०७५ को भर्षो तर २०७६ भरेको रहेनछ ! अब त्यो बिद्यालयलाई २०७५ को डेटा अपडेट गर्न लगाउने ! अनि २०७६ को नया विद्यार्थी थप्न लगाउने !

प्र: बिद्यालयले पहिले एक्सेल भरेको थियो तर त्यो एक्सेल अहिले छैन कहाँ बाट निकाल्ने ?

उ. बिद्यालयबाट लगिन गर्नुस अनि view एक्सेलमा गएर आफ्नो पुरानो एक्सेल download गरेर त्यसमा काम गर्न लगाउनुस !

प्र: हाम्रो पालिकामा नया बिद्यालय र बालबिकाश केन्द्र छन् अब तिनलाई कसरि नया एक्सेल दिने ?

उ. यसकालागि बिद्यालयको नाम, साबिकको गाबिस/नपाको नाम र हालको पालिकाको नाम लेखेर जानकारी दिने अनि हामीले नया एक्सेल बनाएर पठाउँछौ !

प्र: इमिस अपडेट गर्दा कुनै विद्यार्थीलाई dropout भनेर गरियो, तर त्यो विद्यार्थी dropout होइन, त्यसलाई कसरि मिलाउने ?

उ. स्टुडेन्ट आईडीमा student मा जाने, edit मा जाने, Edit Class Details मा जाने, Select Class भनेको ठाउँमा FAD राख्ने र Ok गर्ने, अब जुन विद्यार्थीको विवरण मिलाउने हो त्यसलाई Edit गरेर मिलाउने ! यसरी मिलाउदा यदि २०७७ मा अपडेट गरेको हो भने त्यो एक्सेललाई सेट गरेर २०७७ मा लागेको हुनुपर्छ, नत्र एडिट हुदैन !

प्र: छात्रवृत्तिको लागि छात्र, छात्रा, दलित छात्र, दलित छात्रा तथा अपाङ्गगत विवरण चाहियो कहाँबाट निकाल्ने होला ?

उ. पालिकाबाट लगिन गर्नुस, aggregate reports मा Student level Information मा जानुस, caste मा D छात्र भयो भने दलित, J छात्र भयो भने जनजाती, B/C छात्र भयो भने ब्राह्मण/छेत्री, O छानेर submit गरियो भने सोहि अनुसार विद्यार्थीको विवरण देखिन्छ ! त्यस्तै गरि अपाङ्गगत विद्यार्थीको विवरण निकाल्नु परे disability मा जाने, कुन कुन अपाङ्गता हो सोहि अनुसार सेलेक्ट गर्ने र submit गर्ने !

प्र: एउटा बिद्यालयको इमिस फायल अपलोड गर्नुपर्ने थियो कहाँबाट सुरु गर्ने होला ?

उ. पालिकाबाट लगिन गर्नुस । dashboard मा जानुस । माथि दाँयापट्टि +New School छ त्यसमा क्लिक गर्नुस । विद्यालयको कोड राखेर सर्च गर्नुस । अब अपलोड गर्न खोज्नु भएको विद्यालयको सब विवरण हाल्नुस । पासवर्ड दिनुस । अनि Create गर्नुस । अब बिद्यालयबाट लगिन गर्नुस, profile भर्नुस र बिद्यालय कति कक्षा देखि कति कक्षासम्म चलेको छ सोहि अनुसार रेजा लगाउनुस ! सामुदायिक बिद्यालय हो भने community aided मा रेजा लगाउने, संस्थागत हो भने institutional company मा रेजा लगाउने, मद्रसा हो भने मद्रसा मा रेजा लगाउने, गुम्बा हो भने गुम्बामा लगाउने, आश्रम हो भने आश्रममा लगाउने अनि submit गर्ने ! अब dashboard मा जाने, जान्छ ! अब dashboard बाट एक्सेल अपलोड गर्ने !

प्र: एउटा बिद्यालयको इमिस फायल अपलोड भइसकेको छ तर बिद्यालयसंग एक्सेल फायल छैन अब अपलोड भएको एक्सेल फायल निकाल्न के गर्नु पर्ला?

उ. बिद्यालयबाट लगिन गर्नुस । view एक्सेलमा जानुस र त्यहाँबाट download गरेर एक्सेल निकाल्नुस !

प्र: इमिसमा भएको शिक्षकको विवरण कसरि अपडेट गर्ने होला ?

उ. सबै भन्दा पहिले तपाइले जुन चाही सालको लागि अपडेट गर्न लाग्नु भएको हो, एक्सेलमा त्यो साल आएको हुनुपर्छ ! मानौ तपाइले २०७७ को लागि काम गर्न खोज्दै हुनुहुन्छ भने त्यो एक्सेलमा २०७७ आएको हुनुपर्छ ! फोटो हेर्नुहोला ! यदि यो साल २०७६ वा २०७५ छ भने सेट year मा गएर २०७७ गर्ने ! अब teacher मा जाने ! Personal Details मा जाने, र यदि कुनै शिक्षकले यो वर्ष बिद्यालय छोडेको छ

The screenshot shows the Teacher Management System interface. At the top, there are buttons for Student, Teacher, and Physical. Below these are buttons for Subjects, Set Year, and Reports. Further down are buttons for Staffs and Misc. At the bottom, there is a table with the following data:

Summary Details				2077
Units Served	No of Teachers	Physical Details	Misc Details	

Teacher Management System

Teacher Options

Add

Overview Personal Details Education Information Teaching History Education History Training Information Leave Information Income Details

Teacher List

Teacher ID	Year	Teacher Name	Sex	Caste/Ethnicity	Nationality	Citizenship	Certificate	Others	Edit	Delete
77003	2077	Madan Subedi	2	4	1	21/1/2020	2/1/2020	2/1/2020	Edit	Delete
77005	2077	Mohan Kumar Adhikari	2	4	1	10/1/2025	10/1/2025		Edit	Delete
77006	2077	Ganga Bahadur	2	4	1	29/9/2023	29/9/2023		Edit	Delete
77007	2077	Ram Sundar Shah	2	4	1	10/12/2022	10/12/2022		Edit	Delete
77008	2077	Shreedhar Kumar	2	4	1	27/11/2019	27/11/2019		Edit	Delete
77009	2077	Krishna Raj D.C.	2	4	1	6/8/2019	6/8/2019		Edit	Delete
77010	2077	Durga Prasad Pandey	2	4	1	15/2/2026	15/2/2026		Edit	Delete

भने वा कुनै शिक्षक यो वर्ष retired भएको छ भने वा सरुवा भएर अन्य गएको छ भने delete गरिदिने ! त्यो लिस्टमा कुनै शिक्षकको नाम छैन वा २०७७ मा नया आएको कुनै शिक्षक छ भने add गर्ने ! कुनै

शिक्षकको विवरण अपडेट गर्नुपर्ने भएमा एडिट गर्ने र के चेन्ज गर्नुपर्ने हो सोहि अनुसार डेटालाई मिलाउदै जाने !

कक्षा ८ को एक्सेल डाउनलोडसंग सम्बन्धित

प्र: बिद्यालयले स्टुडेन्ट आईडी पनि भरेको छ, अपलोड पनि गरेको छ तर सो बिद्यालयको नाम Grade 8 Exam Management मा देखिदैन, किन होला ?

उ. बिद्यालयलाई इमिसमा लगिन गर्न लगाउने, प्रोफायलमा जान लगाउने, अनि कक्षा ८ मा रेजा लगाको छ कि छैन सुनिश्चित गर्न लगाउने !

प्र: बिद्यालयले स्टुडेन्ट आईडी पनि भरेको छ, अपलोड पनि गरेको छ तर सो बिद्यालयको एक्सेल निकाल्ने बेलामा स्थानीय तहमा सम्पर्क गर भनेर भन्दछ, के गर्ने होला ?

उ. विद्यालयको तर्फबाट बिद्यालयलाई इमिसमा लगिन गर्न लगाउने, प्रोफायलमा जान लगाउने, रेजा लगाउने ठाउमा कक्षा ८ मा पनि रेजा लगाको सुनिश्चित गर्न लगाउने ! पालिकाको तर्फबाट School Level Exam Management मा जाने, सो बिद्यालयको कोड राखेर सर्च गर्ने, अनि सो बिद्यालयको बिषयगत रेजा लगाको छ कि छैन सुनिश्चित गर्ने !

प्र: काम गर्दै जादा थाहा भयो कि एउटा बिद्यालयको गणित बिषयमा रेजा लगाउन नै बिर्सको रहेछ, School Level Exam Mgmt मा गएर रेजा लगाउन खोजेको हुदै हुदैन के गर्ने होला ?

उ. पालिकाबाट लगिन गर्ने, School Level Exam Mgmt मा जाने, सर्च भन्ने ठाउँमा जाने र बिद्यालयको कोड राखेर सर्च गर्ने, अब सो बिद्यालयको गणित बिषयमा रेजा लगाउने अनि सेव गर्ने !

प्र: बिद्यालयको नाममा पुर्णबिराम, कमा जस्ता क्याक्टर भयो भने कक्षा ८ को template डाउनलोड गर्दा समस्या हुन्छ कि हुदैन ?

उ. हुन्छ, त्यसैले त्यस्ता क्याक्टरहरु नराख्नु होला र बिद्यालयलाई पनि राख्न नदिनुहोला ! जस्तै जनता मा बि, ४ भनेर राखेको छ भने त्यो नाममा भएको कमाले गर्दा डाउनलोड नहुन सक्छ !

प्र: बिद्यालयले स्टुडेन्ट आईडीमा भरेको विद्यार्थी संख्या भन्दा कक्षा ८ को template मा देखिएको विद्यार्थी संख्या कम छ, कसरि मिलाउने होला ?

उ. बिद्यालयलाई इमिसमा लगिन गर्न लगाउने, ड्यासबोर्डमा जान लगाउने, त्यहाँबाट २०७६ सालको स्टुडेन्ट आईडी अपलोड गर्न लगाउने ! लगआउट गर्न लगाउने अनि फेरी लगिन गरेर कक्षा ८ को template डाउनलोड गर्न लगाउने, मिलि हाल्छ !

प्र: बिद्यालयले प्रयोगात्मक अंक पनि अपलोड गरिसक्यो तर पालिकाले त्यो डाउनलोड गर्न खोज्दा खाली पो आउदछ त के भएको हो ?

उ. पालिकाले एक्सेल डाउनलोड गर्न School Level Marks Mgmt मा जाने ! बिद्यालय रोझे ! त्यहाँ डाउनलोड टेम्पलेटमा क्लिक गर्ने ! कतिपय पालिकाले भने त्यो भन्दा मुनि रहेको लिंकमा क्लिक गर्ने गरेको पनि पाईएको छ ! तल भएको लिंकले त पहिले डाउनलोड भएको एक्सेल मात्रै दिने हो, र पहिले डाउनलोड गरेको एक्सेल भनेको खाली एक्सेल हो !

एक्सेल अपलोडसंग सम्बन्धित

प्र: बिद्यालयले कक्षा ८ को template अपलोड गर्दा के के कुरामा ध्यान दिनुपर्छ ?

उ. धेरै बिद्यालयले कक्षा ८ को template अपलोड गर्दा ड्यासबोर्डमा गएर Class 8 Marks भन्ने सेलेक्ट गर्न बिर्सन्छन अनि हेर्दै नहेरी School Level IEMIS भनेकोमा कक्षा ८ को template अपलोड गरिदिन्छन जसले गर्दा समस्या आउदछ ! अपलोड गर्दा Class 8 Marks भन्ने छानेको हुनुपर्दछ !

प्र: बिद्यालयको कक्षा ८ को template अपलोड गरेको, तर धेरै बेरसम्म पनि केहि नि रेस्पन्स नै आएन, तर फेरी लेजर हेर्दा देखिन्छ, अब त्यो लेजर सहि हो कि होइन भन्ने कुरो थाहा पाउन नै गाह्रो भयो ?

उ. यो अवस्थामा पुग्नु भनेको तपाइले पहिले नै कक्षा ८ को template अपलोड गरिसक्नुभएको रहेछ ! फेरी अपलोड गर्न खोज्नु भएको रहेछ तर पहिले नै अपलोड गरेको एक्सेलमा केहि पनि चेन्ज छैन भने अपलोड गर्दा केहि पनि रेस्पन्स आउदैन ! त्यसैले यो समस्या नै होइन ! एक्सेलमा केहि चेन्ज गर्नुस अनि अपलोड गर्नुस भइहाल्छ !

प्र: बिद्यालयले वा पालिकाले कक्षा ८ को template अपलोड गर्दा गलत एक्सेल भन्छ, यो चाही कसरि मिलाउने ?

उ. एक्सेलमा भएको शीटहरुको क्रम बिग्रेको छ भने त्यस्तो हुन्छ ! कक्षा ८ को template मा सबै भन्दा पहिले Buttons अनि List, Subjects र Information हुनुपर्छ ! यो क्रम छैन भने गलत एक्सेल भन्छ ! यदि यस्तो छैन भने शीटहरुलाई सो क्रममा मिलाउनुस अनि अपलोड गर्नुस, हुन्छ !

प्र: बिद्यालयले वा पालिकाले स्टुडेन्ट आईडीको फायल अपलोड गर्दा गलत एक्सेल भन्छ, यो चाही कसरि मिलाउने ?

उ. एक्सेलमा भएको शीटहरुको क्रम बिग्रेको छ भने त्यस्तो हुन्छ ! स्टुडेन्ट आईडीको फायलमा सबै भन्दा पहिले Buttons भन्ने शीट हुनुपर्दछ, यदि छैन भने त्यस्तो समस्या हुन्छ ! त्यसैले Buttons भन्ने शीट सबै भन्दा अगाडी छ कि छैन भन्ने कुरो सुनिश्चित गर्नुहोला !

प्र: कुनै कारणले गर्दा कक्षा ८ को template लाई अर्को फायलमा सेव गर्नुपर्यो भने कसरि गर्ने ?

उ. म्याक्रो इनेबल गर्नुभन्दा पहिले नै save as गर्ने र Excel Macro Enabled Workbook को रुपमा सेव गर्ने ! यो भन्दा बाहेककोमा सेव गरियो भने अपलोड हुदैन !

प्र: बिद्यालयले कक्षा ८ को टेम्पलेट अपलोड गर्न लागेको तर बिद्यालयको ड्यासबोर्डमा Class 8 marks भन्ने नै देखिएन, के गर्ने होला ?

उ. पालिकाबाट लगिन गर्ने, permission management मा जाने अनि Upload Practical Marks मा रेजा लगाउने !

लेजर र ग्रेडशीटसंग सम्बन्धित

प्र: एउटा बिद्यालयमा मानौ दुइवटा स्थानीय बिषयहरु छन् कम्प्युटर र गणित, यस्तो अवस्थामा त्यस्तो बिद्यालयको एक्सेलमा कसरि इन्ट्री गर्ने अनि लेजर र ग्रेडशीट कसरि निकाल्ने ?

उ. यस्तो बिद्यालयको सबैभन्दा पहिले दुवै बिषयसहितको एक्सेल निकाल्ने ! जुन विद्यार्थीको कम्प्युटर छ उसकोमा कम्प्युटरको अंक हाल्ने अनि जुन विद्यार्थीको गणित छ उसकोमा गणितको अंक हाल्ने ! अपलोड गर्ने ! यस्तो खालको बिद्यालयको दुइचोटी लेजर निकाल्नुपर्दछ ! पहिलो चोटी बिषयगत रेजा लगाउने ठाउमा कम्प्युटर मात्रै राखेर रेजा लगाउने अनि सो बिषयको लेजर निकाल्ने ! दोस्रो चोटी बिषयगत रेजा लगाउने ठाउमा गणितमा मात्रै रेजा लगाउने अनि सो बिषयको लेजर निकाल्ने ! यस्तै प्रक्रिया ग्रेडशीटमा पनि गर्ने !

प्र: भ्यु लेजरजस्तै गरेर भ्यु ग्रेडशीट गर्दा खाली देखिन्छ के भएको हो ?

उ. भ्यु ग्रेडशीटमा विवरण देखाउनको लागि सबै भन्दा पहिले ग्रेडशीट सेटिंगमा गएर के के राख्ने भनेर पहिले मिलाउनुपर्छ ! यसका लागि तपाईंसंग प्रेसबाट छापेर ल्याएको खाली ग्रेडशीट हुनुपर्छ !

प्र: अघिल्लो सालको लेजर वा ग्रेडशीट निकाल्नु परे के गर्नु पर्छ ?

उ. Grade 8 Reports मा जाने School Level Marks सेलेक्ट गर्ने, वर्ष छान्दा २०७५ गर्ने र सोहि अनुसार चाहिएको लेजर वा ग्रेडशीट निकाल्ने !

प्र: एउटा बिद्यालयले उजुरी गर्न आयो जीपीए मिलेन भनेर, त्यो बिद्यालयको लेजर हेरेको यस्तो देखिन्छ, के भएको हो यस्तो ?

Symbol Number	Name	DOB (Nepali)	Gender		NEP	ENG	MAT	SCI	SOC	HEA	MOR	CAR	COM	OPT	GPA
300900117600109	AACHAL NEPALI	2061-5-20	FEMALE	TH. PR. TOT.	C+ A+ B	C+ A+ B	C - C	C A C+	C+ A+ B	B+ A+ A	B A+ B+	B A+ B+	- -	D+ D+	2.44
300900117600062	AAKRITI PANT	2063-6-3	FEMALE	TH. PR. TOT.	A A+ A	A A+ A	A+ - A+	A A+ A	A+ A+ A+	A+ A+ A+	A+ A+ A+	A+ A+ A+	- -	A - A	3.44

उ. अनलायनमा भएको पद्धतिमा जीपीएम कुनै समस्या छैन ! माथिको लेजरलाई एकचोटी हेरौ ! यो बिद्यालयमा कम्प्युटर भन्ने बिषय पनि सेट भएको रहेछ, जुन यस बिद्यालयमा छदै छैन ! यसै कारण यस बिद्यालयको जीपीए घटेर आयो ! यो समस्या समाधान गर्नका लागि School Level Exam Mgmt मा जाने, यस बिद्यालयको कोड राखेर सर्च गर्ने, अनि यो बिद्यालयबाट कम्प्युटरको बिषय हटाई दिने ! अब हेर्नुस मिल्छ ! यसरी मिलाईसकेपछि फेरी अंकहरु अपलोड गरिराख्नु पर्दैन !

बिषय ब्यबस्थापन र कक्षा ८ को परीक्षासंग सम्बन्धित

प्र: पहिले बिषय सेट गर्दा maths भनेर सेट गरियो, पछि त्यसलाई मिलाएर maths राखियो, अपलोड गर्दा अपलोड नै हुन छाड्यो के गर्ने ?

उ. पहिले बिषय सेट गर्दा जे नाम थियो अपलोड गर्दा पनि त्यहि नाम नै हुनुपर्छ, यसो भएन भने अपलोड हुदैन र समस्या निम्तन्छ ! यदि एक्सेलमा maths भनेर गइसकेको छ भने तपाइले अब पालिकाको बिषय राख्ने ठाउँमा maths नै भनेर राख्नुस ! सबै अपलोड भएपछि मात्रै maths भनेर बिषयको नाम चेन्ज गर्नुस !

प्र: मेरो पालिकाले बिद्यालयलाई सैदान्तिक अंक अपलोड गर्ने सुबिधा दिएको रहेछ जानी वा नजानी, यसले केहि फरक त नपर्ला नि ?

उ. यदि बिद्यालयले नै सबै सैदान्तिक र प्रयोगात्मक अंक राखेर अपलोड गरेको हो भने केहि फरक पर्दैन तर बिद्यालयले प्रयोगात्मक अंक मात्रै राखे हो भने यस्तो सुबिधाले समस्या ल्याउँछ ! पालिकाले सैदान्तिक बिषयको अंक अपलोड गर्यो र बिद्यालयले फेरी प्रयोगात्मक अंक अपलोड गरिदियो भने सैदान्तिक बिषयको सबै अंक हटेर जान्छ किनभने बिद्यालयको template मा सैदान्तिक अंक खाली हुन्छ र यो सुबिधाले पालिकाबाट अपलोड भएको सैदान्तिक बिषयको अंक सबै हटेर जान्छ !

प्र: पालिकाले आफ्नै प्रकारको सिम्बोल नम्बर राखेको छ त्यसलाई लेजर र ग्रेडशीटमा कसरि देखाउने ?

उ. इमिसको अवधारणा भनेको हरेको विद्यार्थीको सिम्बोल नम्बर अर्को विद्यार्थीसंग नजुधोस र परेको बेलामा विद्यार्थीको सिम्बोल नम्बरको आधारमा पछिका दिनमा पनि जानकारी थाहा पाउन सकियोस भन्ने नि हो ! पालिकाले दिएको सिम्बोल नम्बर नेपालभरिका विद्यार्थीका लागि फरक फरक नहुने हुदा इमिसमा भएको सिम्बोल नम्बरलाई नै आधार मानेर अगाडी बढ्ने ! पालिकाले दिएको सिम्बोल नम्बर चाही ग्रेडशीटमा देखाउन सकिन्छ ! School Symbol Number भन्ने विवरण मार्फत !

प्र: पालिकाले दिएको सिम्बोल नम्बर राख्दा के के कुरामा ध्यान दिनुपर्छ ?

उ. यो सिम्बोल नम्बर छोटो राख्नु पर्छ र सकभर ० बाट शुरु गर्नुहुन्न ! लामो सिम्बोल नम्बर भयो भने एक्सेलमा सो नम्बर +12 भएर बस्छ र पछि समस्या आउदछ ! अगाडी ० भयो भने डेटाबेसमा सेव भएपछि त्यो ० हटेर जान्छ !

प्र: कुनै विद्यार्थीको विवरण गल्ति रहेछ अनि सच्याउनुपर्दा कक्षा ८ को template मार्फत सच्याउने कि अनलायन इमिसमार्फत सच्याउने ?

उ. जे गर्दा पनि हुन्छ ! तर एउटा माध्यममार्फत गर्नुस ! कहिले एक्सेलबाट अनि कहिले अनलायन इमिसबाट गर्नुहुदैन ! अनलायन इमिसबाट गर्ने हो भने Students Edit बाट गर्ने हो !

प्र: बिद्यालय छोडेर गएका विद्यार्थीहरुको पनि लेजर र ग्रेडशीटमा नाम देखियो, त्यो कसरि हटाउने ?

उ. कक्षा ८ को template मा भएको Not In School मा रेजा लगाएर फायललाई अपलोड गर्ने !

प्र: कुनै बिद्यालयले स्टुडेन्ट आईडीमा कक्षा ८ को विवरण मात्रै भरेर कक्षा ८ को template निकाल्न पाउछ कि पाउदैन ?

उ. पाउदैन ! यदि यस्तो गरेको रहेछ र फेला पर्यो भने त्यस्तो बिद्यालयको कक्षा ८ को सबै डेटा हटाईने छ ! अहिले सम्म यस्तो काम गर्ने १५ वटा बिद्यालयको डेटा हटाई सकिएको पनि छ ! यस्तो अवस्थामा सम्बन्धित बिद्यालय नै जवाफदेहि हुने छ !

प्र: कुनै कुनै विद्यार्थीको लेजरमा नाम पनि दोहोरिएको छ र ग्रेडपनि दोहोरिएर ४ भन्दा माथि पुगेको छ, त्यसलाई कसरि मिलाउने ?

उ. सो बिद्यालयको लेजरमा जाने माथि पट्टि remove duplicate data भनेर लेखेको छ, त्यो क्लिक गर्ने र फेरी सो बिद्यालयको लेजर निकाल्ने, मिलि हाल्छ !

प्र: कक्षा ८ को टेम्पलेटमा नै विद्यार्थीको विवरण सच्याउन सकिन्छ कि सकिदैन ?

उ. सकिन्छ ! सच्याउदा हुन्छ !

प्र: कक्षा ८ को टेम्पलेटमा केहि सच्याएर वा ग्रेडवृद्धि भएको विद्यार्थीको अंक फेरी राखेर अपलोड गर्न मिल्छ कि मिल्दैन ?

उ. सकिन्छ !

ग्रेस ब्यबस्थापनसंग सम्बन्धित

प्र: grace management मा भएको cut-off ग्रेड भनेको के हो ? यसले कसरि काम गर्दछ ?

उ. cut-off ग्रेडमा यदि d+ भनेर राख्यो भने ग्रेस अंक हाल्दा d+ भन्दा माथिको कुनै पनि ग्रेडलाई ग्रेस हाल्दैन ! त्यो भन्दा मुनिको लागि मात्र ग्रेस हाल्ने काम हुन्छ र त्यो भनेको d र e लाई मात्र ! यदि d+ भनेर cut-off ग्रेड राखियो र नेपालीमा २५ अंक राखियो भने २५ अंक हाल्दा जुन जुन विद्यार्थीको नेपालीमा d+ पुग्छ त्यहि त्यहि विद्यार्थीको २५ नम्बर सम्म ग्रेस हालीदिन्छ ! १० नम्बर चाहिनेलाई १० हाल्छ, २५ नम्बर हाल्नेलाई २५ हाल्छ ! d+ को न्युनतम value भनेको ३० भएको हुदा ३० भन्दा बढी ग्रेस हाल्न मिल्दैन ! कति ग्रेस हाल्ने भन्ने कुरो पालिकाले निर्णय गर्ने हो !

प्र: ग्रेस हालेपछि फेरी अपलोड गरे, अब कम्प्युटरले आफै ग्रेस मिलाउछ कि के हुन्छ ?

उ. त्यस्तो हुन्न ! फेरी तपाइले ग्रेस मिलाउनु पर्ने हुन्छ !

प्र: ग्रेस हाल्दा सैदान्तिकमा ग्रेस हाल्ने हो कि सैदान्तिक र प्रयोगात्मक अंकको जोड मा हाल्ने हो ?

उ. सैदान्तिक र प्रयोगात्मक अंकको जोडमा ग्रेस हाल्न मिल्दैन ! जस्तो अंग्रेजीको प्रयोगात्मकमा कसैको २४ आयो भने A+ भयो ! सोहि बिषयको सैदान्तिकमा कसैको ५ आयो भने E भयो ! दुइ बिषयको जोड २९ भयो र जम्माजम्मी सो विद्यार्थीको ग्रेड D भयो किनभने D भनेको २० देखि ३० सम्मको अंक हो ! अब सो विद्यार्थीको लेजर वा ग्रेडशीटमा प्रयोगात्मकमा A+, सैदान्तिकमा E र सैदान्तिक र प्रयोगात्मक अंकको जोडमा D हुनुपर्छ ! यदि सैदान्तिक र प्रयोगात्मक अंकको जोडमा ग्रेस हालेर D+ बनाईयो भने जोड नै मिल्दैन ! त्यसैले ग्रेस भनेको जहिले पनि सैदान्तिक बिषयमा मात्रै हाल्ने हो !

प्र: ग्रेस हालेपछि लेजर हेरे, तर लेजरमा त केहि फरक देखिएन नि ?

उ. ग्रेस हाल्दा कम्प्युटरले एउटा निश्चित प्रक्रिया पार गर्नुपर्दछ र इमिसमा भएको चापले गर्दा सो प्रक्रिया पार गर्न कहिले कही समय लाग्ने गर्छ !

नतिजासंग सम्बन्धित

प्र: पालिकामा A+ वा A आउने कति जना छन् भनेर कसरि थाहा हुन्छ ?

उ. लेटर ग्रेडिङमा समस्तिगतरूपले A+ वा A आउने यति र उति भन्ने नै हुदैन ! लेटर ग्रेडिङमा जहिलेपनि बिषयगत ग्रेडिङ मात्रै हुन्छ ! कसैले त्यस्तो गरेको छ भने त्यो गलत हो !

प्र: कुनै क भन्ने विद्यार्थीले ८०० मा ६६५ अंक ल्यायो र ख भन्ने विद्यार्थीले ८०० मा ६६६ अंक ल्यायो, तर क भन्ने विद्यार्थीको सिजीपीए ३.६४ छ र ख भन्ने विद्यार्थीको सिजीपीए ३.६ छ ! झन् थोरै अंक आउने विद्यार्थीको सिजीपीए बढी छ के भएको हो ?

उ. लेटर ग्रेडिङमा कुल अंकसंग सिजीपीएको केहि सरोकार नै हुदैन ! उदाहरणको लागि यी दुई विद्यार्थीको अंक र ग्रेड हेर्नुहोला !

बिषय	क भन्ने विद्यार्थी			ख भन्ने विद्यार्थी		
	अंक	ग्रेड	जीपीए	अंक	ग्रेड	जीपीए
१	७१	B+	३.२	८१	A	३.६
२	८४	A	३.६	९१	A+	४.०
३	७०	B+	३.२	५८	C	२.४
४	८८	A	३.६	८०	A	३.६
५	८०	A	३.६	८६	A	३.६
६*	४८	A+	४.०	४८	A+	४.०
७*	४७	A+	४.०	४४	A	३.६
८	८४	A	३.६	९१	A+	४.०
९	९३	A+	४.०	८७	A	३.६
जम्मा	६६५		३२.८	६६६		३२.४
सिजीपीए			३२.८/९=३.६४			३२.४/९=३.६

* ५० पूर्णांक

Source: Web-based EMIS

प्र: ग्रेड राख्दा ८० देखि ९० छ भने A अनि ९० देखि १०० छ भने A+ छ, यस्तो अवस्थामा ९० अंक आएको विद्यार्थीको grading A हुन्छ कि A+ हुन्छ ?

उ. A+ हुन्छ !

प्र: पालिकाबाट लगिन गरेर Grade 8 Reports मा गएँ, Gradewise Report मा गएँ र त्यसले तल दिएको जस्तो रिपोर्ट निकाल्यो ! पालिकामा कक्षा ८ को परीक्षा दिने विद्यार्थी कति भए भनेर यो रिपोर्टबाट कसरि थाहा पाउने ?

Subjects	Practical Marks										Theory Marks									
	A+	A	B+	B	C+	C	D+	D	E	N	A+	A	B+	B	C+	C	D+	D	E	N
Nepali	143	99	20	6	1	1	0	0	0	0	0	4	17	33	65	84	52	0	16	0
English	147	94	23	6	0	0	0	0	0	0	0	1	5	28	24	77	97	0	39	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	2	8	26	28	49	61	0	97	0
Science & Env.	155	88	19	7	1	0	0	0	0	0	0	6	11	29	25	102	74	0	24	0
Social & Pop Edu.	149	100	12	9	0	0	0	0	0	0	2	17	27	51	64	70	25	0	15	0
Health & phy. Edu	171	61	36	2	0	0	0	0	0	0	1	11	41	75	73	48	14	0	8	0
Moral Edu.	121	87	24	35	3	0	0	0	0	0	2	18	24	56	56	97	14	0	4	0
Occ., Bus. & Tech. Edu.	111	104	21	17	4	13	0	0	0	0	0	4	36	49	70	69	35	1	7	0
Computer	94	129	13	18	9	7	0	0	0	0	3	10	17	62	60	49	51	3	16	0

Source: Web-based EMIS

उ. कक्षा ८ मा परीक्षा दिने कति भए भनेर थाहा पाउन बिषयगत विद्यार्थी संख्यालाई ठाडो होइन तेर्सो जोडनुपर्छ ! उदाहरणको लागि प्रयोगात्मकको हरेक बिषयमा A+ देखि E सम्म जोड गर्दा २७० हुन्छ ! यसै गरि सैदान्तिकको हरेक बिषयमा A+ देखि E सम्म जोड गर्दा २७१ हुन्छ ! नियमतः दुवै २७० हुनुपर्ने हो ! तर यो पालिकाको कुनै बिद्यालयमा १ जना विद्यार्थीको प्रयोगात्मक अंक इन्ट्री भएको रहेनछ तर सैदान्तिक अंक भने इन्ट्री भएको छ !

प्र: बिद्यालयलाई आफ्नो ग्रेडशीट हेर्ने सुबिधा कसरि दिने होला ?

उ. पालिकाबाट लगिन गर्ने, Permission Management मा जाने, अनि View Grade VIII Ledger मा रेजा लगाईदिने !

प्र: कक्षा ९ मा भर्ना हुने आधार के हो ?

उ. पाठ्यक्रम विकास केन्द्रको website मा भएको जानकारी अनुसार कक्षा ९ मा भर्ना हुन कक्षा ८ का अनिवार्य बिषयहरुमा कम्तिमा D+ प्राप्त गरेको हुनुपर्ने छ ! यस निर्देशिकाले सैदान्तिक र प्रयोगात्मक दुवैमा न्युनतम D+ प्राप्त हुनुपर्ने भनेर भनेको हो कि कुल अंकमा न्युनतम D+ आएहुन्छ भन्ने कुरोको जानकारी दिदैन ! यसैकारण न्युनतम D+ लाई पालिकाले आफ्नो तरिकाबाट बुझ्ने बाहेक विकल्प छैन ! पाठ्यक्रम विकास केन्द्रले जारी गरेको निर्देशिका यस website बाट हेर्न सकिन्छ !

https://moecdc.gov.np/images/admission_class_9.pdf

प्र: कुनै एउटा विद्यार्थीको जन्म मिति २०६१ जेष्ठ ३२ हुनुपर्ने छ कसरि मिलाउने ?

उ. पालिकाबाट लगिन गर्ने, students edit मा जाने, बिद्यालय सेलेक्ट गर्ने, विद्यार्थी सेलेक्ट गर्ने, अनि त्यसको जन्ममिति मा २०६१ जेष्ठ ३२ मिलाउने !

अन्य बिषयसंग सम्बन्धित

प्र: मेरो पालिकामा एउटा बिद्यालय छ त्यसको कोड कति हो नै थाहा भएन कसरि थाहा पाउने ?

उ. पालिकाबाट लगिन गर्ने, ड्यासबोर्डमा जाने, अनि बिद्यालयको नाम हेर्ने ! २०७६ मा देखिएन भने २०७५ मा हेर्ने !

प्र: मेरो पालिकामा भएको बिद्यालयले आफ्नो पासवर्ड नै बिर्सियो कसरि नया पासवर्ड दिने त्यो बिद्यालयलाई ?

उ. पालिकाबाट लगिन गर्ने, ड्यासबोर्डमा जाने, जुन बिद्यालयको पासवर्ड बिर्सको हो सो बिद्यालयको नाम हेर्ने, एडिटमा जाने र नया पासवर्ड हालिदिने ! यदि २०७६ मा बिद्यालयको नाम देखिएन भने २०७५ मा गएर हेर्ने !

प्र: मेरो पालिकाले नतिजा सबै प्रकासित गरिसक्यो अब अरु केहि कुरो ख्याल गर्नु पर्छ त ?

उ. पालिकाले नतिजा प्रकासित गरिसकेको हो भने बिद्यालयलाई प्रयोगात्मक अंक राख्न दिएको सुबिधालाई Permission Management बाट हटाईदिने !

प्र: लेजर र ग्रेडशीटमा बिद्यालयको नाम बिग्रेको छ, कसले र कसरि मिलाउने होला ?

उ. बिद्यालयलाई इमिसमा लगिन गर्न लगाउने, प्रोफायलमा जान लगाउने, अनि त्यहिबाट बिद्यालयको नाम सच्याउन लगाउने !

प्र: मेरो पालिकाको नाम नै गल्ति छ त्यो कसरि मिलाउने ?

उ. पालिकाबाट लगिन गर्ने, प्रोफायलमा जाने, Local Level* भनेको ठाउमा पालिकाको सहि नाम लेख्ने !

प्र: पालिकाले आफ्नो पासवर्ड नया राख्नुपर्छ भने के गर्ने होला ?

उ. पालिकाबाट लगिन गर्ने, प्रोफायल मा जाने, Password* भनेको ठाउमा गएर नया पासवर्ड राख्ने अनि अपडेट गर्ने !

प्र: पालिकाले इमिसको एक्सेस गर्न व्यक्तिगत इमेल प्रयोग गरेको छ, व्यक्तिगतलाई हटाएर पालिकाको इमेल प्रयोग गर्नुपर्छ भने के गर्ने होला ?

उ. हाम्रो रहर पनि व्यक्तिगत इमेल भन्दा पनि पालिकाको इमेल प्रयोग होस् भन्ने नै हो ! यसका लागि पालिकाबाट लगिन गर्ने, प्रोफायल मा जाने, Email* भनेको ठाउमा गएर नया पालिकाको इमेल राखेर अपडेट गर्ने !

प्र: पालिकाले इमिसमार्फत कक्षा ८ को काम गरेको अवस्थामा फेरी अब त्यो अंक स्टुडेन्ट आईडी मा पनि फेरी हाल्नु पर्छ ?

उ. कक्षा ८ को अंक स्टुडेन्ट आईडीमा हालीराख्नुपर्दैन ! सो कक्षाको अंक नहाल्ने सोझै कक्षा अपडेट गर्दा को को पास, दोहोर्याएको हो यस्ता जानकारी मात्रै अपडेट गर्ने !

APPENDIX 5: PROGRAMME THEMATIC AREAS DETAILS

6A: Concept Note: Distance, digitalised and online approaches to: (i) strengthen immediate support to teachers for learning continuity; and (ii) accelerate the diversification of in-service teacher training/CPD modalities

1. Background: SSDP plans, the evolving governance structure and the new challenge of COVID- 19

From the outset of SSDP (2016-2023), in line with international ‘good practices’, it was planned to implement multiple modalities of TPD, in which various remote and school-based approaches would supplement face-to-face training courses. These were planned to include web- and app- based self-learning resources, online short modular courses, support for the development and sustenance of teacher networks (communities of practice-CoP) and the expansion of school-based professional development for secondary teachers.

The fundamental changes in governance structure, which included a reduction to just seven PETCs, creates a longer-term opportunity for more contextualised and effective CPD systems, but considerable new demands in the immediate term. With limited time as yet for capacity development for PETCs and LGs, the target set in SSDP PRF (training of 19,500 secondary and 68,900 basic teachers) has been proving very challenging to achieve. The current DLI target to train 13,500 teachers in science, maths and English subjects is at risk of not being met. More recently, an additional important priority makes even further demands; to provide induction training for the 27,000 teachers recently appointed on the recommendation of the Teacher Service Commission (TSC).

These already significant challenges have, of course, now been superseded in the short term and magnified in the intermediate to longer term, by the Covid-19 pandemic. Schools have been closed since March 2020, leaving many children with no or very limited support for their education. The poorest children, especially girls, children from remote areas, children with disabilities and those from marginalised communities or highly stressed families are the most at risk of learning loss and of ceasing to engage with the education system. Meanwhile teachers, head teachers and local education leaders are also directly affected, with many struggling to reach out to and support children and their families.

2. Strengthening Immediate Support to Teachers for Learning Continuity and Risk Reduction: Rationale, initiatives in process and indicative further support needs

Given the Covid-19 crisis, for the foreseeable future, the most urgent priority for education is to reach all children, alongside their parents and wider communities, with information and support to reduce the risks from Covid-19, to mitigate learning loss and risks of dropout and associated harms and, as far as possible, to promote continued learning.

Teachers and school communities (as well as ECED and NFE facilitators and managers) need to remain central in the second of these (promoting continued learning) but also have a significant role to play in the first (dissemination of accurate information and support). For this, they require basic guidance, resources and tools to reach pupils, parents and families in a timely and effective manner. Teachers (and head teachers) also need to be linked up with each other so that they can give mutual support as they continually respond to an uncertain and

evolving context including, in due course, preparing for school reopening. This clearly implies not only the identification and provision of effective and appropriate tools and technologies but also developing confidence in their use at all levels in the chain.

Nepal has already taken a number of steps to address this situation. The MOEST released detailed Guidelines for Facilitating Students' learning through Alternative System in May 2020. Subsequent to the Guidelines, the MOEST has come up with an extensive television-based initiative for reaching out to all the grades across the country starting in June 2020. Prior to that, in April 2020 MOEST in coordination with Development Partners (DP), developed a workplan to respond to prolonged lockdown situation. CEHRD identified various possible ways of continuing education with a focus on engaging learners virtually, in case where schools will remain closed for an extended period. These include:

- An **online portal** that provides access to virtual lessons and guidance for the ECED, Grade 1-6, Grade 6-8 and Grade 9-10 curriculum
- A **mobile app that can be used by teachers and parents** to support children to continue their learning
- Educational **radio** and **television** programmes
- **Printed** learning packs

Since then, radio as a medium for the teaching learning process combined with awareness raising has been particularly pronounced, along with online platforms and television. Some of the main initiatives that are now in process are discussed further below.

Radio: In the context of Covid-19, Radio Nepal's national network has been broadcasting an informative and awareness programme which is mirrored through 150 FM stations across the country in three separate languages – Nepali, Doteli and Awadi. Promoting education through radio also features prominently in the World Bank's brief on how countries are using technology for education⁸ in the Covid-19 pandemic environment across the world. According to a recent rapid assessment report, 80 percent of the children surveyed stated that radio was the most effective communications tool to garner information on Covid-19.⁹

Given its clear potential, the use of radio featured strongly in discussions at the ICT TWG meeting in April. The CEHRD currently only has 15 minutes of airtime (7.25pm-7.40pm) every Saturday which is being used for parents, teachers and students' engagement in schools and serves as a platform for sharing information on policies and practices. Considering the uncertainty on when and how schools will reopen in Nepal, the CEHRD/MOEST must revisit its education engagement programmes with Radio Nepal. Through Radio Nepal's five regional broadcasting centers and FM stations, the CEHRD could capitalise on Radio Nepal's country wide network programmes which are distributed through V-Sat to run education programmes for all levels of primary and secondary schools. Education outreach programmes and teacher training and TPD can be targeted to specific geographical regions and schedules.

⁸ <https://www.worldbank.org/en/topic/edutech/brief/how-countries-are-using-edtech-to-support-remote-learning-during-the-covid-19-pandemic>

⁹ *Rapid Assessment on Impact of Covid-19 on Children in Karnali Province and Province II of Nepal; Save the Children, May 2020*

Television¹⁰: Television was also strongly highlighted in the ICT TWG meeting as an appropriate medium to use for education in the current emergency. Television is being used by CEHRD for mandatory subjects for Grades 9-10. CEHRD is broadcasting education content from 11am-3pm every day except Saturday, but the format and specific audience has remained the same since the lock down; CEHRD needs to ensure that the airtime on Nepal Television Plus must also cater to other grades. The four-hour airtime each day could be segmented to cover all grades from 1-12 using alternating hours and days to ensure a larger number of children are reached even with the current airtime on Nepal Television Plus. However, more resources would be required if CEHRD's current ongoing work on content development for Grades 1-8 is to be operationalised.

Similarly, CEHRD's prime airtime on Nepal Television (national) every Tuesday from 7-7.25pm should be used more productively to meet the requirements of current and changing times for debates to address challenges to education service delivery. At present, the prime time is being used to rebroadcast old content related to case studies of community schools and model teachers. Television can serve as an appropriate platform for inclusive engagement of representation of all three tiers of government including students and civil society.

On-line learning: The online learning platform initiated by the CEHRD is noteworthy. It first went live following discussions at the ICT TWG in April. The platform is open and accessible but is limited in its use to only a small percentage of the 34,000 plus community schools due to access (hardware and software) and connectivity. Data related to potential use of the learning platform indicates that less than 7 percent community schools have connectivity with the learning platform, and access to the portal does not guarantee that a large percentage of community school students will engage with the learning platform.

Table 1: Access to and Use of Computers and the Internet in Community Schools

Provinces	With Computer	With Internet	Used for Teaching Learning	Used for Administration	Avg. no of Comp for TL	Avg. no. of Comp for Adm.
Province 1	1678	516	1058	179	5.9	1.7
Province 2	497	110	224	54	6.2	1.5
Bagmati	1636	626	1088	143	7.6	1.8
Gandaki	1487	523	985	152	7.9	1.6
Province 5	1498	404	901	128	6.5	1.5
Karnali	357	104	225	34	6.4	1.7
Sudurpaschim	836	189	545	72	5.9	1.8
Total	7,989	2,472	5,026	762		

¹⁰ At the time of developing and submitting this concept note, further details on television-based initiative by the MoEST were being finalised, to increase the existing airtime significantly and reach out to all the grades and not just Grades 9 and 10 which is the current practice.

Initiatives by other Development Partners:¹¹

There are a number of organizations are working on the area of remote delivery in Nepal. For illustrative purposes example of British Council led initiatives is provided here.

BC/CUP support to English Subject Teachers : The British Council and Cambridge University Press are working on a multi-pronged approach to English language teaching and learning that will directly support learners, support English subject teachers in their engagement with learners and own CPD, support English subject trainers (of PETCs) for understanding different virtual approaches and developing radio lessons and, further, support CEHRD for developing its overall capacity of remote learning, familiarity with overall tools and ability to guide and support the PETCs. The main specific activities will include¹²:

- A series of 3 webinars for 12-15 CEHRD staff members to develop their understanding of remote delivery, awareness of various online learning tools and skills in using those tools; as well as provide access to online learning activities (May 2020).
- Building the capacity of a group of trainers on adapting the curriculum and textbook (Grade 6-8) content to fit a radio lesson
- Develop 16-20 audio stories from the textbooks (Grades 6-8)
- Develop 16-20 radio lessons and broadcast it (from July 2020).
- Virtual support to teachers in the existing ELTP pilot districts of Chitwan, Dhading and Ramechhap (through already-formed COPs using WhatsApp/Viber) including use of bulk SMS, e-mailed print resources with 'wraparound tasks' focusing on reading skills, use of 'TeachApp' and weekly webinars. In case of the TechApp, once the teacher has downloaded it, the App runs offline as well.
- Capacity building of 21 ELT roster trainers (teacher educators) for English language (three from each PETC) including a series of 5 online webinars focusing on the CPD framework for teacher educators, develop their understanding of the TPD curriculum and communicative method for English, knowledge of existing online materials for session planning and access to various self-study materials (Originally planned for late May/early June).

The work will explore possibility of replicating the same model for maths and science.

In summary, as of now there are a number of important initiatives in process, but the challenges are daunting. Indicatively, SSDP-TA could support CEHRD in the areas of:

- Identifying a practical strategy for reaching learners – teachers reaching the families to help facilitate their learning through television, radio, online and other approaches.
- Further capacity development of teachers in understanding different tools/ platforms/approaches – training in maths, science and English for existing and new teachers using blended methodologies.
- Further coordination and integration of approaches? Evidence suggests that radio and television programmes are more effective if teachers have guidance how to follow up and learners also have printed activities, worksheets, follow up activities¹³.
- Identification of the most urgent and emergent needs to prioritise content for review of

¹¹ Further initiatives will be explored in due course to learn from and possibly collaborate with

¹² Further discussions will take place with the BC technical team to understand these activities in more depth.

¹³ CEHRD in partnership with Nepal Education Cluster has developed worksheets for children in early childhood and Grades 1-3 to be used at home.

existing materials and further development

- Learning from the BC/CUP approach (and others) and applying more widely, e.g. to maths and science teaching and learning

3. Accelerating the diversification of in-service teacher training/CPD modalities

Whilst immediate support to learners and teachers is the most urgent priority, there is also a strong case for continuing, and indeed accelerating, implementation of the existing plans to diversify TPD modalities, in particular with regard to introducing remote learning strands. It may be an extended time before large-scale face-to-face in-service courses can resume. In the early stages of school reopening, no doubt teachers will have additional responsibilities, not least in supporting pupils to re-enter, re-settle and catch up on lost learning ground. For the subjects prioritised under the SSDP (English, maths and science), there was already an issue of teachers being unable to participate in PETC-based trainings because of a lack of teachers to cover for them; this problem is likely to intensify. The newly appointed teachers will likely be in particular need of support to start their teaching careers in such difficult circumstances. Distance learning modalities would do much to address these anticipated situations and thus help keep progress in TPD and CPD as 'on track' as possible.

Moreover, the work being (or to be) done as described above to support emergency remote teaching can be built upon for more systematic and sustained CPD in the future since, out of necessity, teachers will be becoming more familiar with distance and virtual learning and support approaches, including specific skills in using various platforms and technologies.

With some of the virtual initiatives (British Council led, others to be explored) already underway, there is scope to learn from them and to focus on developing virtual CPD approaches and online modules in maths and science to start with, since these are priority subjects under SSDP along with English. The SSDP-TA can support CEHRD and PETCs in adapting core in-service courses in maths and science for distance learning though hybrid modalities. Coordination with other initiatives like British Council/Cambridge University Press can also be explored to develop strategies and programmes.

Some initial thoughts on the approach to diversifying TPD courses

Based on existing training curriculum: at this stage, the focus should be on digitalised and online/remote content that is adapted from the existing face-to-face curricula for maths, science, English and other selected trainings.

Modular approach: Existing training curricula, for example the Grade 8 maths teachers training curriculum, would be divided into 5-10 modules to take the teacher through the entire process. The modules would be designed to be sequential and for teachers to work through them at their own pace and convenience (though normally to be completed within an agreed total period-indicatively 4 months as standard but with possibility to extend to 6 months). The online self-learning modules (possibly using some learning management system - LMS) will cover all the content areas that a teacher should know and do in organising classroom and undertaking teaching and learning activities in the subject and grade(s). The LMS will have the capacity to also monitor teacher participation through built-in checks that will not allow teachers to skip any sections/sessions without proper completion.

Standardised and user-friendly layout: Each module will have (a) course title, (b) objectives, (c) expected outcomes/achievement at the end of the module, (d) indication of number of hours needed to complete the module (e) detailed learning content (related to pupil learning and assessment of that learning) and (f) self-assessment.

The **detailed learning content** for each module might indicatively include:

- Introduction to the curriculum topic/concept/objective – activities and quizzes to ensure the teacher grasps these fully
- Locating the concept or topic within the curriculum sequence (for example what prior knowledge/concepts would learners need in order to learn this new one?)
- Thinking for oneself – the self-learners are required to use their existing knowledge to suggest what methods might be used (before seeing ideas, demonstrations)
- Presentation of how to teach the concept/ idea/ topic. Video/ DVD/SD cards will be critical to substitute for face-to-face demonstration. This could be supplemented with activities to try, illustrations, quizzes, reading material and so on.
- Reflection questions – what might be common difficulties that learners face with this concept or skill? This could be done through face-to-face or virtual teacher groups/clinics where small groups come together and share their experiences or challenges.
- Continuous assessment – how to know a pupil's progress, e.g. how far have they mastered the content/understood the new concept?
- Questions for reflection (throughout and at the end)

It is important to rethink that the virtual training programme for teachers should not be limited to mitigate or address the current stalemate caused by Covid-19 pandemic. The virtual training programme could be a viable alternative approach to on-the-job teacher preparation for those schools where the numbers of teachers are limited, and schools cannot afford the absence of teachers for weeks. It is even more prominent in the case of teachers teaching maths, science and English subjects in higher grades.

CEHRD needs to mobilise its audio-visual section, coordinate with CDC and PETCs and revise and improve the existing training curriculums and modify them to be used in distance mode.

4. Indicative workplan

Activity	Months/ duration	CEHRD/ PETC Inputs	SSDP-TA inputs	Notes on additional expertise required
<p>Scoping and Mapping</p> <p>Discussions between CEHRD, SSDP-TA and other programmes and initiatives to obtain clear mapping of <u>current situation</u> and <u>needs in terms of content and platform</u> for:</p> <p><i>1. Risk reduction communication and learning continuity (learners, teachers and parents/communities)</i></p> <p>Priority Content</p> <p>Modality (radio, television and phone-based apps, social media groups)</p> <p><i>2. Priorities for developing distance/virtual TPD courses</i></p>				

And to identify roles for SSDP-TA (scope, level, specific tasks) in both strands				
Strand 1- Immediate Support to Learning Continuity and Risk Reduction Review feasibility of various modalities in place currently for reaching out to teachers and learners Identification of the most urgent and emergent needs to prioritise content development				
Strand 2-TPD Modules Critically review the existing teacher-training curriculums being implemented by PETCs and identify <i>priority learning content</i> for digitalisation in the first round Clarify specific modalities/ combinations of technologies				

6B: School Reopening Support: Student Learning, School Safety, Health and Hygiene

In response to the Covid-19 crisis the development partners are coming together in Nepal to provide immediate assistance to support the school education sector. The GPE will support most disadvantaged LGs (100-125 LGs) in regions that have been impacted by COVID-19 through school grants to ensure safe re-opening of schools and continued learning^[1]. Selected LGs will be required to develop a response plan for the implementation of project activities, including a timeline, physical and financial reporting mechanism. Following are the list of activities to be supported:

- Welcome to School campaigns.**
- School sanitation & health protocols**, including health screening, availability of hygiene products and minor refurbishments or Water, Sanitation and Hygiene (WASH) facilities.
- Teaching at the right level**, including conducting formative assessments in classrooms when schools reopen to understand the learning gaps and providing additional support to children falling behind, including remedial instruction.

The SSDP TA Facility made a quick assessment of some of the health and safety related needs of schools in consultation with the CEHRD as follows:

A. General School Safety and Safety Equipment

^[1] LG selection criteria will be detailed in the Project Implementation Manual. Schools with resource classrooms and special schools will receive an additional allocation to address the needs of the children with disabilities.

Schools must have their own safety strategy and necessary safety equipment considering the current scenario of the Covid-19 pandemic as they prepare for reopening. The areas to focus upon while reopening of schools are:

- Providing children with information about how to protect themselves;
- Encouraging children to ask questions and express their concerns;
- Monitoring children's health and keeping them home if they are ill;
- Arranging for ways to support children's psycho-social needs;
- Promoting hand washing and hygiene practices;
- Looking for ways to Increase airflow and ventilation in classrooms;
- Helping children develop habits of coughing or sneezing into a tissue or elbow and avoid touching face, eyes, mouth and nose;

The schools need a lot of material and equipment to prevent their students, teachers/staff and parents from current covid-19 pandemic while at school premises, such as:

- Covid-19 and other hazard warning sign boards and placards with important messaging
- First Aid Kit and oxygen cylinder
- Oximeter, thermal gun, gloves, medical mask and PPE sets
- Sanitizer at the entry and exit points
- Hand wash soap in toilets
- Fans to increase airflow in the classroom
- Sanitary pads for female students
- Disinfecting equipment for the entire school before reopening as many schools are used as Quarantine Centres

B. Conducting screening (through physical checking and conversation/probing) for the school staff, students and visitors to confirm

- They are not sick,
- No one in their family is sick,
- They have not contacted anyone who was sick in last 14 days, and
- They have not contacted any confirmed or suspecting Covid-19 case in last 14 days.

C. Daily Routines

- Availability of disinfectants, soaps, sanitizers to clean hands
- Disinfecting of surfaces in use
- Good hygiene practices like regular handwashing
- Availability and use of general protective equipment (GPE)
- Monitoring for signs and symptoms of Covid-19
- Reporting illness and quarantine, including anonymous reporting system.
- Physical distancing practices

D. Proposed Interventions by the TA Facility

The TA Facility has held preliminary discussions with the MOEST and CEHRD to develop a better understanding about the needs of the government for schools during the Covid-19 crisis. TA Facility can support in two areas as part of school re-opening which will be further discussed and finalised:

- 1) *Teacher manual finalisation and publication:* Given that the schools in Nepal are now closed for almost 4 months, a massive loss of learning has already happened. MOEST has been trying to mitigate the situation by offering programmes for children through television, radio and online mediums. However, both the access and efficacy of these programmes is under question; households across Nepal do not have anywhere near-universal access to any of the three mediums for their children to benefit from the

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programmes. Rural and peri-urban areas are more compromised in terms of their access (uninterrupted or otherwise) to electronic and internet mediums. The quality of programmes relayed through these mediums has its own challenges. The MOEST is looking to develop a guideline for teachers across Nepal to help them reach out to families in their respective areas and guide them to facilitate the learnings of children wherever these programmes are accessible. The TA Facility can help with quality assurance and printing of these guidelines for all the teachers in the country; the MOEST can pick up the responsibility for distribution and dissemination of guidelines to teachers.

- 2) *Safety protocol guidebook finalization, publication and trainings to LGs:* As the number of infected cases in Nepal begin to come down, the government is preparing a plan to reopen schools in phases. The TA Facility in coordination with the MOEST/CEHRD can develop safety and hygiene protocols that can inform school routines once they reopen. The protocols will be prepared using a combination of illustrations and text, taking shape of a small guidebook that will be made available to all the schools. The TA can assist with dissemination of these safety protocols to LGs and schools by 1) helping the concerned government department print the protocols; and 2) training selected LG officials on these protocols so that the officials can then train school heads and teachers in their respective municipalities.

A tentative activity plan is as follows:

Activities	Jul	Aug	Sept	Oct	Nov	Dec
Support MOEST/CEHRD with school reopening by providing assistance for developing safety and hygiene protocols, their printing and dissemination to LGs.						
Support MOEST/CEHRD with enhancing children's learning at home while they wait for schools to reopen by quality assuring the teacher guidelines and their printing.						
Develop concept notes for 1) quality assurance and printing of teacher guides and for 2) developing safety protocols for schools and their printing and dissemination.						
Supporting with development and printing of 80,000 copies of safety protocols and routines as part of the safety guidelines for schools.						
Supporting with quality assurance of 220,000 teacher guides and their printing to enhance student learning.						
Virtual training of LG officials on school reopening safety protocols.						
Distribution of teacher guides and safety protocols to LGs and teachers by CEHRD.						
Monitoring and reporting.						

Source: TA Facility

6C: Local Government: Training Plan Details

Province wise distribution of LGs and districts selected by the TA Facility are as follows

Province	Province 1	Province 2	Bagmati Province	Gandaki Province	Province 5	Karnali Province	Sudur Pachchim Province	Total
Districts	10	X	9	4	7	4	4	38
LGs	99	X	89	37	54	27	40	346

Source: TA Facility

*All districts and LGs from Province No. 2 covered by USAID

Training cohorts will be formed accordingly

Province	No. of LGs	Total participants	Training cohorts
1	99	198	8
2	X	X	X
3	89	178	7
4	37	74	5
5	54	108	4
6	27	54	2
7	40	80	3
Total	346	692	29

Source: TA Facility

Training planning and implementation cycle

No	Activities	Tentative dates
1	Training content and resource material development	May to July 2020
2	Pre-test of training	September 2020
3	Revised training materials	September 2020
4	Printing	October 2020
5	Conducting TOT	Oct/November 2020
6	Conducting training to targeted LGs	Nov 2020 - January 2021
7	Monitoring during training at targeted LGS	Nov 2020 - January 2021
8	Report writing	January 2021
9	Follow up visit to measure impact	April-May 2021
10	Review training	May/June 2021
11	Plan for next training	July 2021

Source: TA Facility

Note: This is a tentative plan and may change due to the Covid-19 situation.

Training Content

The training content for the five-day training is as follows:

Policy Content	<ul style="list-style-type: none"> • Constitution provision (Education) • Local Government Operation Act (LGOA) 2074 (Roles and responsibilities of LG regarding management of school) • Education Acts, Regulations and Policies • Sustainable Development Goals (SDG), and SSDP framework • Directives and guidelines • Periodic education plan (15th plan)
Data: A prerequisite for educational planning	<ul style="list-style-type: none"> • Socio-economic and Demographic information • Education statistics (qualitative progress and qualitative problems) • Education budget (government, community contribution, International Aid Agencies, funding deficit) • Physical and Human resource (HR) information • Previous plans and programmes
Potential Programme and activities for planning	<ul style="list-style-type: none"> • Curriculum • EMIS • TPD/CPD • Examination /Assessment • Role of communication in education
Municipal Education Planning process	<p>Plan formulation</p> <ul style="list-style-type: none"> • Challenges and issues in education planning (Gap analysis/SWOT analysis) • Who should be involved in the planning process? • Develop Vision • Setting of objectives and targets • Identification of programmes/activities to meet the objectives and vision • Timeline • Determine resources (financial) needed to implement programme/activities <p>Plan implementation</p> <ul style="list-style-type: none"> • Municipal Education Plan implementation guidelines (practice writing on sample implementation guideline for one activities) • Implementation arrangements and required capacities • Annual strategic implementation plan (sample exercise)
Monitoring, evaluation and reporting system	<ul style="list-style-type: none"> • Before implementation • During implementation • After implementation • Techniques and tools for monitoring • Reporting mechanism (vertical and horizontal)

Source: TA Facility

6D: CPD/TPD: Background, Concepts Etc.

The new structure of education systems has merged National Centre for Educational Development (NCED) and Department of Education (DOE) and created CEHRD. Under the CEHRD the TTS and Educational Management Training Section (EMTS) are responsible to implement CPD/TPD. The TTS is mainly responsible for developing policy for teacher training (both general and technical education streams), the teacher competency framework, certify teacher training curriculums, develop standards and formulate teachers' capacity development programmes. Most functions previously undertaken by NCED have shifted to Provincial Governments and PETCs, as well as LGs.

The PETCs have been implementing CPD/TPD in a modular structure, which comprises a three-part training workshop, self-study exercises and instructional counselling. According to the module, the first part runs for 5 days in a face-to-face mode, and the second part runs for 20 - 30 days and involves teachers performing assigned tasks to receive credit equivalent to three days' work. The final phase is instructional counselling, in which instructors visit schools of the hub to evaluate teachers' performance in the self-study exercise.

The existing provision of a 30-day long in-service certification training based on the TPD modules that cover subjects and level-wise contents divided into two (15 days each) modules (including 10 days of school-based practice) is supply-driven, rather than demand-driven. According to the Status report (2017/18), teacher training programmes were carried out based on the TPD modules that cover subjects and level-wise contents.

TPD training programmes being implemented are largely theoretical and lack practical part (SSDP MTR Aide Memoire, 2019). The number of teachers receiving TPD training so far is limited, and it would be very challenging to achieve the targets set in DLI and PRF. There is a target to provide TPD training to 13,500 teachers within the next two years (2021).

Development of CIDP on CPD/TPD and undertaking of various activities.

CIDP for CPD/TPD has been developed based on the CIA report which has been shared with CEHRD and DPs. In the process of finalisation of the report, comments and inputs from the government as well as DPs were incorporated. Based on the CIDP report the SSDP TA has undertaken the following activities as a part of its support to CEHRD in the implementation of CPD/TPD.

Provide technical support in the implementation of on-going CPD/TPD programme

As documented in the CIA report, one of the major challenges related to CPD/TPD was difficulty in achieving the SSDP (DLI and PRF) targets. In this regard, SSDP TA Facility has engaged with officials at CEHRD/TTS and EMTS to discuss alternative ways to implement CPD/TPD and revamping existing TPD through online as well as face-to-face modes to achieve teacher training targets. The SSDP TA has carried out the following activities.

- Organised a two-day consultation meeting with provincial education authorities. The meeting was attended by officials from all seven Provincial Social Development Ministry/PEDD and PETCs, as well as representatives from CEHRD. The meeting took stock of existing situation of CPD/TPD at the provincial level and difficulties in achieving the SSDP (DLI and PRF) targets. In the changed context of education structure and responsibilities endowed to provincial and local level governments, the following consensus was reached with regards to TPD/CPD:

- Standardised curriculum: There is a need to standardise and improve training curriculums. The participants of the meeting agreed to revise the curriculum as required with the involvement of Provincial Governments and use with endorsement from their respective councils.
- Competent trainers: Identified need to use competent trainers. The federal and Provincial Governments will work together to develop capacity of trainers.
- Standardised training process: Give adequate attention during the selection of relevant teachers for training. There was agreement to use appropriate technology for training programmes.
- Establish better linkages between training programme and objectives: Establish necessary links between training programme and its objectives. The training programmes will be organised by establishing effective and efficient coordination between human and physical resources and use of technology.
- Maintenance of training information and reporting: It was agreed that the PETCs will maintain a retrieval training information data and reporting system. Reports generated from the system would be shared with relevant authorities.
- Coordination: PETCs agree to coordinate with federal, provincial and LGs to resolve issues and challenges related to training curriculum while organising training programmes at the provincial level.
- Follow up of DLIs and PRF progress on CPD/TPD. A series of meetings have been held with relevant officials at CEHRD/TTS, EMTS, CDC, and ADB Consultant to follow up on progress, challenges and possible ways to track achievements.
- Explored the possibility of collecting data and information on DLI 3.3a year 3 (1,000 basic schools and 500 secondary schools have full complement of maths, science and English subject teachers) and 3.3b year 3 (4,500 subject teachers for maths, science and English trained in new subject-wise training through IEMIS system on a regular basis. The team is revising the EMIS data collection format/checklist to incorporate necessary information of TPD. Moreover, SSDP TA Facility on IEMIS has also explored and calculated the availability of computers and Internet connectivity in schools for implementing alternative approaches.

Piloting of Teacher Mentoring as a Core Element of CPD

There is acceptance that due to limited capacity of the restructured ETCs, the targets set in SSDP (DLIs and PRF) for CPD/TPD is challenging to achieve. There was also a newly emerged need to provide training to 27,000 teachers recruited and selected by the TSC. As identified in the CIDP and in search of alternative approach for teachers' CPD, the TA will develop and pilot test teacher mentoring as a new approach for teacher development in Nepal. A concept paper on Teacher Mentoring has been drafted and shared with the relevant officials at CEHRD and MOEST/DACS. The three-part concept paper includes a detail introduction and rationale for teacher mentoring including review of international challenges and trends and national context and rationale for teacher mentoring. The second part provides an overview of scope and principles of teacher mentoring. The third part presents key design questions to be answered that need to be further discussed before piloting the programme.

As a 'pilot', the initiative would be intended to meet some of the most immediate CPD needs of teachers as well as assess the feasibility of various approaches. It is also intended to generate ideas to inform and guide Local Governments in developing their own effective and contextualised teacher support systems. Thus, a pilot at this time has the potential

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both to help consolidate and sustain the work under SSDP and provide timely input into the evolution of the next stage of education sector reform in Nepal within the federalised governance structure.

6E: Further plans for environmental and social safeguard

Activities	Major task	Time frame
Publication and dissemination of Safeguard booklet	<ul style="list-style-type: none"> Dissemination at the federal, province and local level Support for publication of safeguard booklet. Support for the dissemination of the document at the federal, province and local level. 	August 2020
Capacity development of safeguard focal persons of selected model schools	<ul style="list-style-type: none"> Develop the training outline and content to deliver safeguard requirement. Support for nomination of safeguard focal person. Conduct capacity development training to safeguard focal persons at different levels. Conduct capacity development training to school building design consultants. 	September 2020 onwards (depending on the Covid-19 crisis)
Rapid assessment on existing practice of Environmental and Social Safeguards implementation in school	<ul style="list-style-type: none"> Visit to provinces 2, 3 and 4 and organise province, district and local level sessions to observe and assess environmental and social safeguard status; analyse and identify the gaps. 	November 2020 onwards
Monitoring	<ul style="list-style-type: none"> Visit the sample school sites for monitoring and reporting of environmental and social safeguard. CEHRD, SSDP TA Environmental and Social Safeguard Specialist will visit the sample site to undertake status of environmental and social compliance. 	December 2020 onwards

Source: TA Facility

6F: Online training sessions on IEMIS: The below table describes Online Trainings to Schools, LGs and PGs

Dates	Hosted by	Participated	Training Type	Participant Number	Facilitated by
4/5/20	EDD, Province 1	Teachers LG Officers	IEMIS Capacity Development of Teachers	97	EMIS National Consultant EMIS Sub-National Consultant
4/8/20	Prabidhi Maitri Shikshak Samaj EDD, Karnali Province	Teachers	IEMIS Capacity Development of Teachers	35	EMIS National Consultant
5/9/20	Prabidhi Maitri Shikshak Samaj EDD, Province 2	Teachers LG Officers	IEMIS Capacity Development of Teachers	33	EMIS National Consultant EMIS Sub-National Consultant
5/25/20	Sudurpaschim Province	LG Officers	7 days on-the-job training to the LG Officers	45	EMIS National Consultant Director, EMIS Section, CEHRD

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Dates	Hosted by	Participated	Training Type	Participant Number	Facilitated by
5/26/20	Tansen Municipality	Teachers	IEMIS Capacity Development of Teachers	40	EMIS National Consultant
5/29/20	Rajbiraj Municipality	Teachers, LGs, EDCU	Education Cluster Meeting	25	EMIS National Consultant
5/30/20	Local Level Staff Development Forum	Newly recruited LG Officers	Online Programmes, IEMIS, Formation of Education Plans	53	EMIS National Consultant EMIS Sub-National Consultant
6/13/20	Bharatpur Municipality	Teachers, LGs	IEMIS Capacity Development of Teachers	37	Director, EMIS Section, CEHRD EMIS National Consultant
6/15/20	Education Development Directorate, Bagmati Province	All LGs from 13 districts	IEMIS Capacity Development of LG Officers	50	Director, EMIS Section, CEHRD EMIS National Consultant EMIS Sub-National Consultant
6/16/20	Education Development Directorate, Bagmati Province	All LGs from 13 districts	IEMIS Capacity Development of LG Officers	50	Director, EMIS Section, CEHRD EMIS National Consultant EMIS Sub-National Consultant
6/17/20	Education Development Directorate, Bagmati Province	All LGs from 13 districts	IEMIS Capacity Development of LG Officers	30	Director, EMIS Section, CEHRD EMIS National Consultant
6/18/20	Education Development Directorate, Bagmati Province	All LGs from 13 districts	IEMIS Capacity Development of LG Officers	50	Director, EMIS Section, CEHRD EMIS National Consultant
6/20/20	Hetauda Sub-Metropolitan City, Bagmati Province	Teachers, LGs	IEMIS Capacity Development of Teachers		Director, EMIS Section, CEHRD EMIS National Consultant

Source: TA Facility

APPENDIX 6: COMMUNICATION AND VISIBILITY

The SSDP TA TORs for communications and visibility state:

i) Develop and implement communication and visibility plan strategy for SSDP to increase awareness of SSDP interventions among the target population groups at provincial and local levels; ii) strengthen community participation; iii) enhance partnerships between government and development partners and with community representatives; iv) and Increase awareness and visibility of EU and ADB support (together with other development partners) for the education sector reform programs in Nepal among stakeholders in the EU and in the global community.

Objectives i), ii) and iii) in the TORs mentioned above are directly linked to SSDP's Communication Strategy which has been drafted by the TA team and is awaiting endorsement by the CEHRD/MOEST. The Strategy was developed on the basis of CIA carried out by the TA facility in three provinces; in addition, consultations with MOEST and CEHRD officials were carried out focusing on prevailing communications practices in the system and the need in the new federal context. The Strategy has identified communication priorities and also outlined a communication matrix related to SSDP outputs including equity and inclusion issues. Communication options for target population were identified and categorised in the Strategy. The draft of the Strategy was first shared with MOEST, CEHRD and DPs in November 2019. It received three rounds of inputs and comments from DPs, but no input came from MOEST. Lapses in communications not being giving priority have been accepted by the MOEST and CEHRD, more so during the federalisation's transitional process. The strategy is yet to be endorsed by the MOEST as of submission of this annual report.

Evidence: To support the communication and visibility objectives i), ii) and iii), while supplementing the communication strategy, five priority communication activities were identified in consultation with the government. The concepts for these activities were developed and shared with the CEHRD/MOEST for rolling out of the activities. A brief of these five activities is provided here to indicate the steps taken by the TA to strengthen the SSDP communication and visibility.

A Communication Platform for all Tiers of Government to engage Stakeholders and develop and strengthen Partnerships

Communicating with LGs and Schools (Head Teachers)

As part of the SSDP Communication Strategy already shared with CEHRD, two initiatives focusing on direct communication between different government tiers have been proposed to support smooth programme implementation under the SSDP. Under the initiatives, virtual linkages between the CEHRD as the executing agency and local bodies and schools as implementing units would also support reporting processes for the SSDP including for DLIs. The two initiatives are Short Message Service (SMS) and Toll-Free Telephone Numbers.

1. Short Message Service (SMS)

The SMS service through the country's two largest telecom companies will have very specific audiences including the Local Government institutions and their representatives and school head teachers as direct recipient of communication through messaging. End line beneficiaries of the communication will be schools and children in primary and secondary level education.

Outreach

The mass SMS will be segmented into the following categories for messaging:

- All head teachers – for CEHRD’s direct reach to schools and children (not complete)
- LG authorities for education (Office of Mayors, Chairs) – not complete
- All frontline service provider, Education Officers (Technical administrators)
- Provincial level service delivery Institutions and representatives
- Chief Administrative Officers of all 753 local governments completed
- All Mayors and Deputy Mayors of municipalities completed
- All Chair and Deputy Chairs of rural municipalities completed
- All 77 Education Development Coordination Units completed
- All Model Schools selected so far under SSDP completed

Benefits

- Mass SMS will be instant and direct to specific groups or sector wide group
- Direct messaging to individuals/representatives to communicate critical and time sensitive information such as in the current Covid-19 pandemic situation and education
- Short messages will draw attention of audiences compared to lengthy circulars and emails
- Messaging through SMS require simple mobile sets as compared to IP based instant messaging
- With SMS messages being paid for, only value based relevant messages are sent/received

SSDP TA Tasks

- Vendor for SMS selected and ready to operate
- Compiled data of mobile phone numbers of Mayors, Deputy Mayors, Palika Chairpersons and Deputies, Chief Administrative Officers, EDCUs, Model School head teachers
- Work in progress for collecting phone list of Education Officers of LGs
- Work in progress for verifying 34,000 school head teachers contact numbers

2. Toll Free Telephone

The foremost intent of this communication platform is to fill in the interpersonal and administrative communication void as a result of the transition into federalization. The platform would help connect education officers and officials in municipalities, rural municipalities and provinces directly with the CEHRD. The toll-free two-way communication is intended to facilitate in the implementation of the SSDP through accurate, relevant and timely information and bring clarity on interim/current practices and policy. The communication channel should help provide municipal officials access to information from federal officials and their response for better guidance on SSDP implementation.

Outreach

CEHRD will be able to support SSDP implementation by engaging with Education Officers in municipalities and Palikas, School administrators, SMCs, Head Teachers and possibly even students.

Benefits

The toll-free platform will largely address the following subjects:

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- Request for technical support
- Implementation process
- Grievances and solution
- General enquiry
- Feedback and suggestions

The toll-free platform will improve the delivery and support services of CEHRD's technical and programme support to LGs and teachers/schools. The platform will help generate confidence in the CEHRD by simply being available to directly communicate with specialists and LG authorities. Communication will be made easier for implementing agencies, schools and teachers to get the concerned answered. No cost will be involved for beneficiaries.

SSDP TA Tasks

- Concept note for toll free number and draft standard operating procedures shared with CEHRD and CEHRD leadership has been engaged for discussions
- A virtual and email communication group has been set up amongst representatives from the MOEST, CEHRD and TA team to deliberate the benefits of the initiative

Some other possible initiatives for strengthening the communication platform are as follows:

3. Radio Public Service Announcements (PSA)

With an almost full country coverage of the government's national radio network including FM stations, PSA targeted towards LGs and school teachers and children can be initiated. The objective will be to communicate current information and any other messages. There will be cost implications which can be discussed.

4. Television Public Service Announcements (PSA)

Similar to radio PSAs but largely targeted towards urban centres. This will have more cost implications than radio engagement.

5. Active engagement of social media

With complete control of content over various types of social media platforms which have dedicated following, the CEHRD could consider being more active in its engagement. Cost implication to CEHRD and TA are almost nil other than time of their respective human resources.

Tentative Activity Plan

Push SMS

Activities	Timeline	Comments
Signing of contract with Vendor	Week of June 15	<p>Use of the British Council's current vendor with messaging to 3,765 phone numbers (current). Approximately two messages a week will cost Rs 30,000 a month.</p> <p>Adjustment to the contract or new vendor selection if Head Teachers data base of more than 34,000 is put together for direct audience communication by CEHRD. This can substantially increase the cost. Sending approximately two messages a week to head teachers and education officer would approximately cost Rs. 70,000 a week @ Rs 1 per SMS or almost Rs. 300,000/month. Increasing the SMS to say 4-5 a week would quadruple the cost.</p>

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Compilation of phone data of specific audiences given to vendor for segmentation of following: 1. Mayors 2. Deputy Mayors 3. Palika Chairperson 4. Palika Deputy Chairpersons 5. Chief Administrative Officers 6. EDCUs of 77 districts 7. Model Schools Head Teachers 8. Separate segmentation of the above list based on Province, District	Week of June 22	Provisions to include phone data base for the following 1. Education Officers 2. Specific DLIs related such as scholarship districts only
Orientation by vendor to TA team and designated CEHRD personnel on features of Push SMS. Handover of username and password. Hands on testing by TA team.	Week of June 22	All messages to be dispatched by the CEHRD. TA will pay monthly bills. Close approximate of budgetary implication are dependent on CEHRD setting up a calendar of monthly SMSs. However, this could be in addition to need-based messages it will send out.
Push SMS ready for dispatch to respective audiences by CEHRD	Week of June 29	First message: 1. Covid-19 updates related to education. 2. Work on audio note production for Grades 1-8 3. Check for regular update on CEHRD and MOEST websites with links to the two platforms. 4. Launch of the online platform.
Set up a calendar for messaging	Week of June 29	Calendar based on scheduled/tentative developments

Hotline

Activities	Timeline	Comments
Review of the concept note and SOPs. Provide inputs into SOPs	26-30 June	Concept note shared with CEHRD/MOEST leadership team on 18 April. CEHRD DDG in principle agreed to the concept.
Incorporating inputs into SOP provided by CEHRD.	1-3 July	Crucial agenda could be the human resources needed for day-to-day operations, response management and archiving of calls.
Q&A preparation for respective thematic work streams.	6-17 July	Each thematic lead in the TA Facility works with respective CEHRD counterpart to identify and prepare a set of questions and response.
Selection and bringing on board personnel to manage the toll-free station. Office space/location centre for phone operation	3 July -3 August	Orientation of toll-free management and understanding of SOPs. Introduction to CEHRD organizational structure and responsible personnel
Procurement process for two toll-free NTC telephone lines	3-7 August	
Marketing and profiling of service	10 August onwards	CEHRD Social media, Radio and television, website

Television and Radio

Activities	Timeline	Comment
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Regular public service announcements (PSA) related to concurrent development through Radio Nepal's national networks (G to G)	21 June onwards	Among other timings, the PSA could also be used during the Saturday 7.25 airtime. The government is looking to considerably increase the airtime on television for reaching out to students of all grades for their education starting in June 2020.
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Social Media Engagement

Activities	Timeline	Comment
<p>CDC's YouTube channel</p> <p>https://www.youtube.com/channel/UCrTKRd1F1QL_61JIEb5BOvA/pla ylists</p> <p>Mirroring of radio and television PSA on this channel</p>	Immediate	The CDC site has become very active as seen by the addition of curriculum for Grade 2-8 for maths, science and English. CEHRD does have people to engage in this social media platform. The homepage of the channel must be updated to give a sense of currency to visitors.
<p>Activate the CEHRD Facebook page</p> <p>https://www.facebook.com/Center-For-Education-And-Human-Resources-Development-244444993084053</p>	Immediate	<p>The Facebook page is inactive since the last post on 28 May 2019. Being a controlled medium, the CEHRD has direct two-way communication reach. Messaging and feedback are instant for immediate action. The platform will also mirror television and radio PSA in addition to personalised messages from the CEHRD/MOEST to its followers. Marketing to profile its presence requires (just 569 followers) specifically targeting teachers and students, LGs)</p> <p>The old DEO face should be taken down so as not to confuse audiences. https://www.facebook.com/DoEnepal</p>

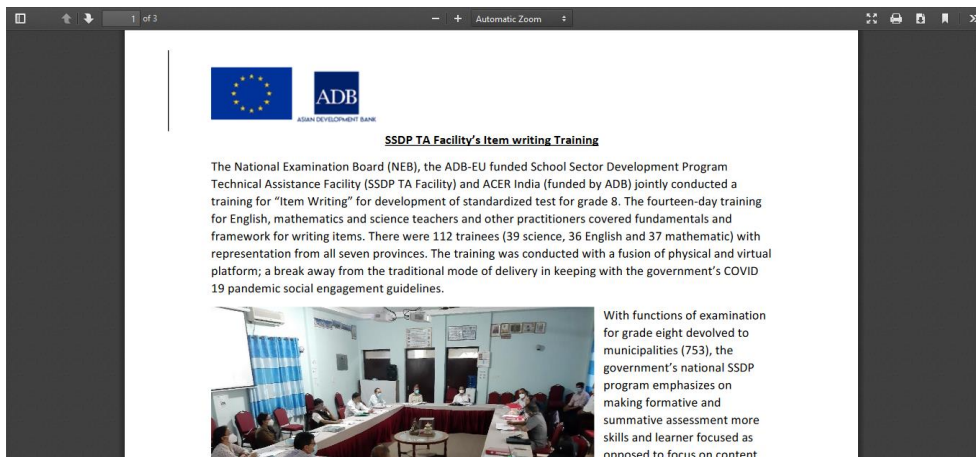
Objective iv) in the TORs (ADB-EU visibility) has been addressed at various levels since the TA Facility was initiated. TA Facility has been adhering to the communication and visibility TOR for increasing awareness about SSDP interventions among stakeholders at various levels by following branding and marking requirements and ensuring that both the ADB and EU are duly acknowledged at all forums and activities. Examples include various workshops and events conducted under the CIA; meetings and workshops held under various thematic areas; reports prepared, and presentations made highlighting the SSDP TA and its donors.

Evidence:

Print and Electronic Media Stories (at least one per year)

The TA team will be engaging with select media outlets to profile specific program activities of the SSDP TA as well as challenges being faced in meeting SSDP objective.

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The SSDP's Item writing training for 112 English, Math and Science teachers in partnership with ACER India in July 2020 profiled EU/ADB

support for program implementation in the COVID 19 pandemic situation. The story of the training also highlighted takeaways for the teachers which took place using virtual platforms.

Blogs and Articles (at least two per year)

Opinion piece in The Himalayan Times 1st August 2019 "Restructure SSDP: In line with federalism"

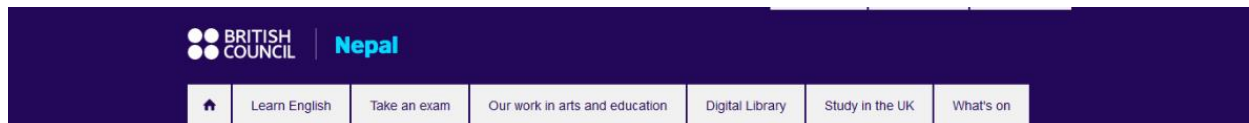


federalism"
Hari Lamsal,
Joint
Secretary,
Ministry of
Education,
Science and
Technology.
The first
paragraph of
the opinion
write up
acknowledges
the
contribution of
the donor
community
including the
EU and the
ADB. The
essence of the

opinion by the senior government officials hints at lack of ownership of the SSDP program by provincial and local governments.

<https://thehimalayantimes.com/opinion/restructure-school-sector-development-plan-in-line-with-federalism/>

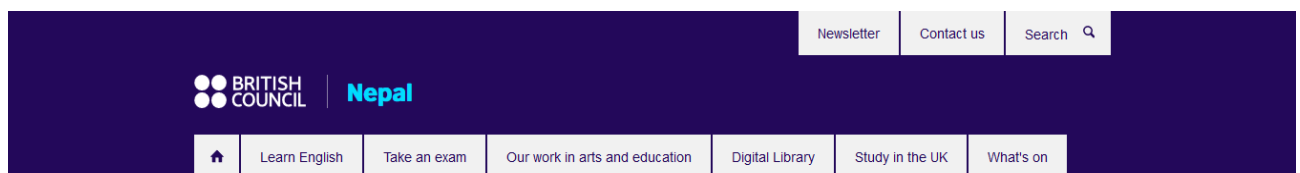
SSDP Visibility and Branding on British Council Website



School Sector Development Plan- Technical Assistance Facility



School Sector Development Plan Technical Assistance Facility platform on British Council Website

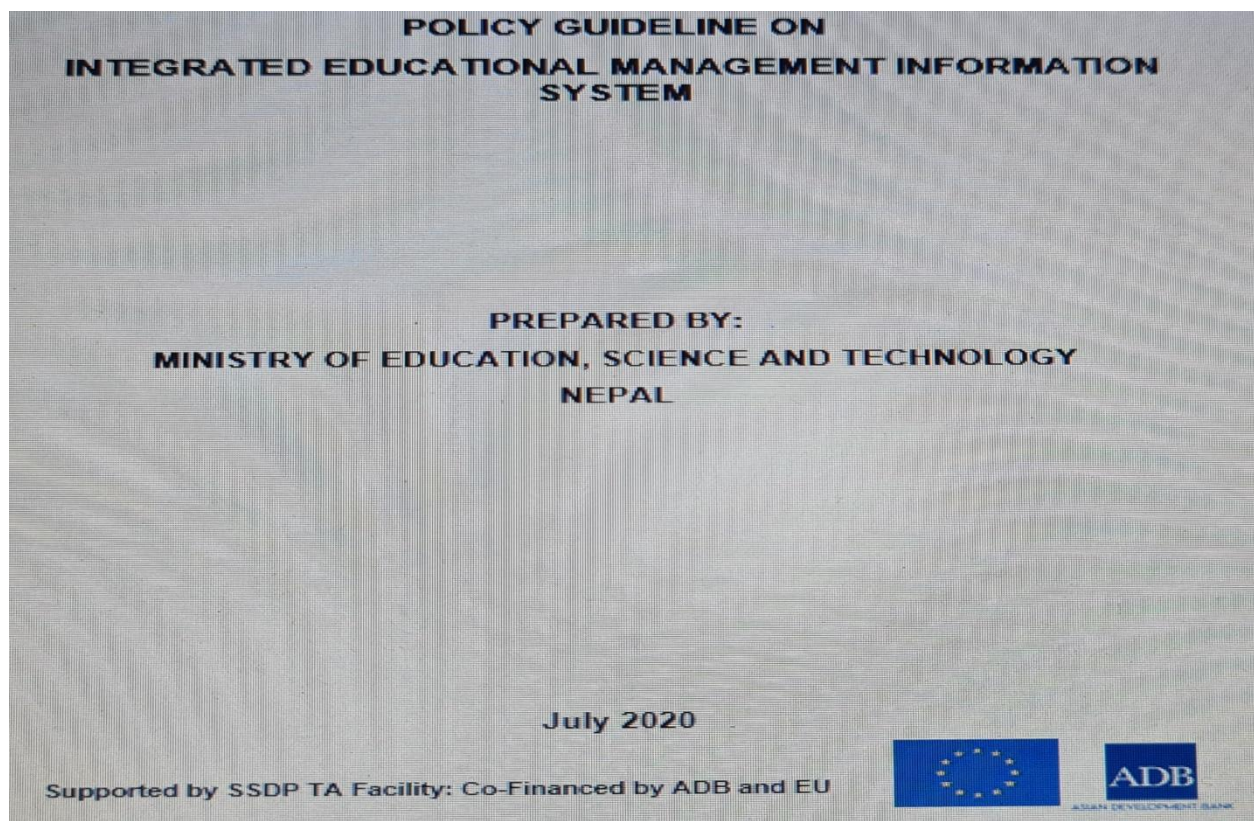
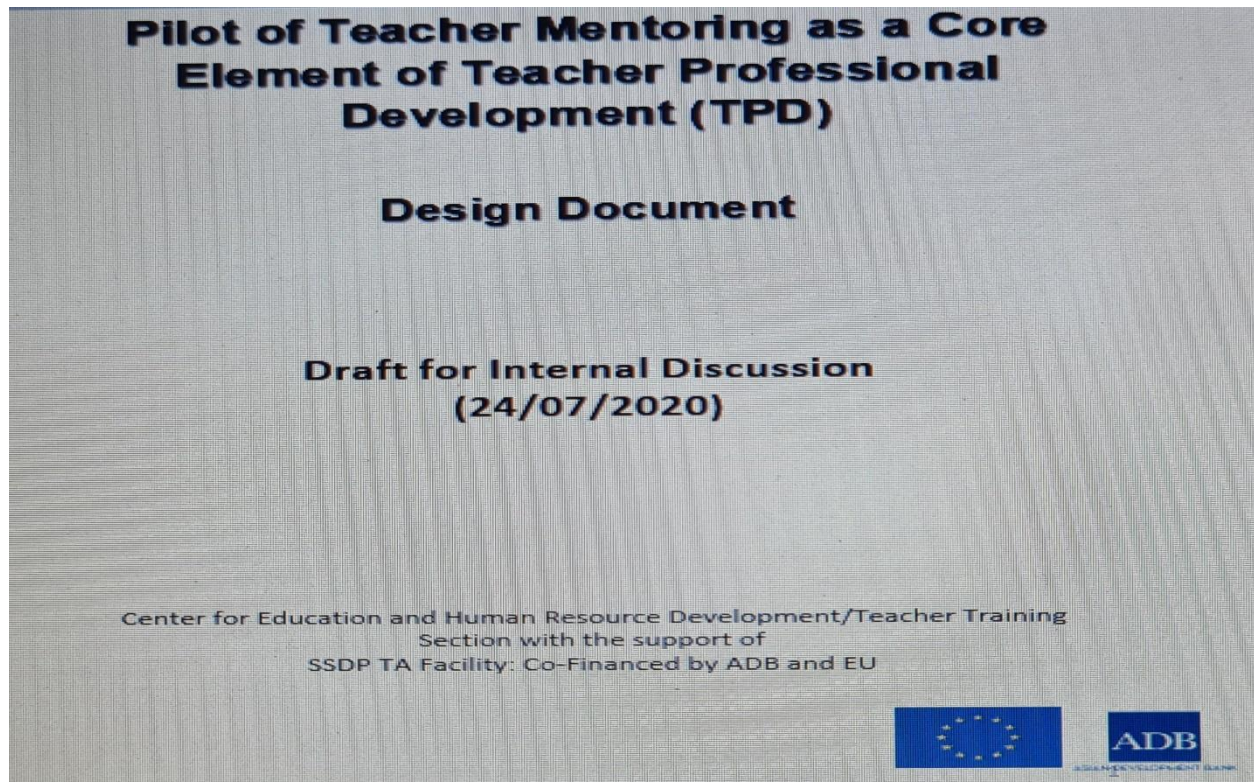


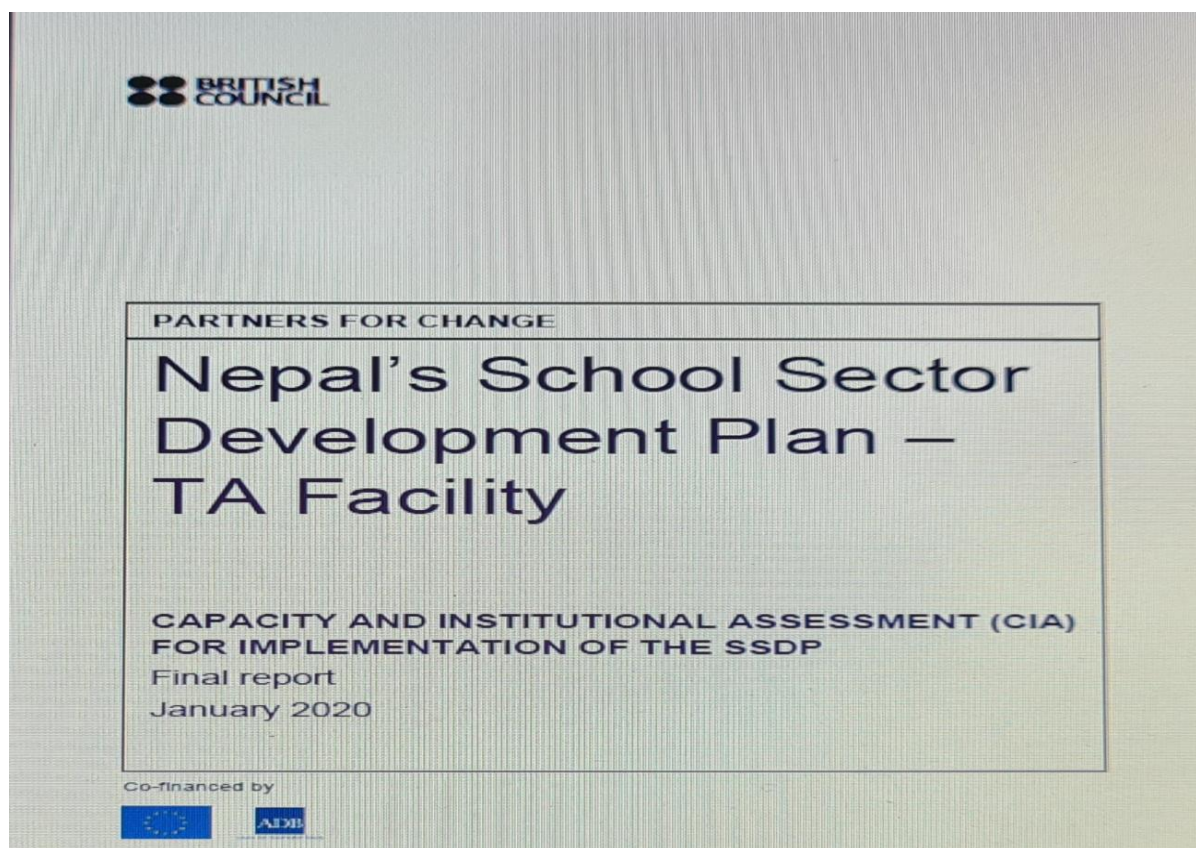
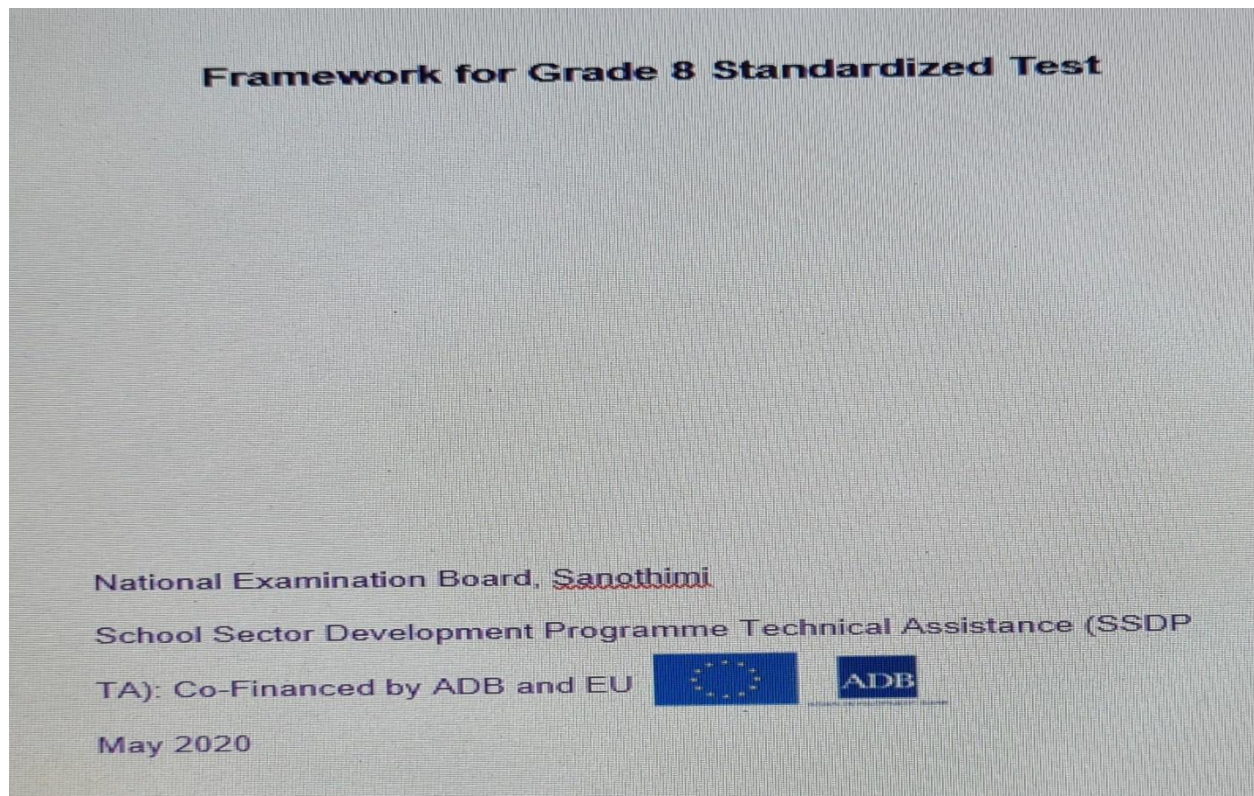
Request for Quotation for strengthening/upgradation of Web Based IEMIS

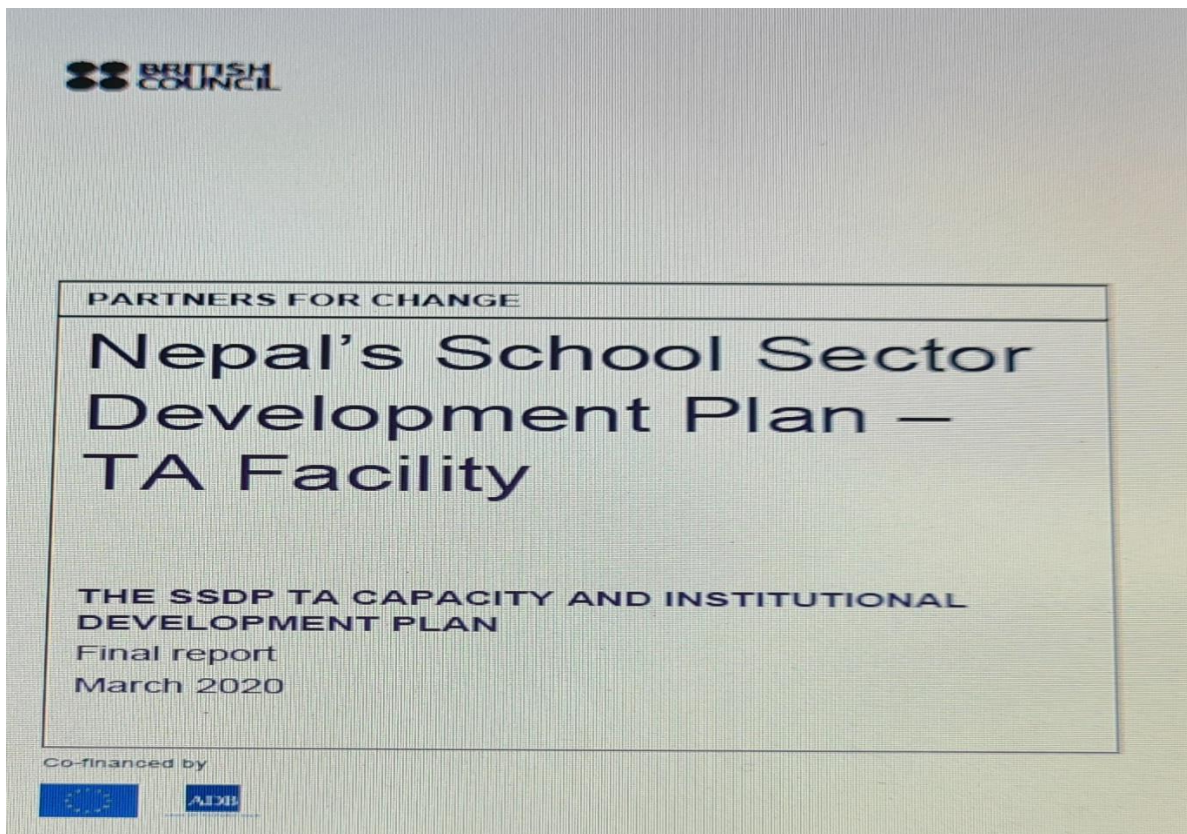
British Council is seeking services from an IT firm to provide technical support to strengthen/upgrade the existing Web Based IEMIS system for effective use of data at local, provincial and federal level for TA 9215: Supporting Policies and Implementation in the School Sector Nepal's School Sector Development Plan - TA Facility - Package 1: Program Management, Coordination and Technical Support Team in Nepal. This TA is funded by EU and ADB and being implemented by the British Council. Interested firms are requested to provide a suppliers response and pricing approach based on the Terms of Reference and Request for Quotation.

All related documents can be downloaded from 'Downloads' section below. The deadline for submission of quotation is **10 February 2020**

Various Reports and Documents







Various Presentations

Establishment and Management of
Helpdesk Service Center
at
Curriculum Development Center

Established with the support of
SSDP-TA Facility: Co-financed by ADB and EU



Training Manual

On
Design, Procurement and Construction of school Building

FOR
CEHRD/MOEST/CONSULTANT/LG's Engineer, Overseer and Other Officials

Presented By: SSDP TA Facility: Co-financed by ADB and EU
Sanothimi, Bhaktapur



Training Manual

On
School Safety and new Construction of school Building

FOR
SMC's member, School safety focal person, teachers and students

Presented By: SSDP TA Facility: Co-financed by ADB and EU
Sanothimi, Bhaktapur



Various Photographs

JRM (2019) visit to Beldadi Gaupailka Kanchanpu, Province seven by representatives of the Ministry of Education Science and Technology, European Union, World Bank, Asian Development Bank, DFID.



A student of Tulsiram Secondary School, Dhangadi in Kailali district demonstrating his drone to the JRM representatives, November 2019.



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School visit by SSDP TA and DFID representatives to Province Two



Representatives of schools and LG education officers from Province Three during the CIA workshop in June 2019.



APPENDIX 7: TA WORKPLAN

The below section highlights the workplan for the TA Facility for the next 18 months. A month wise breakdown of activities until December 2020 is attached as Appendix 3.

MOEST & CEHRD	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
1.1 Support to SSDP implementation								
1.1.1 Structured support for SSDP DLI/PRF achievement:	x	x	x	x	x	x	x	x
1.1.1.1 Support to develop and implement ASIP, AWPB and PIM		x	x	x	x	x	x	
1.1.1.2 Monthly meeting of DLI committee (at least 12 by July 2021)	x	x	x	x	x	x	x	
1.1.1.3 DLI/PRF workshops for each SSDP reform area			x	x	x	x	x	
1.1.1.4 Support to SSDP reporting and Joint Monitoring Visit	x	x	x	x	x	x	x	x
1.1.2 Support to language interpretation		x		x		x		x
1.1.3 Support to DACS:								
1.1.3.1 Support to BRM and JRM		x		x		x		
1.1.3.2 Support to Status Reporting (Analytical reports to DPs)	x	x	x	x	x	x	x	x
1.1.3.3 Support to Technical Working Group (TWG) strengthening	x	x	x	x	x	x	x	
1.2 Reporting mechanism on physical progress from LGs	x	x	x					
1.3 Support to immediate training and professional development needs								
1.3.1 Support CEHRD/ MOEST to conduct trainings on immediate needs				x		x		
1.3.2 Technical Support in capacity development workshops / trainings		x		x	x		x	x
1.4 Strengthening knowledge management								
1.4.1 Organisation of national conferences (two)				x			x	
1.4.2 Organisation of media visits (one)							x	
1.4.3 Organising study tours (one)						x		
1.4.4 Preparing a concept note for the twinning programme and identifying potential partner(s)						x		
1.4.5 Research studies (one)				x	x			
Local Government	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
2.1 LG Staff development								
2.1.1 Pre-training phase								

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Training content and resource material development		X	X					
Pre-Test			X					
Revised training Materials			X					
Printing				X				
Conduct ToT				X				
2.1.2 Training phase								
Conduct training for target LGs				X	X			
Monitoring during training at targeted LGs				X	X			
2.1.3 Post training phase								
Report Writing					X			
Follow up visit for impact						X		
Review Training						X		
Plan for next training						X		
2.1.4 Support CEHRD in developing follow up training programmes possibly taking online modular approach						X	X	
Schools	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 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								
a. Development of resource books	X	X						
b. Printing		X						
c. Distribution			X					
3.2 Support CEHRD with school reopening by providing assistance for developing safety and hygiene protocols for the schools, and their printing and dissemination to LGs		X	X					
3.2.1 Develop a concept note for the school reopening support for CEHRD		X						
3.2.2 Support with the development and printing of safety protocols and routines as part of the safety guidelines for 38,000 schools		X						
3.2.3 Virtual training of selected LG officials on school reopening safety protocols		X						
3.2.4 Distribution of teacher guides and safety protocols to PGs, LGs and teachers by CEHRD		X	X					
3.2.5 Monitoring and reporting		X	X					
IEMIS	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4

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4.1 Support in IEMIS policy development		X	X	X				
4.2 Strengthening 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/II		X	X					
4.2.2 Develop Grade 8, 9 and 11 exam system in current IEMIS					X			
4.2.3 Initiate the incorporation of new key features into IEMIS upon discussion in IEMIS thematic group			X	X				
4.2.4 Continuous dialogue with other government line agencies to link IEMIS with other database sources	X	X	X			X		
4.2.5 Facilitate and co-ordinate regular analytical reports by using the IEMIS data		X	X					
4.3 IEMIS capacity development								
4.3.1 Provide technical backstopping to the school, local, provincial and national level on IEMIS	X	X	X	X	X	X	X	X
4.3.2 Develop IEMIS-focused Capacity Development (CD) training modules (YouTube videos) and facilitate CD initiatives	X	X			X			
4.3.3 School-level IEMIS support (targeting schools from 28 districts)				X	X	X	X	X
4.3.4 LG level capacity development (as part of LG training)				X	X	X	X	X
Communications	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
5.1 Support SSDP Communication Strategy Development			X					
5.2 Capacity support at federal and provincial level				X	X	X		
5.3 SSDP - Key Communication activities in the strategy to be supported by the TA for CEHRD								
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		X	X	X				
5.3.2 Support to disseminate the SSDP TRM			X					
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			X	X	X			
5.3.4 General and Specific SSDP thematic information, appeals made more visible			X	X	X	X	X	
5.3.5 Revisit thematic area information for implementing agencies placed under the SSDP toolkit site			X	X				
CPD/TPD	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4

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6.1 Technical support in the implementation of ongoing CPD/TPD programmes								
6.1.1 Organise regular review/follow up meetings with CEHRD and PETCs and provide technical support for ongoing TPD curriculum development, in particular the appraisal, development and implementation of distance and online approaches and courses		X	X	X				
6.1.2 Identify students low performing areas in maths, science and English subjects and share with CEHRD and PETCs		X	X	X				
6.1.3 Support PETCs in adapting their current training curricula using distance delivery modalities		X	X	X				
6.1.4 Support collaboration across distance/virtual learning initiatives in response to Covid-19, to explore the possibility of replicating and expanding successful practice. This will include collaboration with existing initiatives, such as: the British Council/Cambridge University Press supported initiative to reach English teachers and learners with a view to applying some of the ideas to maths and science subject teaching, or the Government's television, radio and virtual/portal led initiatives by helping with content review and development for quality assurance with a special focus on Grades 4-8		X	X	X				
6.2 Development of Mentoring system as a part of new TPD/CPD model for teachers								
6.2.1 Revise and finalise the concept paper on teacher mentoring	X	X						
6.2.2 Develop Mentoring programme document and tools and templates		X	X					
6.2.3 Work with CEHRD to select provinces, municipalities and schools for piloting (virtual mode)			X	X				
6.2.4 Organise orientation programmes to selected provinces, municipalities and schools (virtual mode)			X	X				
6.2.5 Organise workshop to further consult upon and agree the process and tools and, thus, the content of the final Mentoring Pilot Design Document (virtual mode)			X	X				
6.2.6 Finalise pilot design document including monitoring and evaluation, roles and responsibilities and implementation work plan			X	X				
6.3 Pilot innovative school based "Mentoring system" as a part of TPD/CPD programme				X	X	X	X	X
6.4 Quality assure and print teacher guides for enhancing student learning			X	X				
6.4.1 Develop a concept note for quality assuring and printing teacher guides			X					
6.4.2 Support with the quality assurance and printing of 200,000 teacher guides for enhancing learning of students at homes			X					
6.4.3 Distribution of teacher guides to teachers by CEHRD			X	X				

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6.4.4 Monitoring and reporting			X	X				
Assessment and Examinations	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
7.1 Strengthen NEB and link its functions to ERO/NASA to provincial and local level institutions		X	X	X	X	X	X	X
7.2 Organise a research to review and recommend SBA and CAS programme				X	X	X	X	X
7.3 Provide technical support in the foundational works (including item development activities) to develop standardised tests for Grade 8 examinations.	X	X	X	X	X	X	X	X
7.4 Develop a concept paper and detail plan for the establishment of an item bank			X	X	X	X		
7.5 Technical support in the finalisation of the Assessment Framework for Grade 8 examinations.	X	X	X					
Curriculum Implementation	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
8.1 Support LGs to develop local curriculum and curriculum adaptation at the local context by establishing a help desk at the CDC								
8.1.1 Finalise concept paper on helpdesk at CDC (both Nepali and English version)	X	X						
8.1.2 Establishment of a helpdesk at CDC for support LGs to develop local curricula and curriculum adaptation		X	X					
8.1.3 Organise training/orientation on use and management of helpdesk, and operation of helpdesk			X					
8.1.4 Periodically monitor and review the progress and management of the helpdesk and report to relevant officials at CDC and TWG				X				
8. 2 Develop an orientation manual on development of local curriculum		X	X					
8. 3 Organise orientation programmes for LG/ LGEU members on adaptation of the curriculum to the local context and development of local curricula. (To be conducted virtually if the lockdown continues beyond July 2020)			X	X	X			
8.4 Support to TWG on curriculum	X	X	X	X	X	X	X	
School Safety	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
9.1 Support for finding the actual progress of retrofitted school buildings in various district	X	X	X	X				
9.2 Prepare model school construction procedure handbook (Design, procurement, construction and safety checklist)	X	X	X					
9.3 Prepare checklist and questionnaire for Capacity Assessment of school's safety		X	X	X				

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(structural and non-structural) and random site visit for Assessment								
9.4 Combine study, discuss and review of CSS framework, model school design; drawing and CSS related documents, monitoring and supervision			X	X	X	X	X	X
9.5 The design of training programme/manual and implementation for government engineers, sub-engineers, school management, teachers, students, contractors involved at site and representatives from local authority			X	X	X	X	X	X
9.6 Support to CEHRD for the nomination of safety focal person at provincial, municipal and school level			X	X	X			
9.7 Support to CEHRD/TWGs for feedback in report writing and other safety related documents	X	X	X	X	X	X	X	
School Safeguard Activities	Year 2020				Year 2021			
	Q1	Q 2	Q3	Q 4	Q 1	Q 2	Q 3	Q 4
10.1 Environmental and Social Safeguard booklet preparation and dissemination		X	X					
10.2 Support for establishment of safeguard implementation mechanism (Nomination of Safeguard focal person)			X	X				
10.3 Support to develop training package outlines of Environmental and Social Safeguards		X						
10.4 Support to conduct capacity development training on Environment and Social Safeguard to focal person federal, provincial, district and local level			X	X	X			
10.5 Support for the inclusion of environmental and social safeguard clauses in the bid documents of school building design	X							
10.6 Orientation training to school design consultants and engineers on environmental and social safeguard screening and assessment reports preparation			X			X		
10.7 Regular backstopping to the focal person on environmental and social safeguards		X	X	X	X	X	X	X
10.8 Support for the compliance monitoring of the environmental and social safeguards				X	X	X	X	X
10.9 Studies on existing practice on environmental and social safeguard implementation				X				

Source: TA Facility

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